

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Non-Academic Units on Assessment Activities Reported in 2006-2007 Annual Reports

DEPARTMEN: Student Health Services **DATE:** April 1, 2008

COMMITTEE MEMBER(S) CONDUCTING REVIEW Darla Adams/Renee Mabey

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 ___

Comments: The goal of student health is to raise the health status of students to the highest possible level. UND SHS follows the 2010 Healthy People/Healthy Campuses health objectives. A conversation with Jane Croeker (Health Promotions/Marketing) indicates that SDS teams up with multiple groups (Wellness Center, Nursing, Counseling Center, and Women’s Center) to promote healthy student behaviors on campus. According to Jane, measurable learning objectives are utilized for every teaching/health promotion event, although this was not evident in the Annual Report.

In addition to the Departmental goals, please also consider UND’s Institutional and General Education goals for student learning (shown in alignment within parentheses). Use ‘U’ (undergraduate) or ‘G’ (graduate) to identify UND/General Education goals which are similar to the referenced departmental goals.

- _____ 1 Communication (“communicate effectively, both orally and in writing”)
- _____ 2 Critical/creative thinking (“think critically and creatively” and “be intellectually curious and creative”)
- X 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 Departmental goals and alignment of Departmental Goals with Institutional and General Education Goals: “To accomplish the goal of improving student health to the highest possible level, students must be active and informed participants in advancing their own health status”. The Student Development/Student Learning Goal set forth by UND SHS is to assist students with making informed choices that lead to a healthy lifestyle.

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:

Assessment of effective student learning is not measured immediately (directly) but is looked at long-term utilizing the National College Health Survey to determine health behaviors, behavior changes, and the impact of the health behaviors (indirect assessment). This random survey is utilized every two years and data tracked and analyzed. The National College Health Survey is triangulated by data from the Core Alcohol and Drug Survey and other special surveys of students done by the University, to determine health behaviors of students on campus.

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• If so, were the results clear in terms of how they indicate need for improvement?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• Were the results tied to goals for student learning?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>

Comments: Assessment results were provided in a format that included national health benchmarks, Healthy Campus 2010 targets, and UND current and trend student status analysis.

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. Use 'U' (undergraduate) or 'G' (graduate) to identify those results which are applicable to Institutional/General Education goal achievement. For these items, 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:

The Student Development/Student Learning Goal set forth by UND SHS is to assist student with making informed choices that lead to a healthy lifestyle.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>

Comments:

UND Student Health utilizes the results of all surveys together with subsequent benchmarking to plan services for the present academic year and subsequent academic years. Altering and adjusting health services to the student community based on current student health data is a true example of "closing the loop". For example, according to NCHA (National College Health Assessment) findings, tobacco use on campus has dropped significantly as a result of secondary preventative measures (education and awareness). Student Health Services is now attempting to replicate this success with secondary prevention of alcohol abuse on campus. Immunization data is used to by SHS to target education towards those students at risk for disease development.

SUMMARY

Strengths

Areas for Improvement

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

OVERALL SUMMARY AND RECOMMENDATIONS:

UND SHS provides important services to the University Community based on National benchmarks and National survey data. Results of health behavior surveys (indirect measures of student learning and development) are clearly reported and communicated and used to formulate future student health services.

SHS works with multiple groups to provide outreach education to students. They utilize learning objectives for these events but do not currently use or indicate any direct measures of student assessment of learning. Utilization of direct measures of student learning may be helpful (pre-test, post-test, etc.).

Relative to assessment documents, the reviewers would encourage SHS to be more explicit as to their patient education and health promotion activities, student learning objectives, and student learning outcomes (the pre-test/post-test change). This would allow a (tentative) initial linkage between activities of SHS and behavioral changes. This would also help the reader of the assessment plan and annual reports to better understand the breadth and depth of activities currently provided by UND SHS.

Student Health Services is certainly welcome to contact either reviewer or Joan Hawthorne (joan_hawthorne@und.nodak.edu) if there are any questions relative to this review or assessment activities in general.

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Section 1: ___?___ Section 2: __Y___ Section 3: ___Y___ Section 4: ___Y___

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