

**UNIVERSITY ASSESSMENT COMMITTEE**  
**Feedback to Non-Academic Units on Assessment Activities Reported in 2008-09 Annual Reports**  
**NON-ACADEMIC PROGRAMS**

DEPARTMENT Student Health Services DATE **2008-10**

COMMITTEE MEMBER(S) CONDUCTING REVIEW Mary Askim-Lovseth; Shane Gerbert; Wayne Swisher

### 1. STUDENT LEARNING GOALS

- |                                       |         |             |                        |
|---------------------------------------|---------|-------------|------------------------|
| • Were any goals referenced?          | YES ___ | NO ___      | QUALIFIED Y/N <u>X</u> |
| • If so, were goals well articulated? | YES ___ | NO <u>X</u> | QUALIFIED Y/N ___      |
| • Do goals address student learning?  | YES ___ | NO <u>X</u> | QUALIFIED Y/N ___      |

*Comments: These surveys do not assess any of the Institutional and/or Essential Studies Goals. The surveys deal with students' attitudes regarding health related issues and their perceptions and opinions about alcohol and other drugs and an overall campus climate on issues and policies regarding students' health status at UND. Data are also presented regarding students' demographic and background characteristics. Learning goals are implied ( e.g., perhaps you have a goal for campus-wide learning like "UND students will understand how personal behaviors influence health") but are not stated for any of the assessment data presented.*

In addition to Program goals, please also consider UND's Institutional and Essential Studies goals for student learning (shown in alignment within parentheses). Identify UND/Essential Studies goals which are similar to the referenced program goals.

- \_\_\_\_\_ 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)  
 \_\_\_\_\_ 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)  
 \_\_\_\_\_ 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)  
 \_\_\_\_\_ 4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)  
 \_\_\_\_\_ 5 Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”)  
 \_\_\_\_\_ 6 Diversity (“demonstrate understanding of diversity and use that understanding...”)  
 \_\_\_\_\_ 7 Lifelong learning (“commit themselves to lifelong learning”)  
 \_\_\_\_\_ 8 Service/citizenship (“share responsibility both for their communities and for the world”)

*Comments regarding departmental goals and alignment of program goals with institutional and Essential Studies goals:*

- a. Other findings/results

*The data from the surveys taken in 2000, 2002, 2004, 2006, and 2008 are compared on a number of different areas surveyed. These data show trends across these 8 years, and provides an opportunity to track certain health behaviors over time so that improvements or possible problem areas can be identified.*

### 2. ASSESSMENT METHODS

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

*Comments: A random listing of 4000 students at UND (3200 undergraduate students and 800 graduate students) 18 years of age or older were invited to participate in the NCHA survey. A total of 585 students at UND responded to the survey with an overall response rate of about 14.6% (14.3 % undergraduate and 15.3% graduate; 36.9% male and 78.9% female). The survey consists of 58 questions that are divided into seven content areas focusing on: demographic characteristics; impediments to academic performance; health information and safety; mental and clinical health issues; sexual behavior and contraception; alcohol, tobacco and other drugs; and weight, nutrition, and exercise. The CORE survey collects data from undergraduates and is conducted by the Core Institute at Southern Illinois University. Considering that the intent of the surveys was to collect data regarding student's attitudes and perceptions of health related issues, indirect data are appropriate.*

*During the 2009-10 academic year, U-Life offered classes to students on the importance of recognizing and coping with stressors in life. Data were collected on how the classes helped reduce stress, increased the students' confidence in identifying stress factors, and increased their confidence in managing stress. Too, during this academic year, the Public Health Nursing clinical class did a campus survey on the stresses that students experience.*

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

*Comments: The data from the surveys taken in 2000, 2002, 2004, 2006, and 2008 are compared on a number of different areas surveyed. These data show trends across these 8 years, and provides an opportunity to track certain health behaviors over time so that improvements or possible problem areas can be identified. A summary of some of those items considered to be of greatest interest includes:*

- **General Health of UND Students:** Analysis of the data reveals that a much higher percentage of students in 2008 experienced at least one or more of the 29 conditions listed in the survey. In general the percentage of male and female students describing their health as very good or excellent remained steady across the five surveys.
- **Preventive Health:** Compared to the data from 2006, UND students in the 2008 survey reported to be adopting preventive health practices with higher frequency, including preventive examinations, wearing seatbelts, and wearing a helmet for biking, skating, and when riding a motorcycle. However, compared to the NCHA 2006 reference group, UND students reported lower frequency of helmet use for the above activities.
- **Academic Impacts:** The percentage of students who reported experiencing some type of academic difficulty as a consequence of 24 different health, family, social or behavioral problems was higher in 2008 compared to data from 2006. However, the impact due to alcohol use was noticeably lower in 2008.
- **Violence:** Two out of nine types of violence have shown a decrease in the 2008 data for both male and female UND students. However, two out of three types of abusive relationships have shown an increase in 2008 among male und students.
- **Alcohol Use:** The surveys include many different questions regarding alcohol use, consequences of alcohol consumption, and changes in behavior of students regarding alcohol use. There are many findings noted in the survey data, but in general, UND students are showing a decline in the frequency and quantity of alcohol consumption compared to data reported in the 2006 survey. Also, data from the 2008 survey show a trend of increased utilization of protective behaviors to reduce the risk of alcohol poisoning, intoxication, or injury overall .
- **Substance (Cigarettes and Marijuana) Use:** The data from the survey showed an increase in the number of students who indicated that that have never used cigarettes or marijuana compared to the 2006 data.
- **Sexual Behavior:** Overall the data indicated an increase in abstinence, in condom use, and a decrease in the use of emergency contraception and unintentional pregnancy.
- **Nutrition:** UND female students are more likely to consume more fruits and vegetables than their male peers at UND, particularly in 2008.
- **Body Mass Index and Weight Loss:** The BMI score of UND students has shown an increase from 2006 to 2008 data. Mean BMI scores are also higher for UND male and female students when compared to the national means. Also, the percentage of male students who reported that they were exercising or dieting to lose weight also increased.
- **Exercise:** UND students who report participation in vigorous exercises for at least 20 minutes are comparable to the national Reference Group. UND students are more likely to participate in exercises to strengthen muscles as compared to the national Reference Group. And, UND

*students report they get enough sleep to feel rested in the morning as compared to the national Reference Group.*

- **Depression:** *Compared to the national Reference Group sample, UND students were less likely to show at least 8 different signs and symptoms related to depression.*

*Concerning the survey and classes regarding stress,*

- *Students indicated that school tended to be a major stressor, but were able to cope well with their stress and that it did not affect their academic performance.*
- *Students are generally unaware of the campus resources available that could assist them with stress reduction.*
- *The U-Life classes that provided stress relieving techniques were effective in helping students learn to be more confident in recognizing and managing stress, and in learning how to lessening their current stress levels.*

In addition to program goals, some assessment results may be applicable to institutional and Essential Studies goals. Please identify those results which are applicable to institutional/Essential Studies goal achievement. For indicated items, please describe findings below.

- \_\_\_\_\_ 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)  
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*Comments regarding results and the application of results to programmatic, institutional and Essential Studies goals:*

#### 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 \_\_\_\_\_

#### SUMMARY

*These surveys appear to be very important in providing data to help all of UND understand the culture of our students in relation to their overall health and the care and behavior associated with their health needs. From the University of North Dakota’s perspective, the surveys appear to be very valuable in helping to achieve important Student Health Service goals.*

*However, for the report on assessment activities that can be reported annually, it would be helpful for the Student Health Services at UND to identify a few goals/outcomes to target in the next academic year and then report on how the data gathered in this biannual survey reflect on the goals and outcomes that have been targeted. New or revised student learning outcomes might be distinct from your program goals, but they might also be related. For example, one program goal might be to reduce student alcohol consumption (and hence, we are assuming, your survey of alcohol-related behaviors). But a goal for learning might be, e.g., “Students will be able to describe behavioral outcomes linked with alcohol consumption” or “students will be able to identify strategies to protect themselves from unwanted side effects associated with alcohol consumption.” That description of what students know and what they can do with their knowledge would be an intended learning outcome. And you might have such learning outcomes for the students with whom you interact or for students generally (if part of what you do, e.g., is educational programming with the aim of extending learning to students all across campus). Not every UND unit will have student learning outcomes, but if achieving outcomes such like these are among your purposes, then it is appropriate for you to identify intended outcomes and document learning as it occurs – and to report on your efforts within the assessment section of the annual report.*

*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.)

**MATERIALS REVIEWED**

- Annual report
- Appendices (cited in annual report)
- Other (please describe) **Selected assessment activities and results from Student Health Services and the Student Health Promotion Office.**
- Assessment plan (as posted)
- Previous assessment review

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Section 1:  NA  Section 2:  Y  Section 3:  Y  Section 4:  N

**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 reported
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done