

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Non-Academic Units on Assessment Activities Reported in 2013 Annual Reports
NON-ACADEMIC PROGRAMS

DEPARTMENT Student Health Services **DATE** 12/26/2013

PROGRAM(S) COVERED IN REVIEW _____

COMMITTEE MEMBER(S) CONDUCTING REVIEW Kevin Buettner, Shari Nelson, and Brett Johnson

1. STUDENT LEARNING GOALS

- Were any goals referenced? YES___ NO___ QUALIFIED Y/N X
- If so, were goals well articulated? YES___ NO___ QUALIFIED Y/N X
- Do goals address student learning? YES___ NO___ QUALIFIED Y/N X

Comments:

The stated mission of Student Health Services (SHS) is, “to provide healthcare to enhance the student experience and a pathway to lifelong success through education and prevention in a patient-centered environment.” SHS is one department within UND’s Health & Wellness (H&W) Unit. Other departments within the unit includes: University Counseling Center, Wellness Center, The H&W Promotion Team, Financial Wellness, and H&W Communications. The H&W Unit has an assessment plan, located in a separate document that contains three broad student learning goals for all departments within the unit. The plan indicates that each department is responsible to develop learning objectives and outcomes that are specific to the department; however, these were not evident in the FY 2013 SHS Annual Report.

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”)
- X 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...”)
- X 7 Lifelong learning (“commit themselves to lifelong learning”)
- _____ 8 Service/citizenship (“share responsibility both for their communities and for the world”)

Comments regarding program goals and alignment with institutional and Essential Studies goals:

Information literacy and lifelong learning are two critical components to incorporate when addressing the healthcare needs and concerns of students with an emphasis on prevention. This provides an important bridge between the program goals and UND’s Institutional and Essential Studies goals for student learning.

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___ NO___ QUALIFIED Y/N X
- Were both direct and indirect assessment methods used as components of a “multiple measures” approach? YES___ NO X QUALIFIED Y/N ___

Comments:

According to the Health & Wellness Unit Assessment Plan, departments within the unit such as Student Health Services utilizes assessment data from sources such as the American College Health Association-National College Health Assessment (ACHA-NCHA), Core Alcohol and Other Drugs Survey (CORE), Campus Recreation Benchmark (Rec Bench) survey and health and wellness data from surveys conducted by the UND Office of Institutional Research. Data

from these surveys are utilized to develop objectives and outcomes. The above surveys are examples of indirect assessment methods. There were no direct methods identified.

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 checked="" 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 type="checkbox"/>	NO <input checked="" type="checkbox"/>	QUALIFIED Y/N <input 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:

There were data reported in the annual report, however the source was not clear. For example, diagnosis coding for depression and anxiety increased in 2013 as compared to 2012. There were three examples noted in the SHS Annual Report under “Assessment Summation.” First was the creation of ADD-ADHD Community Assessment Resources. The second example discussed compliance with NDUS Mandatory Immunizations and Tuberculosis (TB) policies. The third example discussed the development of education and intentional outreach to students and parents regarding the ongoing implementation of the Patient Protection and Affordable Care Act.

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”)
- _____ 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”)
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Comments regarding results and the application of results to programmatic, institutional, and Essential Studies goals:

While there were goals set that apply to information literacy and lifelong learning, there were no results presented in the annual report.

4. CLOSING THE LOOP

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

Comments:

Specific examples were provided in the annual report. However, these were not clearly associated to student learning goals.

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:

It is clear that Student Health Services (SHS) plays an important role in student learning; student wellness and prevention are key factors in enhancing and optimizing student learning. The Assessment Committee applauds SHS for the progress that has been made with regards to assessment as compared to previous reviews. Specifically noted was the FY14 goal of “identifying measurable outcomes and useful indices to quantify student learning in a clinical setting where the focus is on supporting medical self-determination and academic success.” (FY2013 SHS Annual Report). The committee looks forward to seeing these specific goals/outcomes and their indices and the data that is chosen to reflect on these goals/outcomes.

MATERIALS REVIEWED

- Annual report
- Appendices (cited in annual report)
- Other (please describe)

- Assessment plan (as posted) **Health & Wellness Unit**
- Previous assessment review

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Section 1: Q Section 2: Q Section 3: Q Section 4: Q

Coding Key:

- Y = yes, this is done appropriately and well (bearing in mind the kind of program(s) reviewed and recognizing that assessment is a cyclical process, i.e., with additional kinds of data to be collected in other years)
- Q = qualified yes as action or progress is apparent; however, evidence is lacking that this is completely and appropriately done
- N = no, this is not done at all, or it is not done in relationship to student learning
- NA = no information available and it’s unclear whether it was done