**Office of Graduate Student Life**

<table>
<thead>
<tr>
<th>Department Name:</th>
<th>Office of Graduate Student Life</th>
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<tbody>
<tr>
<td><strong>Program or Service:</strong></td>
<td>Whole Person Education Workshop Series</td>
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<td><strong>Brief description of program or service:</strong></td>
<td>The Whole Person Education program understands that graduate students have unique social, emotional, spiritual, and intellectual needs and experiences. The programs aims to help graduate students better understand how they are still growing, changing, and developing as whole persons.</td>
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<td><strong>Date:</strong></td>
<td>6/1/2016</td>
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1. **State the formal learning and/or operational outcomes for the program, service, or department:**

Students who attend a Whole Person Education workshop will be able to...
- Recognize which of the six dimensions of "Whole Person" wellness apply to the program they attended:
  - Intellectual
  - Emotional
  - Social/Cultural
  - Physical
  - Occupational
  - Spiritual
- Identify at least one way in which they might prioritize one of the dimensions of wellness in their lives.

2. **Where are these learning outcomes published? Be specific. (Where are the department’s learning expectations accessible to potential students: on the web or in your department’s handouts?):**

Published on Graduate Student Life website. Additionally, students who attend the program will be introduced to the outcomes at the start of the workshop.

3. **What data/evidence is used to determine whether participants have achieved the stated outcomes? (What method did you use? What were you measuring?):**

A survey is administered at the end of each workshop.

Surveys measure:
- Attendee’s ability to recognize the six dimensions of "Whole Person" wellness
- Attendee’s perception of their ability to implement concepts from the workshop in their life
- Satisfaction with topic
- Satisfaction with presenter
- Suggestions for future workshop topics
- Areas of improvement

4. **Who collects and interprets the evidence? When and how often does this occur? Who assists in**

The graduate student running the program and/or the program presenter collect the evidence at the end of each workshop. The graduate student and Office of Graduate Student Life staff review the data following each workshop. The data from all workshops in one academic year are reviewed and analyzed at the end of the academic year.
interpreting and analyzing the data?:

5. Individuals with whom the data is shared (list primary and secondary stakeholders and narrative as to why):

Stakeholders:
- Office of Graduate Student Life staff
  - Director, Assistant Director
  - Assist in the planning of the workshop series
- Graduate assistant
  - Plans and implements program
  - Student input
- Program presenters
  - Will be informed of overall feedback about the program, and specifically about feedback on their program or topic area
- Associate Vice President of Student Affairs
  - Oversees OGSL department

6. What changes have been made as a result of using the data/evidence? (What was the change? What data led you to make that change?) If no change, indicate why:

2016
- 91% of attendees “completed” the survey
- The results revealed 0% of attendees were able to name all 6 dimensions of wellness.
- Further, 39% were unable to name at least 1 dimension. 45% were unable to identify at least one way they are/are not prioritizing wellness in their lives.

LIMITATIONS
- Students are not required to attend all workshops. (We run them on a variety of weekdays so students from different programs can come).
- Single workshop only covers 1 dimension, so it’s difficult for a student to really get an in depth look at each area of wellness if they only attend one workshop. This might indicate that we need to either adjust the program to better meet the learning outcomes or vice versa.
- Percentage of respondents who left answers blank (15% left dimensions question blank. 35% left prioritization blank). – Indication that they’re rushing through the survey.

Changes for 2016
- We will adjust the learning outcomes to better suit how the program operates. (New outcomes noted above).
- We will change the format and structure of the survey to reduce the number of blank answers, particularly those related to our learning outcomes.
- We will consider adding more structure to the program, such as a cohort model where the same students attend several different workshops. By attending several of the workshops, they would then be introduced to all dimensions of wellness.

2015
The program has shifted its focus away from the graduate student experience of teaching and working with undergraduates, which addressed the wellness of the undergraduate student more than that of the graduate student. The program now focuses directly on the wellness of the graduate student.

This change was not made as a result of data, but out of the recognition that the department’s mission is to address the needs of graduate students. Additionally, a new center has been created that focuses on the experience of teaching and
| **7. How do you know that the changes have resulted in improved learning outcomes? (continuous improvement evidence):** | The program's new learning outcomes have not yet been assessed. |