

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Non-Academic Units on Assessment Activities Reported in FY12 Annual Reports
NON-ACADEMIC PROGRAMS

DEPARTMENT Wellness Center DATE December 9, 2013

PROGRAM(S) COVERED IN REVIEW FY2012

COMMITTEE MEMBER(S) CONDUCTING REVIEW Deborah Worley, Bradley Myers, Kyle Thorson

1. STUDENT LEARNING GOALS

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

Comments:

Wellness Center has a focus on helping students understand multi-dimensional wellness and how it integrates with the rest of the student's academic career. The most recent wellness-center specific assessment plan found was 2007. The Health-Wellness Unit has a plan updated in 2012 which was also used in this 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”)
 x 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”)
 x 6 Diversity (“demonstrate understanding of diversity and use that understanding...”)
 x 7 Lifelong learning (“commit themselves to lifelong learning”)
 x 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:

The Wellness Center uses surveys to assess students who use their services. These surveys are an indirect measurement of student learning and investigate how Wellness Center programs and goals affect student learning. Additionally, some of the assessments focus on program satisfaction, rather than learning. Below are some of the goals listed in the assessment plan:

Wellness center uses goals related to multi-dimensional wellness model (7 dimensions). These goals indirectly impact learning. Some of the goals are from page 2 of the 2007 document:

- Students have an understanding of balancing nutrition and exercise to live a healthy lifestyle. (Physical)
- Students will manage time commitments and personal stress factors to accomplish goals. (Emotional)
- Students will demonstrate analytical skills and critical thinking to make sound independent decisions. (Intellectual)

Goals are also set to set a foundation of knowledge in social responsibility and self-actualization.

- Students will recognize and respect the values of diversity in society.
- Students will have the ability to reason, to see truth, and make decisions that are logical and efficient.

The following are indicated for the Unit-wide assessment goals:

- Make informed decisions about personal health and wellness based on evidence and best practices.
- Appreciate the connection between individual health and wellness, personal, and academic success.

2. ASSESSMENT METHODS

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

Comments:

Wellness Center uses program-specific survey data for assessment, primarily related to program delivery. They ask questions regarding satisfaction, multi-dimensional wellness and UND priorities. They use the Recreation benchmark survey to obtain benchmarks from across campus every other year; these data are compared with the program specific data. They also use the ACHA/NCHA survey to help set benchmarks.

3. ASSESSMENT RESULTS

- Were any assessment results reported? YES NO 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

Comments:

The assessment results that were reported are indirect measures of student learning. These results can help the Wellness Center continue to be a strong co-curricular support of learning at UND. Examples of the results that were reported include:

Wellness Priorities:

- 93% of respondents indicated they had improved their multi-dimensional wellness
- 92% of respondents indicated they had improved their life balance
- 94% of respondents indicated they had improved their overall health

UND Strategic Priorities:

- 63% of respondents indicated they have improved their academic performance by participating in Wellness Programs
- 62% of respondents indicated that by participating they feel more connected to UND as a whole
- 70% of respondents indicated that they were more satisfied with campus life at UND by participating in these programs
- 56% of respondents stated that by participating these program they feel more committed to stay at UND
- 66% of respondents indicated that by participating it has enriched their student learning experience

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”)
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8 Service/citizenship (“share responsibility both for their communities and for the world”)

Comments regarding results and the application of results to programmatic, institutional, and Essential Studies goals:

The Wellness Center results in their 2012 annual report relate to essential studies and institutional priorities, but only very broadly. As an example, it would more beneficial to assess ‘how students value diversity’ rather than just that they value diversity; this would provide more valuable data for the University and for the Wellness Center. It might also be helpful for the Wellness Center to report more of the goals related to student learning or specifically how multi-dimensional wellness (or maybe even what dimensions) has been improved. We would also like the wellness center to consider how it can better communicate the data it is already obtaining and using to others.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?

YES _____ NO _____ 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:

The Wellness Center is responsible for compiling and submitting all relevant assessment data to the Health and Wellness Unit. Within the Unit, each department is responsible for using the data to make decisions regarding programming, service delivery, etc. The Assessment plan lays out general ways that decision making is supposed to be made. Within the annual report, only a few suggestions were made:

- Continued education is needed for Wellness Center employees on how to relate these dimensions to their program offerings, and then share that information with participants.
- Increase access to student email addresses would assist with overall survey participation and adequate sample size.

It is important to show the connection between the received data and how it informs Wellness Center program decisions. The current report does not address the program needs, but rather how to improve survey collection and challenges to be addressed.

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:

There seems to have been a shift from a specific Wellness Center assessment plan to an overall Health and Wellness Unit assessment plan (which includes the Wellness Center). If the Assessment Committee is going to continue evaluating only the Wellness Center, the Unit plan needs to be made clearer so goals that are Wellness Center specific can be identified. Another option is to consider the evaluation of the Health and Wellness Unit, rather than just one part of it. Joan Hawthorne or a member of the University Assessment Committee would be able to assist with any questions regarding this shift.

The University Assessment committee knows that the Wellness Center may well be making data driven decisions, but would encourage documentation of how data is being used to make decisions and enhance student learning outcomes. We would also

