

Fall 2016 Counseling Student Success Workshop Evaluation Results

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Purpose of Brief

The purpose of this brief is to analyze the results of Student Success workshop evaluations completed by 52 respondents in Fall 2016.

Summary of Findings

- 25% respondents indicated they attended the Student Success workshop on Overcoming Procrastination.
- 65% of respondents planned to obtain an associate's degree and transfer to a 4-year institution, and 19% of respondents planned to transfer to a 4-year institution without earning an associate's degree.
- 53% of respondents indicated they heard about Student Success workshops through special programs such as EOPS or STEM.
- 100% of respondents agreed or strongly agreed with the following statements:
 - I believe this workshop was valuable.
 - The presenter was easy to follow and understand.
 - I would like more workshops like this one at Crafton Hills.
- 100% of respondents (N=52) would recommend the workshop they attended to other students.
- Respondents perceived the information as "helpful" (n=14) when recommending to other students.
- The most frequent comments provided by respondents were in regards to the workshop being "great" (n=6) and respondents commenting "thanks" (n=4).

Overview

The Crafton Hills College (CHC) Counseling department offers Student Success workshops, such as Combating Procrastination, Time Management, Goal Setting, and Learning Styles, throughout the academic year to improve students' skills.

The purpose of this brief is to analyze the results of Student Success workshop evaluations completed by 52 respondents, during the Fall 2016 term. The Student Success workshops evaluated were held from September 29, 2016 to December 14, 2016.

Methodology

The evaluation was administered in paper form to respondents by Counseling office staff. The evaluation consisted of 11 questions. The first question prompted respondents to select the workshop they participated in. Question 2 prompted respondents to indicate the date the workshop took place. Question 3 asked respondents to specify their educational goal, and question 4 prompted respondents to identify their major/program of study. Question 5 asked respondents to select the units completed toward their educational goal. Question 6 asked respondents to specify how they heard about the workshop. Question 7 prompted respondents to rate their level of agreement with 5 statements regarding their experience in the workshop. The following 4-point Likert scale was utilized: 4= Strongly Agree, 3= Agree, 2= Disagree, and 1= Strongly Disagree. A follow up open-ended question asked respondents what other types of workshops they would like to see through the Student Success Office. Question 8 asked respondents to list the 3 most important things they learned at the workshop. Question 9 prompted respondents to indicate what they would have liked to learn at the workshop but did not. Additionally, question 10 prompted respondents to indicate whether or not they would recommend the workshop to other students. Finally, the evaluation provided an open-ended question where respondents were able to offer comments and/or suggestions regarding the workshop or the Student Success Office. To organize feedback received, responses were categorized by topic. A limitation to grouping any open-ended responses into categories is that other researchers may group them differently. Furthermore, because the survey is completely anonymous and no identifying information was collected, there is a possibility that the same student may have completed multiple surveys.

Findings

Tables 1 through 9 illustrate the results of the findings from the Student Success workshop evaluations in Fall 2016.

Table 1a lists the Student Success workshops attended by respondents in Fall 2016. Sixty-two percent of respondents specified they attended a workshop not listed on the evaluation. Table 1b lists other Student Success workshops not listed attended by respondents. Twenty-five percent of respondents indicated they attended the Student Success workshop on Overcoming Procrastination.

Table 1a. Student Success workshops attended by respondents in the Fall 2016 term.

Title	#	N	%
Other	32	52	61.5
Goal Setting	11	52	21.2
Time Management	7	52	13.5
Learning Styles	4	52	7.7
Effective Communication	0	52	0.0

Note: It is possible respondents selected multiple workshops.

Table 1b. Other Student Success workshops not listed attended by respondents in the Fall 2016 term.

Other Workshops Not Listed	#	N	%
Overcoming Procrastination	13	52	25.0
Study Skills	11	52	21.2
Inner Heroes	8	52	15.4

Table 2 illustrates respondents' educational goals. Sixty-five percent of respondents planned to obtain an associate's degree and transfer to a 4-year institution, and 19% of respondents planned to transfer to a 4-year institution without earning an associate's degree.

Table 2. Respondents' educational goals.

Educational Goal	#	N	%
Obtain an associate's degree and transfer to a 4-year	34	52	65.4
Transfer to a 4-year without earning an associate's degree	10	52	19.2
Earn an associate's degree only	2	52	3.8
Earn an occupational degree and/or certificate	2	52	3.8
Undecided	2	52	3.8
Discover and formulate career interests	1	52	1.9
Other	1	52	1.9
Prepare for a new career	0	52	0.0
Improve basic skills	0	52	0.0

Table 3 illustrates respondents' self-reported major/program of study. Eighteen percent of respondents indicated Business Administration/Management as their major, followed by 14% of respondents who specified Biology/Anatomy & Physiology/Pre-Med & Nursing as their major/program of study.

Table 3. Respondents' major/program of study.

Major/Program of Study	#	N	%
Business Administration/Management	8	44	18.2
Biology/Anatomy & Physiology/Pre-Med & Nursing	6	44	13.6
Computer Science	5	44	11.4
Psychology	5	44	11.4
Child Development/Elementary & Early Education	3	44	6.8
Respiratory Therapy	3	44	6.8
Sociology	3	44	6.8
Mathematics	2	44	4.5
American Sign Language	1	44	2.3
Art/Art History/Studio Art	1	44	2.3
English	1	44	2.3
Fire Technology	1	44	2.3
History	1	44	2.3
Kinesiology	1	44	2.3
Multiple Sciences	1	44	2.3
Physics	1	44	2.3
Theater Arts	1	44	2.3

Note: Any missing responses were not included in this table.

Table 4 illustrates the number of completed units towards respondents' educational goals. Fifty-eight percent of respondents indicated they completed less than 30 units, and 33% of respondents completed 31-60 units toward their educational goal.

Table 4. Number of Completed Units by Respondents.

Units Completed	#	N	%
Less than 30 units	30	52	57.7
31-60 units	17	52	32.7
More than 60 units	5	52	9.6

Table 5 demonstrates respondents' answers to how they heard about Student Success workshops. Fifty-three percent of respondents indicated they heard about Student Success workshops through special programs such as EOPS or STEM. Twenty-one percent of respondents heard about the Student Success workshops through a counselor.

Table 5. Respondents' answers to how they heard about Student Success workshops.

Modalities	#	N	%
Special Program (EOPS, STEM, etc.)	25	47	53.2
Counselor	10	47	21.3
Flyer	7	47	14.9
CHC Calendar	2	47	4.3
Other (please specify)	2	47	4.3
Email	1	47	2.1

Note: Any missing responses were not included in this table.

Table 6 illustrates respondents' level of agreement with statements regarding their experience in the Student Success workshop they attended. Over 98% of respondents either agreed or strongly agreed with all statements. Statements are sorted from the most to least number of positive responses.

One-hundred percent of respondents (N=52) agreed or strongly agreed with the following statements:

- I believe this workshop was valuable.
- The presenter was easy to follow and understand.
- I would like more workshops like this one at Crafton Hills.

Table 6. Respondents' level of agreement with statements regarding their experience in Student Success workshops.

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	#	%	#	%	#	%	#	%	
The presenter was easy to follow and understand.	42	80.8	10	19.2	0	0.0	0	0.0	52
I believe this workshop was valuable.	37	71.2	15	28.8	0	0.0	0	0.0	52
The workshop met my expectations.	34	65.4	17	32.7	1	1.9	0	0.0	52
I would like more workshops like this one at Crafton Hills.	33	63.5	19	36.5	0	0.0	0	0.0	52
I plan to attend more workshops offered by the Student Success Office.	31	59.6	20	38.5	1	1.9	0	0.0	52

Below are responses provided to open-ended questions 7 through 11 on the evaluation.

Question 7 included two parts, a series of statements in which they rated their level of agreement via a 4-point Likert scale (see Table 6 on page4) as well as an open-ended follow up question. The open-ended responses provided by 18 respondents are listed below. One respondent suggested workshops on “how to manage stress and anxiety”. Another respondent suggested to provided workshops on “self-help, stress, personality tests”.

- Career goals.
- Career Opportunities
- How to be more success in specific subjects.
- How to correctly plan things.
- How to manage stress and anxiety.
- How to push yourself to get something done / social anxiety.
- Inner heroes (n=2)
- Life style
- More personality workshops
- More transfer workshops.
- Reading; how to handle time and studying.
- SELF help, stress, personality tests.
- Stress Relievers?
- Student-teacher relationships; student culture.
- Team work
- Unsure
- Workshops about depression.

Table 7 illustrates open-ended responses on three most important things respondents indicated they learned at the workshop. Responses were categorized into six different themes: time management/procrastination, personal growth advice, study skills, goal planning, career advice, and other. A limitation to grouping any open-ended responses into categories is that researchers may group them differently. Respondents were most likely to provide responses in regards to time management (n=42) and personal growth advice (n=42), in regards to the three most important things learned.

Table 7. Open-ended responses on what the three most important things learned by respondents.

Time Management/ Procrastination (n=42)
Don't make excuses.
Don't procrastinate
Don't put assignments off.
Eliminate distractions.
Everyone deals with procrastination.
Everyone procrastinates. I'm not the only one.
Everyone struggles with procrastination. (n=2)
Finding time.
Get a planner.
Get it done.
How to overcome procrastination.
How to say no.
Learn to manage my time.
Learn to say no to volunteer work.
Lists to help procrastination.
Make a calendar.
Make lists.
Make time.
Manageable.
Other people procrastinate in the same ways.

(Table 7 Continues!)

(Table 7 Continued!)

Planner, plan work.
Planning ahead.
Realistic time frames.
Reasons of why people procrastinate
Review
Say no.
Schedule/Time
Setting up schedules.
That I need to be able to say no.
Things to do when overcoming procrastination.
Time bound (n=2)
Time Management (n=4)
To do list.
To prioritize
Use a planner.
Ways to overcome it.
Ways to use time wisely
Personal Growth Advice (n=42)
About my strengths and weaknesses.
Believe in yourself.
Change your mentality to "maybe I can learn something".
For certain subjects you use different learning styles.
Grit (n=2)
Grit and how it can help.
How to be in a certain state of mind
I never thought I'd be a do-er
I wasn't who I predicted to be.
I'm a kinesthetic learner.
I'm a visual and kinesthetic learner.
It's okay if I have two learning styles.
It's okay to reward yourself.
Learning style
My learning style.
My personality
My tendency to take on too much is common.
Noticing negative thoughts.
Noticing your negative thoughts.
Open minded to change.
Replace your negative mindset about learning
Reward all goals obtained.
Reward yourself after completing tasks.
Reward yourself with each accomplishment.
Reward yourself. (n=4)
Rewarding yourself for completing tasks.

(Table 7 Continues!)

(Table 7 Continued!)

Stay upbeat.
Stop spreading myself too thin.
That I am on the right track.
That I need more focus
The importance of grit.
The video on grit encourages to continue progressing even if failures take place.
There is hope for me!
Things I want to accomplish
Use reward system.
What I should succeed in.
What my personality is like.
Work on strengths
Study Skills (n=31)
3 Rs method
3 R's Read, Recite, and Review. Important aspect of studying.
Better studying tips.
Break down stuff and learn.
Different forms of note taking.
Different note taking methods
Different types of note taking strategies.
Different types of studying
How to be organized in work.
How to read in chunks
I should take breaks while studying to be more successful.
Keep distractions away.
Map method
More ways of studying
Muscle reading
Organization.
Read, Recite, Review
Reviewing before class.
Seek help if necessary.
Seek out assistance.
Short term to long term memory study review.
Shutting off from your phone while studying is okay.
Study methods -> specifically new ways to write notes.
Take 24 hours to review material.
The Cornell method
The different options for note taking
The importance of reviewing information within 24 hours.
The three column method.
Using an outline to study.
We have to find our own way to help ourselves to study.
Writing the notes within 24 hours.

(Table 7 Continues!)

(Table 7 Continued!)

Goal Planning (n=16)
Any goal is possible, don't give up.
Be proactive in achieving goal.
Being specific
Continue to refine your goals.
Goal Setting.
It is important to evaluate and re-evaluate goals.
Learning about realistic goals.
Making goals.
Realistic goal setting (n=2)
S.M.A.R.T.
Set goals.
Short term goals.
Specific goals.
The more specific about how to reach goals, the more likely they will be reached.
There are always other ways to get your goal.
Other (n=13)
Be specific
Being realistic
Don't listen to others who try to tell you what you should be doing.
Good tips to help.
How you can choose.
If tired, rest before doing whatever it is.
Majors
Realistic
Realistic.
Specific
Tips on how to manage fidgeting.
Tips.
You could be all three.
Career Advice (n=7)
Career
Choose a career you will enjoy doing.
Choose a job good for you.
Don't pick a career based off money.
I learned about the 4 different career points.
That I'll be happier doing something I'm good at.
What type of career I like.

Question 9 prompted respondents to indicate what they would have liked to learn at the workshop, that they did not learn. Below is a list of the open-ended responses provided by 23 respondents. Respondents were more likely to indicate there was “nothing” (n=7) that they would have like to learn at the workshop and did not. One respondent stated they would of like to learn “how to overcome anxiety that comes with procrastination”.

- A better explanation of majors
- A little more about other learning styles.
- Everything was important information.
- Everything was touched on.
- Exactly why I take on too much.
- Heard it all.
- How others study?
- How to overcome anxiety that comes with procrastination.
- I can't think of anything.
- I did not think, but this met my expectations.
- I learn everything I wanted.
- I learned what I needed.
- Locations to study effectively
- Nothing (n=2)
- Nothing, answered every question.
- Nothing, everything is covered.
- Nothing, presentation was very specific.
- Nothing, the presentation was to my liking.
- Nothing, what I expected.
- They covered everything.
- Unsure
- What type of learner you are.

Table 8a illustrate respondents' answers to whether they recommend this workshop to other students. One hundred percent of respondents (N=52) would recommend the workshop they attended to other students.

Table 8a. Respondents' answers to whether they recommend this workshop to other students.

Would you recommend this workshop to other students?	#	N	%
Yes	52	52	100.0
No	0	52	0.0

Table 8b includes open-ended responses on reasons respondents provided for why they would recommend the workshop they attended to other students. Respondents were most likely to provide reasons in regards to the information received perceived as "helpful" (n=14).

Table 8b. Respondents' reasoning to why they recommend this workshop to other students.

Reason provided (n=29)
Because I got a lot of information.
Because it was fun.
Because it was valuable.
Because it was very informational.
Everyone should learn new study skills
Eye opening in that everyone does it.
Gave practical prospective on goals.
Good information.
Good motivation.
Great for procrastinators.
Helpful
I feel like many students procrastinate and it would help a lot.
I felt it was very helpful.
Informational, helpful.
Informative and encouraging.
Interesting information
Interesting materials.
It can really help with a career.
It helped me learn about my learning style.
It helped me learn tips to prevent procrastination.
It helps you choose your career.
It is going to help me better my study skills.
It offers information that helps a student to improve.
It was full of helpful tips.
It was helpful.
It's extremely important to success!
It's very eye opening.
Very helpful (n=2)

Table 9 illustrates respondents' comments and suggestions regarding the workshop they attended or the Student Success Office. The most frequent comments provided by respondents were in regards to the Student Success workshop being "great" (n=6) and respondents expressing gratitude by commenting "thanks" (n=4). One respondent suggested, "this workshop should be in the middle of the semester to help students not procrastinate during finals".

Table 9. Open-ended comments and suggestions regarding the workshop attended or the Student Success Office.

Comments/Suggestions (n=24)
:) Great workshop!
Good Workshop.
Great presentation.
Great, engaging workshop at the perfect length.
Great! :)
Had fun.
I am unsure what else to add to the workshop.
It was good.
It was great!
It was interesting, and not boring. Everyone was engaged.
It was well thought out.
Learned something from this workshop. I'm going to challenge myself.
None, it was great.
She was really good. Made it fun = not boring.
Thank you for the workshop.
Thank you!
Thanks so much for this fun workshop!
Thanks!
The presenter made a lot of good points.
The presenter was helpful and very nice!
The workshops offered are helping me to reach my goal of becoming a better student.
This was very helpful.
This workshop should be in the middle of the semester to help students not procrastinate during finals.
Very organized workshop. Great people instructing!