

**UNIVERSITY ASSESSMENT COMMITTEE**

**Feedback to Non-Academic Departments on Assessment Activities Reported in 2005-2006 Annual Reports**

**DEPARTMENT** Wellness Center **DATE** 10 November 2006

**COMMITTEE MEMBER(S) CONDUCTING REVIEW** Renee Mabey, Luke Huang

**1. STUDENT LEARNING GOALS**

- Were any goals referenced? YES X NO      QUALIFIED Y/N
- If so, were goals well articulated? YES X NO      QUALIFIED Y/N
- Do goals address student learning? YES X NO      QUALIFIED Y/N

In addition to the Departmental goals, please also consider UND’s Institutional and General Education goals for student learning (shown in alignment within parentheses). For each goal, use a Y (yes), N (no), or ? (qualified y/n or uncertain) to indicate whether this department has a similar or related goal.

- Y 1 Communication (“communicate effectively, both orally and in writing”)
- Y 2 Critical/creative thinking (“think critically and creatively” and “be intellectually curious and creative”)
- Y 3 Informed choices (“make informed choices”)
- N 4 Understanding across disciplines (“understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences” and “acquire knowledge over a broad spectrum of subject areas”)
- Y 5 Lifelong learning (“commit themselves to lifelong learning”)
- Y 6 Cross-cultural appreciation (“develop some familiarity with cultures other than their own”)
- Y 7 Service/citizenship (“commit themselves to...the service of others,” and “share responsibility both for their communities and for the world”)

**Comments regarding Departmental goals and alignment of Departmental Goals with Institutional and General Education Goals:**

Multiple University level and General Education Goals correspond to the Wellness Center’s goals for student employees. The similarity is best evident when reading the objectives for each goal.

**Undergraduate and/or Graduate, if appropriate:** N/A. Targeted groups include **student employees**, and **participants** of the Wellness Center (students, faculty, and staff).

Currently, learning assessment activities focus on the goals for student employees and include: Independent Thinking, Professional Development, ‘Do the Right Thing,’ Be Involved, Personal Values, Healthy Living, and Communication. Several well-written objectives further articulate each goal.

(Program level needs assessment was conducted for RecSports in spring of 2006. Programming is in the development stages.)

(Other assessment activities: wellness assessments for students has been developed. A comprehensive worksite wellness and needs assessment for faculty/staff is underway. Both target the ‘learners’ of the Wellness Center’s programming. )

**2. ASSESSMENT METHODS**

- Were any specific assessment methods referenced? YES X NO      QUALIFIED Y/N
- If so, were specifically chosen assessment methods appropriately aligned with individual goals? YES X NO      QUALIFIED Y/N
  - Were both direct and indirect assessment methods used as components of a “multiple measures” approach? YES      NO X QUALIFIED Y/N

**Comments:**

Wellness Center programming is continually evolving, and especially so with the opening of the new facility.

Assessment activities are also evolving. Currently, a questionnaire asks student employees to self-assess their abilities in meeting the learning objectives.

**3. ASSESSMENT RESULTS**

Were any assessment results reported?	YES___	NO_X__	QUALIFIED Y/N ___
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES___	NO___	QUALIFIED Y/N ___
• If so, were the results clear in terms of how they indicate need for improvement?	YES___	NO___	QUALIFIED Y/N ___
• Were the results tied to goals for student learning?	YES___	NO___	QUALIFIED Y/N ___

In addition to departmental goals, some assessment results may be applicable to Institutional and General Education goals. A list of the latter goals is included below. Please indicate with a Y, N, or ? whether results reported are applicable to Institutional or General Education goal achievement. For items with a Y or a ?, please describe findings in the appropriate section below.

- \_\_\_\_\_ 1 Communication (“communicate effectively, both orally and in writing”)
- \_\_\_\_\_ 2 Critical/creative thinking (“think critically and creatively” and “be intellectually curious and creative”)
- \_\_\_\_\_ 3 Informed choices (“make informed choices”)
- \_\_\_\_\_ 4 Understanding across disciplines (“understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences” and “acquire knowledge over a broad spectrum of subject areas”)
- \_\_\_\_\_ 5 Lifelong learning (“commit themselves to lifelong learning”)
- \_\_\_\_\_ 6 Cross-cultural appreciation (“develop some familiarity with cultures other than their own”)
- \_\_\_\_\_ 7 Service/citizenship (“commit themselves to...the service of others,” and “share responsibility both for their communities and for the world”)

**Comments regarding results and the application of results to Departmental, Institutional and General Education Goals:**

‘At this time, only benchmark data have been collected. Future changes will be defined based on results of the next survey.’

**Undergraduate and/or Graduate, if appropriate:** N/A. Targeted groups included student employees, and participants of the Wellness Center (students, faculty, and staff).

‘At this time, only benchmark data have been collected. Future changes will be defined based on results of the next survey.’

**4. CLOSING THE LOOP**

Were any actions taken on the basis of assessment results reported?	YES_____	NO_X__	QUALIFIED Y/N ___
• If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning?	YES_____	NO___	QUALIFIED Y/N ___

**Comments:**

Since no assessment or development of assessment plan on services provided to its users is found in the report and this type of assessment is supposed to be a key in closing the loop to the Center’s mission, the Center needs to work on an assessment plan in this direction.

**SUMMARY**

*Strengths*

*Areas for Improvement*

- ? A specific plan for assessment is in place.
- X Student learning goals are well-articulated.
- ? Assessment methods are clearly described.
- X Assessment methods are appropriately selected.
- ? Assessment methods are well-implemented.
- Direct and indirect methods are implemented.
- Results are reported.
- Results are tied to closing the loop.  
(Decision-making is tied to evidence.)

- No specific plan for assessment is in place.
- Student learning goals are not well-articulated.
- Assessment methods are not clearly described.
- Assessment methods are not appropriately selected.
- Assessment methods are not well-implemented.
- X A single type of assessment methods predominates.
- X No results are reported.
- X Results are not clearly tied to closing the loop.  
(Decision-making is not directly tied to evidence.)

**OVERALL SUMMARY AND RECOMMENDATIONS:**

The Wellness Center’s assessment plan for (student) learning is in the early stage of development. The plan for the assessment of student employees is most developed. The Assessment Plans for the services and programming offered through the Wellness Center are in the early stages of development (personal communication, Betting, November 2006). The Wellness Center indicates that the assessment plans and activities for services and programming are being developed and will be ongoing as both administrative support and personnel to accomplish the plans are currently in place.

The learning goals and objectives for student employees are well articulated. A single (indirect) measurement for assessing learning is in place. Data has been collected, and the results are to be used as a benchmark for future activities. As results have not yet been used to influence decisions, a discussion on ‘closing the loop’ is inappropriate at this time.

The Wellness Center appears to have an understanding of and vision for assessment goals and objectives, data driven decisions, and closing the loop. As assessment activities evolve, the UAC looks forward to reading of the Center’s audiences, choices of additional tools, results, data driven decisions, and closing the loop activities.

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Section 1:  ? Section 2:  ? Section 3:  NA Section 4:  NA

**Comment:** The Assessment Plan is in its infancy. Progress is evident.

**Coding Key:**

- Y = yes, this is done appropriately and well
- N = no, this is not done at all, or it is not done in relationship to student learning
- NA = no information available
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done