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Tracking Meaningful Outcomes of Teaching Effectiveness in a Self-care and Well-being Class

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Abstract: In Spring 2024, I began teaching a large enrollment class focused on self-care and well-being for college students. The primary goal of this experiential course is to help students learn how to engage in practices that will improve their happiness and well-being over the course of their lifetimes. Given this goal, traditional assessments of knowledge gained (e.g., quiz performance) were determined not to be the best assessment of course effectiveness. Thus, over the past four semesters, I have engaged in a unique assessment of teaching effectiveness by directly evaluating the target outcome (i.e., improvements in student happiness and well-being). This has included pre-/post-tests as well as comparisons to a control group. In this presentation, I will share the results from this class as well as lessons learned from trying to evaluate non-traditional course goals and objectives.