The UND Wellness Center is part of the Health & Wellness Unit (H&W), which has its own Assessment Plan. The H&W Assessment Plan lays out a strategic map of assessment intentions, which are connected to the assessment efforts of the University. In the H&W Assessment plan, three broad learning goals were identified:

*The Health & Wellness Unit will assist the UND community in learning to:*

1. Identify and utilize health and wellness resources.
2. Make informed decisions about personal health & wellness based on evidence and best practices.
3. Appreciate the connection between individual health & wellness, personal, and academic success.

**Wellness Center Assessment Plan**

The Wellness Center Assessment Plan outlines specific learning objectives and outcomes, and identifies how these goals will be achieved within the Wellness Center during the academic year.

**Wellness Center’s Mission Statement**

*The Wellness Center’s mission is to provide a culture of wellness that educates and impacts the UND community.*

**General Wellness Center Outcomes**

1. Increase and maintain facility utilization.
2. Improve overall satisfaction (including facility, fitness equipment, programming, and hours of operation).
3. Increase the awareness of the 7 Dimensions of Wellness across campus.
4. Increase one’s awareness of the connection between individual health and wellness to personal and academic success.

**Identified Objectives and Outcomes**

Each program area within the Wellness Center has a mission statement and developed outcomes related to its program participants and operationally. These are included below. An ‘at a glance’ review of the Wellness Center Programs Assessment Plan, which outlines the objective, educational experience, assessment method, timeline, responsibility, and use of results is provided in Appendix A.

**Wellness Center Programs**

**Culinary Corner:**

Mission Statement:

*The mission of the Culinary Corner is to communicate evidenced-based nutrition and cooking principles to the UND campus in a fun and applicable way.*
Educational Experience:

The Culinary Corner is the cooking demonstration kitchen located within the Wellness Center with the goal of educating students and members on how to cook healthy foods. Classes are held to teach individuals how to prepare and serve meals that are easy, nutritious, and affordable.

Participant Outcomes:

1. Enhance their multi-dimensional wellness by stating how a dimension of Wellness is related to the cooking demonstration.
2. Increase knowledge on how to improve eating habits.
3. Name a nutrient discussed during the demonstration.
4. Experience excellent customer service

Program/Operation Outcomes:

1. Each year, the Culinary Corner will see increased participation in both free class offerings and paid classes.
2. Continually increase participation satisfaction
3. Utilize and provide evidenced-based nutrition resources to participants.
4. Include messages regarding the 7 Dimensions of Wellness into ongoing programming.

Fitness:

Mission Statement:

Our mission is to provide the UND Community with Fitness-based Programs & Services that encompass the seven Dimensions of Wellness to support healthy living.

Educational Experience:

The fitness area within the Wellness Center includes programming such as group exercise classes, specialty group instructional classes, personal training and basic fitness services such as equipment orientations and fitness assessments. Independent fitness opportunities are available the use of strength equipment, circuit deck and cardio machines.

Participant Objectives:

1. Participants will understand and engage in physical activity related to the CDC guidelines (goal: 75% moderate intensity cardiovascular, 100% 2-3 days strength training).
2. Participants will be able to identify an exercise mode that is appealing to them.
3. Enhance their multi-dimensional wellness

Program/Operation Objectives:

1. Increase participation in programs and services.
2. Increase the number of participants that achieve the recommended CDC guidelines for Physical Activity
3. Increase the percentage of participants that engage in exercise programs to benefit health reasons and improve performance as opposed to appearance
4. Increase and maintain satisfaction rates in programs and services
Intramurals:

Mission Statement:

To provide opportunities for Wellness Center members to participate in lifetime sports in a safe and recreational environment.

Educational Experience:

The Intramural program offers students, faculty and staff the opportunity to participate in a variety of competitive and recreational sport activities and special events.

Participant Objectives:

1. Participants will demonstrate good sportsmanship in all games and contests
2. Enhance their multi-dimensional wellness

Program/Operation Objectives:

1. Increase and maintain intramural program satisfaction rating by participants
2. Increase participation in lifetime sports

Outpost:

Mission Statement:

The mission of the Outpost is to provide the UND and Greater Grand Forks community with opportunities to recreate and learn in the outdoor environment through gear rentals, classes, clinics, and trips.

The UND Outpost is dedicated to helping people achieve a healthy and active lifestyle by promoting outdoor activities that everyone can enjoy.

Educational Experience:

The Outpost offers students, faculty, staff, and community members the opportunity to rent outdoor sports equipment for camping, biking, canoeing, kayaking, snowshoeing, and cross country skiing. Ski UND is a program offered January through March that provides free 2 hour cross-country ski rentals for students, faculty, staff, and community members.

Participant Objectives:

1. Enhance their multi-dimensional wellness, especially environmental wellness
2. Increase outdoor activity/recreation
3. Participate in traditional skiing techniques (Ski UND only)

Program/Operation Objectives:

1. Achieve and maintain 90% satisfaction rating by participants
2. Remain financially stable
3. Continue to maintain and increase participation
Rock Wall:

Mission Statement:

To build a strong community of passionate, dedicated, and welcoming climbers. At the Wellness Center Rock Wall, your total satisfaction and safety is our priority.

Educational Experience:

The twenty-eight foot rock wall provides the opportunity for students to learn and enhance their rock climbing skills. Formal activities such as climbing competitions, belay certification checks, and learn to climb classes provide the opportunity to learn or refine their skills.

Participant Objectives:

1. Climbers will be able to apply safety and belay techniques while climbing
2. Enhance their multi-dimensional wellness

Program/Operation Objectives:

1. Increase rock wall participation, especially in fee-based activities (competitions, classes, etc.)
2. Achieve and maintain 90% program satisfaction

Wellness Center Employees (Team Health & Wellness)

All student employees of the Wellness Center are considered part of Team Health & Wellness. Team Health & Wellness is the employee development program designed to prepare students for the professional world beyond the collegiate experience. Students are expected to complete a variety of ongoing trainings such as comprehensive risk management program and CPR/AED and First Aid certifications. This year general learning outcomes will be developed related to the categories identified in Learning Reconsidered II (work ethic, knowledge and application, communication, initiative, decision making/critical thinking, conflict management, and diversity) that will apply to all student employees within the Wellness Center. In addition, area-specific outcomes have been developed and are outlined here:

Culinary Corner

1. Culinary Corner instructors will be able to effectively lead a cooking demonstration using proper public speaking skills.
2. Culinary Corner instructors will participate in the development of the Culinary Corner program by practicing social media marketing, writing blog posts and creatively promoting the Culinary Corner program.
3. Culinary Corner instructors will properly complete class lesson plans including nutrition information, grocery needs, and supplies list. (Knowledge and application, work ethic)

Fitness

1. FLEX interns and Fitness Experience will be able to demonstrate and explain how to use all WC Fitness Equipment and basic exercise techniques to members.
2. FLEX Interns and Personal Trainers will learn how to gather client medical and lifestyle history and conduct proper fitness assessments using the correct assessment test.
3. Fitness Desk staff will be able to effectively intervene on a user’s workouts and uphold gym etiquette policies of the facility.
4. Fitness desk staff will be able to detect unsafe and correct exercise techniques and be able to intervene effectively.
5. All Fitness employees will learn proper workout components and will learn how to disseminate that information to members.
6. FLEX interns will learn how to use evidence based research to complete projects and outreach information
7. Group Exercise Instructors, FLEX Interns, and Personal Trainers will understand and teach correct biomechanics to participants and clients.
8. Group Exercise Instructors will be able to design and evaluate their classes to ensure effectiveness and to avoid injuries.
9. Personal Trainers will be able to design a program that is based on the client’s background and goals, assessment information, and that is in compliance with national standards.

Intramurals

1. Improve Officials’ knowledge and performance (signals, mechanics, and positioning)
2. Improve Supervisors’ problem solving and conflict management skills

Outpost

1. Identify and explain local and regional outdoor recreational opportunities.
2. Identify the equipment needs of renters.

Rock Wall

1. Staff will learn how to develop and implement a climbing lesson plan.
2. Develop safety skills pertaining to indoor rock wall climbing.

Work Well Program

While physically housed in the Wellness Center facility, the Work Well program focuses specifically on the faculty and staff population at UND. Many programs and services that are offered at the Wellness Center are in partnership with the Work Well program. The Work Well Program also has a separate budget, strategic plan and staffing model than the rest of the Wellness Center, however many Health & Wellness Unit functions (such as marketing/communications and business operations) assist the Work Well Program.

Work Well:

Mission Statement:

Promoting a culture of wellness for UND staff and faculty by providing information, services, and programs to support healthy living.

Educational Experience:
The Work Well program is funded by the President’s office to enhance the quality of life for staff, faculty and families of UND. Work Well provides information, such as state-sponsored tobacco cessation options; programs, such as the Get Moving challenge; and services, such as health screenings to assist with wellness awareness and healthy lifestyles. Work Well has been nationally awarded by the American Heart Association as a Platinum Fit-Friendly company with programming and environmental best practices such having indoor and outdoor walking trails and leadership support for wellness. Work Well is also an accredited nationally as a CEO Gold Cancer Standard Company and was the first university in the nation to attain this status.

Participant Objectives:

1. Increase knowledge of health and wellness related topics
2. Improve/maintain health and wellness related behaviors

Program/Operation Objectives:

1. Work Well will continue to meet requirements of the American Heart Association Fit-Friendly Company platinum status annually.
2. Work Well will continue to be a re-accredited as a CEO Gold Cancer Standard company annually.
3. Biennially, Work Well will receive a 75% satisfaction rating or higher by users.
4. Work Well will achieve 10% increase in employee’s participation in at least one worksite wellness/wellness program annually (until 90% is attained).
5. Work Well will incorporate at least 2 multi-dimensional measures in all major programming annually.
6. Biennially, UND will be attain at least a 60% positive rating by employees as having a culture of wellness.
7. Work Well will provide annual wellness opportunities to special populations including: Dining Services, Facilities Day and Night shift workers, satellite offices and new employees.
8. Biennially, UND will be attain at least a 60% positive rating that wellness activity involvement is supported by their supervisor/leadership.

Student Learning Objectives:

1. Students will develop job performance proficiencies such as: understanding their audience, developing professional writing and presentation abilities, resourcefulness, research skills, critical thinking and problem-solving aptitudes, interpersonal skills, independent work abilities, and providing high quality workmanship.
2. Students will develop professional attributes such as: punctuality, efficiency, organization, prioritization, listening, understanding, competency of their subject matter, experiencing diversity, and giving and sharing constructive feedback.

Assessment Methods

The listings below describe the various assessment methods utilized by the Wellness Center and Work Well program.

Wellness Programs Survey

One survey has been developed to assess participants in Wellness Center programs, including Culinary Corner, Fitness classes and services, Intramurals, and Rock Wall. This survey collects demographic information from class participants, as well as satisfaction rates, physical activity habits, awareness of the 7 Dimensions of Wellness, and impact on stress management and academic performance. This survey is administered at varying times throughout the semester,
depending on the program area. Results from this survey are compiled on an annual basis and are included as part of the official program review process.

**Campus Recreation Benchmark Survey**

The Campus Recreation Benchmark (Rec Bench) is a campus-wide survey used to assess members’ experiences at the Wellness Center and their satisfaction with programs and the facility. This survey has been conducted every other year for the past 6 years. Results show that the UND Wellness Center member’s opinions of the facility and programs are slowly on the decline, however still rank higher than peer and national averages. Results from this survey are shared with campus partners, and assist the Wellness Center administrative staff to improve future programming efforts.

**Facility Check-In Data**

Continued work is being done in conjunction with the UND Office of Institutional Research (OIR). OIR is able to analyze annual check-in reports and compare Wellness Center users and non-users in many areas including: frequency of use, gender, race/ethnicity, college within UND, class status and GPA. It is the hope of the Wellness Center staff that this information can be analyzed on an annual basis and programming and communication efforts are re-evaluated based on the report findings.

**Participation Reports**

Participation data in Group Exercise classes, Culinary Corner classes, and use of the Rock Wall are tracked on a monthly basis in order to determine participation trends and assess popularity of certain classes. Like the facility check-in data, more information could be gleaned from the class participation reports in regards to utilization and student success at UND.

**Secret Shopper Program**

The Wellness Center utilizes Secret Shoppers to critically evaluate the Wellness Center programs, services, facility, and employees. Secret Shoppers are assigned a weekly task, and complete a follow-up survey to document their experience utilizing the facility. This information is shared with area leads which identify topics for additional staff training.

**Guest Comment Cards**

Guests are able to share their comments via paper comments cards located throughout the Wellness Center facility, as well as on the Wellness Center website. These comments are then shared with area leads, and the guest is contacted for follow-up, if information is available.

**Incident Reports**

In conjunction with UND policies, an Incident Report is completed after the occurrence of a situation related to a guest’s safety, or a facility issue. These are routed to the Safety Office after review from Wellness Center staff.

**Job Performance Appraisal (JPA)**

Job Performance Appraisals (JPAs) are conducted on an annual basis for all student employees of the Wellness Center. Student learning outcomes have been updated to use the *Learning Reconsidered II* text; the seven areas that students are assessed on include work ethic, knowledge and application, communication, initiative, decision making/critical thinking, conflict management, and diversity. Within each area, supervisors identify 1-3 learning outcomes that are specific to a student’s position. Students completed a self-evaluation and supervisors complete an evaluation of each employee on the
same standards. Each area supervisor meets with each student regarding their JPA and then identified goals for the student for the upcoming year.

More work continues to be done on a student employment assessment plan which includes learning outcomes for the student employment program, a pre and post assessment of learning (the pre-test will be administered at orientation and the post-test during the employee’s exit interview), a professional development leadership curriculum, and assessment of on-going trainings.

Exit Interview

Upon completion of employment at the Wellness Center, all employees are encouraged to participate in an exit interview with their supervisor or another designee. At this time, feedback is received related to their position(s) and areas for improvement are discussed.

ACHA-NCHA Survey

The American College Health Association- National College Health Assessment (ACHA-NCHA) is conducted on a biennial basis. This survey is administered through the Health & Wellness Hub. This survey collects data related to students’ health habits, behaviors, and perceptions. Results of the ACHA-NCHA survey are instrumental in the broader Health & Wellness related programming conducted on campus.

Officials Evaluations (Intramurals only)

Officials are evaluated on positioning, comportment, mechanics, and signaling. Evaluations are conducted by the sport supervisors and done twice a season.

Supervisor’s Reports (Intramurals only)

Supervisor’s reports are completed each night and address safety concerns, rule changes, sportsmanship incidents, and any other issues that occur on a given night of intramurals

Ski UND Participant Survey (Ski UND only)

The Ski UND participant survey is administered at the end of Ski UND program. The survey looks at satisfaction, the Dimensions of Wellness, skiing knowledge learned, and suggestions for the following year.

Wellness Survey (Work Well only)

The purpose of this survey is to gain an understanding of the campus climate, health status, and wellness needs expressed by staff and faculty. The survey includes the following types of questions: demographics, physical activity habits, nutrition, tobacco, health indicators, prevention, sleep, stress, wellness behaviors, needs and interests, technology use, department culture, barriers, support, awareness and satisfaction. The survey includes questions from comparative peer institution as well questions from the Healthy Campus 2020 Faculty/Staff Objectives with national norm comparisons. This survey has traditionally been administered biennially in the spring through electronic means. Paper version administration has also occurred for employees with traditional low computer use rates, including Dining and Facilities. Results from this survey are compiled on an annual basis and are included as part of the official program review for the Advisory Board. This board consists of staff, faculty and other at-large members who advise the program staff. The results and various reports will be disseminated more widely in the upcoming year.

Program Specific Evaluations (Work Well only)
At the end of all major programs, internal and external reports are developed to share statistics (aggregate data, pre/post data), qualitative responses, seven dimensional learning objectives and outcomes, and strategic goals. The external reports are often shared with program participants when applicable. The internal reports help with future year planning. All program reports are shared with the Advisory Board, which consists of staff, faculty and other at-large members who advise the program staff.

**Participation Report (Work Well only)**

Participation data from all programs, presentations and events are tracked and classified by staff, faculty or other (spouses, undetermined, etc.). Unique user numbers are added into the American Heart Association Fit-Friendly Company end-of-year report.

**American Heart Association Fit-Friendly Company Year End Report (Work Well only)**

The University of North Dakota has annually applied and received the national Fit-Friendly Company award for offering excellence in physical fitness and nutrition programming, creating a culture of wellness, and for increasing participation annually as an outcome measure starting in 2007. UND was the first organization to attain the highest status of Platinum and continues to strive for this annually.

**CEO Cancer Gold Standard Accreditation Criteria (Work Well only)**

Work Well submits for annual re-accreditation as a CEO Cancer Gold Standard Company. This requires various compliance and programming criteria in the areas of: tobacco, nutrition, physical activity, prevention/screening/early detection, access to quality treatment, and clinical trials to help reduce, treat and prevent cancer. The University of North Dakota was the first institution of higher education to receive accreditation in 2008 and has been re-accredited annually.

**North Dakota Public Retirees System (NDPERS) Wellness Coordinator Reports (Work Well only)**

Annually, UND reports to the state (NDPERS). UND submits the Year End/Activity Confirmation report of all activities, methods of promotion, and evaluation of activities associated with the NDPERS approved comprehensive wellness program. In receipt of this, UND receives a 1% premium reduction in health insurance. Additionally, UND submits the employer discount application and associated paperwork, and receives approximately $5,400 towards the Work Well program from the state. In February, all requests for the funding and for the next fiscal year programming are required.

**Responsible Parties and Timelines**

Each member of the Wellness Center Executive team is responsible for assessment and evaluation within their respective area. Each program lead is responsible for writing, administering, analyzing and interpreting their program’s follow-up survey and providing recommendations for improvement to the Wellness Center executive team after completion of their assessment.

After each program’s assessment, a summary report will be created by the program coordinator and presented to the executive staff. Historically these reports/presentations have been completed in June. All data will then be combined into an annual assessment report and provided to the Assistant Director of Nutrition and Wellness Programs for inclusion in the Wellness Center Annual Report.
Appendix A

Wellness Center Assessment Inventory
## DEPARTMENTAL PLAN FOR UND WELLNESS CENTER
### ASSESSMENT OF STUDENT LEARNING  Year 2014-2015

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Student Learning Goals &amp; Objectives</th>
<th>Educational Experiences</th>
<th>Assessment Methods</th>
<th>Timeline</th>
<th>Responsibilities</th>
<th>Use of Results and Process for Documentation &amp; Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culinary Corner</strong></td>
<td>1. Enhance their multi-dimensional wellness by stating how a dimension of Wellness is related to the cooking demonstration. 2. Increase knowledge on how to improve eating habits. 3. Name a nutrient discussed during the demonstration. 4. Experience excellent customer service</td>
<td>Participate in Culinary Corner cooking demonstration(s). Additional nutrition-related information will be available online/social media.</td>
<td>1. Wellness Programs Survey 2. Secret Shopper Feedback</td>
<td>1. Monthly 2. Ongoing</td>
<td>Program Manager</td>
<td>Share at annual presentation; incorporate into staff/team trainings.</td>
</tr>
</tbody>
</table>

**Participant Outcomes:**

1. Establish their multi-dimensional wellness by stating how a dimension of Wellness is related to the cooking demonstration.
2. Increase knowledge on how to improve eating habits.
3. Name a nutrient discussed during the demonstration.
4. Experience excellent customer service

| Fitness | 1. Participants will understand and improve their usage the CDC guidelines for physical activity (goal: 75% mod intensity cardio, 100% 2-3 days strength). 2. Participants will be able to identify an exercise mode that is appealing to them. 3. Enhance their multi-dimensional wellness | Participate in a Fitness Program (Group Exercise class, Specialty Exercise class, Fitness Assessment, and/or Personal Training Session). Additional information will also be available online/social media. | 1. ACHA-NCHA Survey 2. Wellness Programs Survey 3. Secret Shopper Feedback | 1. Every other year 2. Monthly 3. Ongoing | Coordinator, Program Managers | Share with Wellness Center staff, Student Government, Fitness Staff, and external stakeholders (as necessary) |

<p>| Intramurals | 1. Participants will demonstrate good sportsmanship in all games and contests 2. Enhance their multi-dimensional wellness | Participate in an Intramural sport (includes reviewing the Intramurals Handbook and participating in the | 1. Supervisor’s Reports 2. Wellness Programs Survey | 1. Nightly 2. Once per sport season | Coordinator, Program Managers, Supervisors | Share with Wellness Center staff and Intramurals Staff |</p>
<table>
<thead>
<tr>
<th>Outpost</th>
<th>Captain’s meeting</th>
<th>Coordinator, GSA</th>
<th>Share with Wellness Center staff, UND Fee Committees</th>
</tr>
</thead>
</table>
| 1. Enhance their multi-dimensional wellness, especially environmental wellness  
2. Increase outdoor activity/recreation  
3. Participate in traditional skiing techniques (Ski UND only) | Rent and utilize the equipment available at the Outpost. Review the information available at the Outpost about outdoor activity spaces. | 1. Wellness Programs Survey  
2. Secret Shopper Feedback  
2. Ongoing  
3. Once per Ski UND season |

<table>
<thead>
<tr>
<th>Rock Wall</th>
<th>Coordinator, Program Manager</th>
<th>Share with Wellness Center Staff and Rock Wall Staff</th>
</tr>
</thead>
</table>
| 1. Climbers will be able to apply safety and belay techniques while climbing  
2. Enhance their multi-dimensional wellness | Participate in rock wall climbing events, such as open climbing, certifications and competitions. Additional information will also be provided online/social media. | 1. Wellness Programs Survey  
2. Incident Reports | 1. Monthly  
2. Ongoing |

<table>
<thead>
<tr>
<th>Work Well</th>
<th>Coordinator</th>
<th>Share with Work Well Advisory Board, Work Well Ambassadors, UND President, and the campus community.</th>
</tr>
</thead>
</table>
| 1. Increase knowledge of health and wellness related topics  
2. Improve/maintain health and wellness related behaviors | Participate in one of the Work Well programs. Additional information will also be shared via email, online and social media. | 1. Program-specific evaluations  
2. BCBS Reports  
3. Participation Reports | 1. Post-event  
2. Ongoing  
3. Ongoing |

<table>
<thead>
<tr>
<th>General outcomes</th>
<th>Assistant Director</th>
<th>Share with Wellness Center staff, external stakeholders and administrators; annual report.</th>
</tr>
</thead>
</table>
| 1. Increase and maintain facility utilization.  
2. Improve overall satisfaction (including facility, fitness equipment, programming, and hours of operation)  
3. Increase the awareness of the 7 Dimensions of Wellness across campus.  
4. Increase one’s awareness of the connection between individual health and wellness to personal and academic success. | Wellness Center usage, multi-dimensional wellness programs (such as the Pursuit of Wellness). Additional information will also be available online and via social | 1. Recreation Benchmarking Survey  
2. Facility Check-In Reports  
3. Guest comment cards  
4. Wellness | 1. Biennial  
2. Annually  
3. Ongoing  
4. Monthly |
Programmatic/Operational Outcomes:

<table>
<thead>
<tr>
<th>Program</th>
<th>Outcomes</th>
<th>Media</th>
<th>Programs Survey</th>
<th>1. By class</th>
<th>2. By class</th>
<th>Monthly</th>
<th>Program Manager</th>
<th>Share with Wellness Center staff, and Culinary Corner team. Include in Wellness Center Reports.</th>
</tr>
</thead>
</table>
| Culinary Corner | 1. Each year, the Culinary Corner will see increased participation in both free class offerings and paid classes.  
2. Continually increase participation satisfaction  
3. Utilize and provide evidenced-based nutrition resources to participants.  
4. Include messages regarding the 7 Dimensions of Wellness into ongoing programming. |       |                 |             |             |         |                 |                                                                                                  |
| Fitness | 1. Increase participation in programs and services.  
2. Increase the number of participants that achieve the recommended CDC guidelines for Physical Activity  
3. Increase the percentage of participants that engage in exercise programs to benefit health reasons and improve performance as opposed to appearance  
4. Increase and maintain satisfaction rates in programs and services |       |                 |             |             |         |                 |                                                                                                  |
| Intramurals | 1. Increase and maintain intramural program satisfaction rating by participants  
2. Increase participation in lifetime sports |       |                 |             |             |         |                 |                                                                                                  |
| Outpost | 1. Achieve and maintain 90% satisfaction rating by participants  
2. Remain financially stable  
3. Maintain (Intramurals) or increase (Ski UND) |       |                 |             |             |         |                 |                                                                                                  |
<table>
<thead>
<tr>
<th>Rock Wall</th>
<th>1. Increase rock wall participation, especially in fee-based activities (competitions, classes, etc.)</th>
<th>Rock Wall participation</th>
<th>1. Participant Data</th>
<th>Coordinator, Program Manager</th>
<th>Share with Wellness Center staff, Rock Wall team. Include in Wellness Center Reports.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Achieve and maintain 90% program satisfaction</td>
<td></td>
<td>2. Wellness Programs Survey</td>
<td>1. Monthly</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Monthly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Well</td>
<td>1. Work Well will continue to meet requirements of the American Heart Association Fit-Friendly Company platinum status annually.</td>
<td>Work Well participation</td>
<td>1. Work Well Wellness Survey</td>
<td>Coordinator, GRA</td>
<td>Share with Work Well Advisory Board, Work Well Ambassadors, and to external partners via the Work Well website. Include in Work Well Annual Report and discuss at Wellness Center Program Team meetings.</td>
</tr>
<tr>
<td></td>
<td>2. Work Well will continue to be a re-accredited as a CEO Gold Cancer Standard company annually.</td>
<td></td>
<td>2. Program Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Biennially, Work Well will receive a 75% satisfaction rating or higher by users.</td>
<td></td>
<td>3. Post-event surveys</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Work Well will achieve 10% increase in employee’s participation in at least one worksite wellness/wellness program annually (until 90% is attained).</td>
<td></td>
<td>4. American Heart Association/CEO Cancer Accreditation Criteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Work Well will incorporate at least 2 multi-dimensional measures in all major programming annually.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Biennially, UND will be attain at least a 60% positive rating by employees as having a culture of wellness.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Work Well will provide annual wellness opportunities to special populations including: Dining Services, Facilities Day and Night shift workers, satellite offices and new employees.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Biennially, UND will be attain at least a 60% positive rating that wellness activity involvement is supported by their supervisor/leadership.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Employee Outcomes:**
| Culinary Corner | 1. Culinary Corner instructors will be able to effectively lead a cooking demonstration using proper public speaking skills.  
2. Culinary Corner instructors will participate in the development of the Culinary Corner program by practicing social media marketing, writing blog posts and creatively promoting the Culinary Corner program.  
3. Culinary Corner instructors will properly complete class lesson plans including nutrition information, grocery needs, and supplies list. (Knowledge and application, work ethic) | Teaching classes; Pinterest postings, blog updates, facebook posts; class preparations. | 1. Job Performance Appraisal  
2. Exit interview | 1. Annually  
2. End of employment | Program Manager | Will identify areas for future employee training topics. |
|----------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------|-------------------|-----------------|--------------------------------------------------|
| Fitness 1. FLEX interns and Fitness Experience will be able to demonstrate and explain how to use all WC Fitness Equipment and basic exercise techniques to members.  
2. FLEX Interns and Personal Trainers will learn how to gather client medical and lifestyle history and conduct proper fitness assessments using the correct assessment test.  
3. Fitness Desk staff will be able to effectively intervene on a user's workouts and uphold gym etiquette polices of the facility.  
4. Fitness desk staff will be able to detect unsafe and correct exercise techniques and be able to intervene effectively.  
5. All Fitness employees will learn proper workout components and will learn how to disseminate that information to members.  
6. FLEX interns will learn how to use evidence based research to complete projects and outreach information  
7. Group Exercise Instructors, FLEX Interns, and Personal Trainers will understand and teach correct biomechanics to participants and clients. | Interactions with guests through conducting goal consultations and fitness assessments, discussions on the fitness floor; reviewing evidenced-based journal articles and providing summaries; employee training and on-boarding tasks. | 1. Job Performance Appraisal  
2. Exit interview  
3. Secret shopper responses | 1. Annually  
2. End of employment  
3. Ongoing | Coordinator, Program Managers | Used to re-evaluate/continue employee training. |
| 8. | Group Exercise Instructors will be able to design and evaluate their classes to ensure effectiveness and to avoid injuries. |
| 9. | Personal Trainers will be able to design a program that is based on the client’s background and goals, assessment information, and that is in compliance with national standards. |

| Intramurals | 1. Improve Officials’ knowledge and performance (signals, mechanics, and positioning) |
| 2. Improve Supervisors’ problem solving and conflict management skills |
| Officials’ clinics and evaluations, Supervisor training | 1. Wellness Programs Survey |
| 2. Officials’ Evaluations | 1. Once per season |
| Coordinator, Program Managers | Used to re-evaluate/continue employee training. |

| Outpost | 1. Identify and explain local and regional outdoor recreational opportunities. |
| 2. Identify the equipment needs of renters. |
| Area Specific Training | 1. Wellness Programs Survey |
| 2. Secret Shopper responses | 1. Monthly |
| 2. Ongoing |
| Coordinator, GSA | Used to re-evaluate/continue employee training. |

| Rock Wall | 1. Staff will learn how to develop and implement a climbing lesson plan. |
| 2. Develop safety skills pertaining to indoor rock wall climbing. |
| Area Specific Training, monthly staff meetings | 1. Wellness Programs Survey |
| 2. Post-event surveys |
| 2. Per event |
| 3. Ongoing |
| Coordinator, Program Manager | Used to re-evaluate/continue employee training. |

| Work Well | 1. Students will develop job performance proficiencies such as: understanding their audience, developing professional writing and presentation abilities, resourcefulness, research skills, critical thinking and problem-solving aptitudes, interpersonal skills, independent work abilities, and providing high quality workmanship. |
| 2. Students will develop professional attributes |
| Assisting with the Work Well program | 1. Job Performance Appraisal |
| 2. Department-specific evaluations | 1. Annually |
| 2. As applicable |
| Coordinator, Program Assistant, GRA, departmental contact | Used to re-evaluate/continue employee training. |
such as: punctuality, efficiency, organization, prioritization, listening, understanding, competency of their subject matter, experiencing diversity, and giving and sharing constructive feedback.
UND Wellness Center Assessment Plan
January 31, 2007

Prepared for: University of North Dakota Assessment Committee
MISSION and Goal Statements
Student Wellness Center

Essential Element 1
Mission:
The mission as the UND Wellness Center is to enhance the campus climate and enrich the quality of life for the University of North Dakota community by embracing all dimensions of wellness.

Essential Elements 2-3
Goals and Academic Programs:
Given the mission statement above, the Wellness Center has identified three main goals to student learning that serve as a major guideline to programming, training and all other supportive elements to enhance student learning. Each of the goals have specific identified objectives to support the goal. The stated goals and objectives also support the University’s stated student learning goals\(^1\) as cited in the University Assessment Plan.

Goal 1: Students will have awareness of the seven dimensions of wellness and demonstrate a balanced lifestyle.

Objectives:
  a) Students have an understanding of balancing nutrition and exercise to live a healthy lifestyle. (Physical) (3,5)
  b) Students will manage time commitments and personal stress factors to accomplish goals. (Emotional) (3)
  c) Students will demonstrate analytical skills and critical thinking to make sound independent decisions. (Intellectual) (2,4,5)
  d) Students will explore personal values and limitations to further define character. (Spiritual) (5,6)
  e) Students will have an awareness of how their daily habits affect surroundings in the environment. (Environmental) (2,3,4,5)
  f) Students will demonstrate the ability to interact successfully and understand the role of belonging to a community. (Social) (1,6)
  g) Students will learn the resources available for support in defining strengths and talents to gain purpose, happiness, and enrichment in future professional endeavors. (Occupational) (5)

---

\(^1\) 1. Students will be able to communicate effectively, both orally and in writing.
2. Students will be able to think critically and creatively.
3. Students will be able to make informed choices.
4. Students will understand how conclusions are reached in the natural sciences, sciences, and the arts and humanities.
5. Students will acquire knowledge over a broad spectrum of subject areas.
6. Students will develop some familiarity with cultures other than their own.
Goal 2:  *Students will have a foundation of knowledge in their social responsibility.*

**Objectives:**

a) Student will practice personal accountability by assuming responsibility for one’s actions and making positive choices and contributions no matter the role. (2, 3)

b) Students will recognize and respect the values of diversity in society. (6)

c) Students will engage in creating a positive campus environment through participating in campus events. (1, 5, 6)

d) Students will recognize the benefits of teamwork. (1)

Goal 3:  *Students will explore and grow towards a point of self actualization.*

**Objectives:**

a) Students will accept themselves and others the way they are. (5, 6)

b) Students will have the ability to reason, to see truth, and make decisions that are logical and efficient. (2, 3, 4, 5)

c) Students are motivated for continual growth. (3, 5)

d) Students have profound, intimate relationships with others. (6, 1)

The first stated goal further defines how the seven dimensional model of wellness enhances the development of students. The second stated goal emphasizes the importance of students understanding their role in society and finally the third goal stresses the role the Wellness Center plays as a co-curricular entity in creating holistic, grounded students.

These major goals and objectives are specifically identified within each program’s activities within the Wellness Center operations. Each program has designed a logic model that links activities with the goals and objectives to the assessment strategies, timelines and responsibilities.

**Essential Element 4**

*Educational Experiences*

The Wellness Center has many co-curricular opportunities available for education enhancement. The following depicts program areas within the Wellness Center that provide those opportunities.

**Burnt Toast**

Burnt Toast is a demonstration kitchen within the Wellness Center with the goal of educating students and members on how to cook healthy food. Classes are to teach how to prepare and serve meals that are designed quick and easy, healthy and multi-cultural.

---

2 Maslow Hierarchy of Needs

Element
Element is the brand associated with the Danley Hopper quiet lounge and the massage therapist. The quiet lounge is an intentionally unprogrammed area that allows for spiritual connectivity and meditation.

Fitness
The fitness area within the Wellness Center includes programming such as group exercise classes, specialty instructional classes and personal training. Resources such as equipment orientations and fitness assessments also are available for one-on-one experiences. Independent fitness opportunities are available with one hundred and nine pieces of strength equipment and over seventy-nine cardio machines.

Nutrition
Educational experiences in nutrition at the Wellness Center are: weight management classes, thirty to sixty minute scheduled or drop-in one-on-one nutrition consults with a Registered Dietitian. Information provided is in the scope of general nutrition information and medical consults are referred to Student Health.

RecSports
RecSports programming consists of formal and informal recreation. Formal recreation activities are split into fourteen league sports and six individual sports. In addition to competitive organized play, RecSports provides opportunities for students to participate in informal recreational opportunities such as open swim at the Hyslop and drop-in basketball, in-line hockey, volleyball and indoor soccer at the Wellness Center.

Rock Wall
The twenty-eight foot rock wall provides the opportunity for students to learn and enhance their rock climbing skills. Formal activities such as belay certification checks and learn to climb classes provide the opportunity to learn or refine their skills.

Team Wellness
Team Wellness is the student employee development program designed to prepare students for the professional world beyond the collegiate experience. Student employee applicants of the Wellness Center attend a recruitment session and must complete an online application and interview with peers. Activities within the program include monthly development and training meetings with time dedicated to professional development topics such as resume building, interviewing techniques, and communication skills. Students are expected to complete a variety of ongoing trainings such as a comprehensive risk management program and CPR/AED and First Aid certifications. Students are exposed to an evaluation mid-semester and recognition programs such as Cheers 4 Peers and an annual banquet entitled Spring Fever. Students also complete an exit interview upon termination of employment.
Essential Element 5
Assessment Methods, Description of Criteria and Determining Factors
The executive team of the Wellness Center identified the goals and objectives in January 2007. While programming and learning have been occurring since the origination of the interim Wellness Center in fall 2001, assessment strategies and mechanisms were limited and not a part of an integrated assessment plan for organized decision making. On March 1, 2007 will commence with the collection and administration of the survey of learning and the formal review of data.

Survey of Learning
The survey of learning will begin in Fall 2007. This survey will be a series of three to five questions that all students will complete electronically at the point of activation of their student ID for access to the Wellness Center. A series of program specific follow-up surveys will be conducted on a quarterly basis. The follow up survey will include one to two of the same questions as the entrance test with the addition of one to two program specific questions, pertinent to the learning that is occurring due to participation in the program. The data collected will be viewed on an aggregate level and be separated by years of attendance to UND.

National College Health Assessment
The National College Health Assessment is administered through Student Health Services every two years to UND students. Upon completion, UND results are compared to national results, previous UND results, as well as the target goals (outlined in Healthy Campus 2010). Health topics included in the survey include alcohol, tobacco and other drug use, sexual health, weight, nutrition, exercise, mental health, injury prevention, personal safety, and violence. The data from this tool gives UND health and wellness areas extensive information about the status of the campus. The results are used to determine programming and educational efforts.

Wellness Assessment
The Wellness Assessment is a unique assessment tool that was developed at UND by those within the health and wellness arena. The online instrument will be given to UND students, after the pilot test is completed in Spring 2007. All seven dimensions are addressed within this survey to determine the level of behavior change at UND. The survey will be administered through the Wellness Center, Student Health Services, and the Counseling Center so that students from all over campus are encouraged to take the assessment. Results of this tool will be used to make programming decisions and focus educational efforts in order to improve multidimensional wellness at UND. The survey will be open to students to take at all times and the results will be evaluated on an annual basis. Only group aggregate information will be available to UND as the tool allows for anonymity.

BSDI Health Information
The BSDI assessment is a web based health inventory that has been specifically written to be administered as part of a physical fitness test. The information in this assessment tool will allow for assistance in identifying the most common risks to academic performance, better understanding in health trends and highest priorities.
Impact of Wellness Assessment
Originally taken from a national assessment done through Kerr-Downs Research, the Value of RecSports at the University of North Dakota is a survey instrument that is used to assess the impact that UND Wellness programming has on UND students. The first survey was completed and analyzed in Fall 2006, and will be repeated on an annual basis. This survey asks about specific participation in Wellness Center and RecSports programming in order to differentiate Wellness Center users from the entire campus population. The results are then used to improve programming in order to meet student learning objectives.

Learning Outcomes Survey
The learning outcomes survey is self assessment that all student employees take at the orientation point of their employment experience and when the Job Performance Appraisal (JPA) is administered (eight weeks into employment). This information is reviewed on an aggregate level and determines the programming.

Incident Reporting
Incident reports are written anytime an injury, misconduct violation or policy violation occurs. These reports are analyzed monthly and reported on an aggregate level the 1) number of incidents occurred and 2) percentage of incidents handled correctly.

Sport Specific Survey
Employees and users will be individually assessed at the end of each sport season to determine the individual’s learning and growth.

Rock Wall Participant Survey
The rock wall participant survey is administered on an annual basis the end of the academic year to assesses the learning and explore the value of the experience of the participants.

Job Performance Appraisal (JPA)
The Job Performance Appraisal (JPA) is an evaluation provided to the student employment after eight weeks of employment. It is written specifically to the job description and is detailed with a one to four scoring system in addition to open-ended comments. The supervisor of the area administers this review.

Essential Element 6-8
Responsible Parties, Timeline and Documentation
The UND Wellness Center has identified an assessment team, consisting of the Assistant Director of Marketing and the Coordinator of First Impressions, to guide the direction for assessment of student learning. Specific duties of this team include: writing and evaluating the entrance learning survey, providing guidance to the program coordinators in the development of program follow-up questions, ensuring recommendations of program changes are occurring based upon data, seeking improvements to assess student learning and setting the timeline for follow-up student learning evaluations.
Each program coordinator is responsible for writing, administering, analyzing and interpreting the program’s follow-up survey and providing recommendations for improvement to the Wellness Center executive team after completion of their assessment.

The timeline and data collection process will be set by the assessment team and compiled for review by the Wellness Center executive team. After each program’s assessment, a summary report will be created by the program coordinator and presented to the executive staff. In May and December, all assessment data will be brought together for review accompanied by recommendations.

All data will be combined into an annual assessment report and provided to the Associate Director of Business Operations by August first for inclusion in the Wellness Center Annual Report.

Threshold to Trigger Review:
*Mission Statements, Value Statements, Vision Statements, Strategic Plan, Goals and Objectives, Policies and Procedures:*
Any area of the Wellness Center programming and operations intended for a learning purpose not in compliance with departmental, UND Division of Outreach Services, University, or North Dakota University System Policies and Procedures is reviewed and retentions and revisions recommended based upon further analysis of the issue.

*Surveys:*
If 10% or more of the respondents identify an area of weakness within the program, triangulation is used to explore and confirm trends. Survey data between populations and between years are compared. Relevant data from other sources are also reviewed. If similar findings are noted, recommendations are made for revision. The final decision for revision is made by the Administrative Staff as a whole.\(^4\)

In summary, assessment strategies are in place and revised as needed. The assessment results will guide major program decisions as needed for the program’s success.

An at a glance review of the UND Wellness Center Assessment plan is provided in Appendix A.

---

\(^4\) Adopted from the Physical Therapy Assessment Summary, August 2005.
Appendix A
### Student Learning Goals & Objectives

<table>
<thead>
<tr>
<th>Goal 1: Students will have awareness of the seven dimensions of wellness and demonstrate a balanced lifestyle.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Balance nutrition and exercise to live a healthy lifestyle.</td>
</tr>
</tbody>
</table>

### Educational Experiences

| Fitness: incentive programs, group exercise classes, equipment orientations, personal training, specialty classes, strength program design. |
| Burnt Toast: multi-cultural classes, basic-hands-on classes, healthy eating classes. |
| Nutrition: weight management class, participate in healthy UND coalition, one-on-one nutrition consults |

### Assessment Methods

| Fitness: incentive programs, group exercise classes, equipment orientations, personal training, specialty classes, strength program design. |
| Burnt Toast: multi-cultural classes, basic-hands-on classes, healthy eating classes. |
| Nutrition: weight management class, participate in healthy UND coalition, one-on-one nutrition consults |

### Timeline

| Fitness: incentive programs, group exercise classes, equipment orientations, personal training, specialty classes, strength program design. |
| Burnt Toast: multi-cultural classes, basic-hands-on classes, healthy eating classes. |
| Nutrition: weight management class, participate in healthy UND coalition, one-on-one nutrition consults |

### Responsibilities

| Fitness: incentive programs, group exercise classes, equipment orientations, personal training, specialty classes, strength program design. |
| Burnt Toast: multi-cultural classes, basic-hands-on classes, healthy eating classes. |
| Nutrition: weight management class, participate in healthy UND coalition, one-on-one nutrition consults |

### Use of Results and Process for Documentation & Decision-Making

<p>| Results are compared to Healthy Campus 2010 standards, and programming and educational campaign decisions are made based upon the campus reaching those standards. |
| Results are used to assess learning based on each of the dimensions, and programming and educational decisions are made based upon these results. |
| Shows whether students are utilizing the knowledge they receive through our programs. |
| Information from the pre and post surveys measure the increase in knowledge that participants attain from the program. |
| Measures the level of knowledge attained from participation in the Weight Management course, and shows areas of learning. |
| The survey will determine whether participants are learning the importance of being physically active, due to their participation in RecSports |</p>
<table>
<thead>
<tr>
<th>Student Learning Goals &amp; Objectives</th>
<th>Educational Experiences</th>
<th>Assessment Methods</th>
<th>Timeline</th>
<th>Responsibilities</th>
<th>Use of Results and Process for Documentation &amp; Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong> Students will have awareness of the seven dimensions of wellness and demonstrate a balanced lifestyle. b. Understand and manage time commitments and personal stress factors to accomplish goals.</td>
<td><strong>Team Wellness:</strong> Monthly Development Meetings, managing shift work, one-on-one teaching/coaching²</td>
<td>JPA’s</td>
<td>semesterly</td>
<td>Supervisors in each area</td>
<td>Employees are evaluated on time management and initiative. This shows how well we are preparing them to succeed.</td>
</tr>
<tr>
<td><strong>Element:</strong> quiet lounge availability, yoga classes</td>
<td>Learning outcomes survey</td>
<td>annual</td>
<td>Coordinator, First Impressions</td>
<td>Used to determine the effectiveness of training topics and whether or not students in each area are learning from their training.</td>
<td></td>
</tr>
<tr>
<td><strong>RecSports:</strong> Team events</td>
<td>National College Health Assessment (NCHA)</td>
<td>Administered and reviewed every even year</td>
<td>Asst. Director, Fitness and Nutrition</td>
<td>Results are compared to Healthy Campus 2010 standards, and programming and educational campaign decisions are made based upon the campus reaching those standards.</td>
<td></td>
</tr>
<tr>
<td><strong>RockWall:</strong> Open climb</td>
<td>Wellness assessment</td>
<td>Ongoing</td>
<td>Asst. Director, Marketing</td>
<td>Results are used to assess learning based on each of the dimensions, and programming and educational decisions are made based upon these results.</td>
<td></td>
</tr>
<tr>
<td><strong>Fitness:</strong> Group Exercise and specialty classes, personal training, informal fitness opportunities</td>
<td>“Impact of Wellness” research</td>
<td>Annual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Learning Goals &amp; Objectives</td>
<td>Educational Experiences</td>
<td>Assessment Methods</td>
<td>Timeline</td>
<td>Responsibilities</td>
<td>Use of Results and Process for Documentation &amp; Decision-Making</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------------------</td>
<td>-------------------</td>
<td>----------</td>
<td>------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Goal 1: Students will have awareness of the seven dimensions of wellness and demonstrate a balanced lifestyle.**  
  c. Demonstrate analytical skills and critical thinking to make sound independent decisions. | **Fitness:** fitness assessments  
  **Team Wellness:** role playing case studies, simple care cards, mock drills, CPR and 1st aid training, Monthly Development Meetings, risk management  
  **RecSports:** Team events, informal participation  
  **Rock Wall:** Belay training, Learn to Climb class, open climb | number of fitness assessments  
  certification exams  
  quizzes, online trainings  
  repeat incident reports  
  Belay checks, Class exit survey, RockWall participant survey  
  “Impact of Wellness” research | semesterly  
  annual  
  semesterly  
  ongoing  
  ongoing  
  annual | Asst. Director, Fitness and Nutrition  
  Assoc. Director, Wellness Facilities  
  Coordinator, First Impressions  
  Assoc. Director, Wellness Facilities  
  Coordinator, RecSports  
  Asst. Director, Marketing | Students learn the importance of understanding their fitness levels before beginning a program and while participating.  
 Measures what students are learning and can be used to make adjustments in training materials and techniques.  
 Repeated behavioral incidents determine a lack of learning, and adjust the manner in which these are handled.  
 Determines whether students are able to practice the skills they are learning  
 Results are used to assess learning based on each of the dimensions, and programming and educational decisions are made based upon these results. |

<table>
<thead>
<tr>
<th>Student Learning Goals &amp; Objectives</th>
<th>Educational Experiences</th>
<th>Assessment Methods</th>
<th>Timeline</th>
<th>Responsibilities</th>
<th>Use of Results and Process for Documentation &amp; Decision-Making</th>
</tr>
</thead>
</table>
| **Goal 1: Students will have awareness of the seven dimensions of wellness and demonstrate a balanced lifestyle.**  
  d. Students will explore personal values and limitations to further define character. | **Burnt Toast:** Mystery Dinners  
  **Fitness:** Group Exercise and specialty classes, personal training, informal fitness opportunities  
  **RecSports:** Team events, informal participation | Questionnaire  
  “Impact of Wellness” research | ongoing  
  annual | Asst. Director, Fitness and Nutrition  
  Asst. Director, Marketing | Determines whether the topics discussed are meeting the goals of the program.  
 Results are used to assess learning based on each of the dimensions, and programming and educational decisions are made based upon these results. |
<table>
<thead>
<tr>
<th>Student Learning Goals &amp; Objectives</th>
<th>Educational Experiences</th>
<th>Assessment Methods</th>
<th>Timeline</th>
<th>Responsibilities</th>
<th>Use of Results and Process for Documentation &amp; Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong> Students will have awareness of the seven dimensions of wellness and demonstrate a balanced lifestyle.</td>
<td><strong>Earth Day programming</strong></td>
<td>Post event survey</td>
<td>ongoing</td>
<td>Assoc. Director, Business Operations</td>
<td>Determines whether the topics discussed are meeting the goals of the program.</td>
</tr>
<tr>
<td></td>
<td><strong>Team Wellness:</strong> Risk management</td>
<td>Repeat incident reports</td>
<td>ongoing</td>
<td>Assoc. Director, Wellness Facilities</td>
<td>Determine whether students who are involved in behavioral incidents at the wellness center are learning from their experiences in order to assist in determining how incidents are handled.</td>
</tr>
<tr>
<td></td>
<td><strong>RecSports:</strong> Team tournaments and events, informal recreation</td>
<td>Sport specific survey</td>
<td>end of each sport</td>
<td>Coordinator, RecSports</td>
<td>Identifies the need for an adjustment in the team structure.</td>
</tr>
<tr>
<td></td>
<td><strong>RockWall:</strong> Open Climb</td>
<td>RockWall participant survey</td>
<td>annual</td>
<td>Coordinator, RecSports</td>
<td>Identifies the need for a change in the operations of the program, in order to allow for greater community appreciation.</td>
</tr>
<tr>
<td></td>
<td><strong>Fitness:</strong> Group Exercise and specialty classes, personal training, informal fitness opportunities</td>
<td>“Impact of Wellness” survey</td>
<td>annual</td>
<td>Asst. Director, Marketing</td>
<td>Results are used to assess learning based on each of the dimensions, and programming and educational decisions are made based upon these results.</td>
</tr>
<tr>
<td>Student Learning Goals &amp; Objectives</td>
<td>Educational Experiences</td>
<td>Assessment Methods</td>
<td>Timeline</td>
<td>Responsibilities</td>
<td>Use of Results and Process for Documentation &amp; Decision-Making</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------------</td>
<td>--------------------</td>
<td>----------</td>
<td>------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Goal 1:</strong> Students will have awareness of the seven dimensions of wellness and demonstrate a balanced lifestyle. g. Students will learn the resources available for support in defining strengths and talents to gain purpose, happiness, and enrichment in future professional endeavors.</td>
<td><strong>Team Wellness:</strong> Employment experience</td>
<td>Exit interview</td>
<td>ongoing</td>
<td>Area Supervisors</td>
<td>Identifies the need to increase or maintain the level of attention given to identifying resources available for support.</td>
</tr>
<tr>
<td><strong>Goal 2:</strong> Students will have a foundation of knowledge in their social responsibility. a. Student will practice personal accountability by assuming responsibility for one’s actions and making positive choices and contributions, no matter the role.</td>
<td><strong>RecSports:</strong> Team Events</td>
<td>RecSports survey</td>
<td>Annual</td>
<td>Coordinator, RecSports</td>
<td>Identifies level of sportsmanship learned from participation in the RecSports program.</td>
</tr>
<tr>
<td></td>
<td><strong>RockWall:</strong> Open Climb</td>
<td>RockWall participant survey</td>
<td>Annual</td>
<td>Coordinator, RecSports</td>
<td>Determines whether or not students are taking personal accountability for their actions, because of participation in RockWall climbing.</td>
</tr>
<tr>
<td></td>
<td><strong>Fitness:</strong> fitness assessments</td>
<td>Goal accomplishment on re-assessments</td>
<td>ongoing</td>
<td>Asst. Director, Fitness and Nutrition</td>
<td>Determines whether students are learning enough through fitness programming to accomplish their goals on their own.</td>
</tr>
<tr>
<td>Student Learning Goals &amp; Objectives</td>
<td>Educational Experiences</td>
<td>Assessment Methods</td>
<td>Timeline</td>
<td>Responsibilities</td>
<td>Use of Results and Process for Documentation &amp; Decision-Making</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>--------------------------</td>
<td>--------------------</td>
<td>----------</td>
<td>------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Goal 2:</strong> Students will have a foundation of knowledge in their social responsibility.</td>
<td><strong>RecSports:</strong> Team Events, informal recreation</td>
<td>RecSports survey</td>
<td>Annual</td>
<td>Coordinator, RecSports</td>
<td>Determines whether students were exposed to people who think and act differently from themselves.</td>
</tr>
<tr>
<td>b. Students will recognize and respect the values of diversity in society.</td>
<td><strong>RockWall:</strong> Open Climb</td>
<td>RockWall participant survey</td>
<td>Annual</td>
<td>Coordinator, RecSports</td>
<td>Determines whether students were exposed to people who think and act differently from themselves.</td>
</tr>
<tr>
<td></td>
<td>“Impact of Wellness” survey</td>
<td>Annual</td>
<td>Asst. Director, Marketing</td>
<td>Determines whether or not students are gaining a greater appreciation for those who think/behave differently from themselves while participating in programs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>RecSports:</strong> Team Events</td>
<td>RecSports survey</td>
<td>Annual</td>
<td>Coordinator, RecSports</td>
<td>Determines whether students were engaged in their community because of their participation in the program.</td>
</tr>
<tr>
<td></td>
<td><strong>Burnt Toast:</strong> Quick and Easy, multicultural, and healthy classes</td>
<td>Class survey</td>
<td>End of class</td>
<td>Asst. Director, Fitness and Nutrition</td>
<td>Identifies whether students are engaged in the class, and assist with program design decisions.</td>
</tr>
<tr>
<td>Student Learning Goals &amp; Objectives</td>
<td>Educational Experiences</td>
<td>Assessment Methods</td>
<td>Timeline</td>
<td>Responsibilities</td>
<td>Use of Results and Process for Documentation &amp; Decision-Making</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------------------</td>
<td>--------------------</td>
<td>----------</td>
<td>------------------</td>
<td>----------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Goal 2:** Students will have a foundation of knowledge in their social responsibility.  
  d. Students will recognize the benefits of teamwork. | RecSports: Team Events | Sport specific survey | Upon completion of sport | Coordinator, RecSports | Determines whether students developed a greater appreciation for teamwork and interacting with others because of their participation in the program. |
|  | RockWall: Open Climb | RockWall participant survey | Annual | Coordinator, RecSports | |
|  | Team Wellness: employment experience | Learning outcomes survey | Annual | Coordinator, First Impressions | |
| **Student Learning Goals & Objectives** | **Educational Experiences** | **Assessment Methods** | **Timeline** | **Responsibilities** | **Use of Results and Process for Documentation & Decision-Making** |
| **Goal 3:** Students will learn and grow towards a point of self-actualization.  
  a. Students will accept themselves and others they way they are. | RecSports: Team Events | RecSports survey | Annual | Coordinator, RecSports | Determines whether students gained a greater sense of self-confidence and acceptance because of their participation in the program. |
|  | RockWall: Open Climb | RockWall participant survey | Annual | Coordinator, RecSports | |
|  | Team Wellness: employment experience | Learning outcomes survey | Annual | Coordinator, First Impressions | |
| **Goal 3:** Students will learn and grow towards a point of self-actualization.  
  b. Students will have the ability to reason, to see truth, and make decisions that are logical and efficient. | Team Wellness: employment experience, risk management | Learning objectives survey | Annual | Coordinator, First Impressions | Determines whether the student employees are learning decision making skills because of their employment experience. |
|  |  | Incident reports | ongoing | Assoc. Director, Wellness Facilities | |

This table provides a structured overview of the student learning goals, educational experiences, assessment methods, timeline, responsibilities, and process for documentation and decision-making. Each goal is accompanied by specific objectives, experiences, and assessment methods to evaluate student progress and make informed decisions about the program's effectiveness.
<table>
<thead>
<tr>
<th>Student Learning Goals &amp; Objectives</th>
<th>Educational Experiences</th>
<th>Assessment Methods</th>
<th>Timeline</th>
<th>Responsibilities</th>
<th>Use of Results and Process for Documentation &amp; Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 3: Students will learn and grow towards a point of self-actualization. c. Students are motivated for continual growth.</td>
<td>RecSports: Sport skills training</td>
<td>RecSports survey</td>
<td>Annual</td>
<td>Coordinator, RecSports</td>
<td>Students show that they are learning skills and demonstrate a desire to continue to improve.</td>
</tr>
<tr>
<td>RockWall: Open climb</td>
<td>Number of return visits</td>
<td>Ongoing</td>
<td>Coordinator, RecSports</td>
<td>Students show a desire to try new routes and improve their skills.</td>
<td></td>
</tr>
<tr>
<td>Team Wellness: employment experience</td>
<td>JPAs</td>
<td>semesterly</td>
<td>Area supervisors</td>
<td>Determines whether student employees seek to advance in their performance goals.</td>
<td></td>
</tr>
</tbody>
</table>

| Goal 3: Students will learn and grow towards a point of self-actualization. d. Students have profound, intimate relationships with others. | RockWall: Open climb | RockWall participant survey | Ongoing | Coordinator, RecSports | Because participation requires an ability to trust, students develop close relationships with their climbing partners. |
| Team Wellness: employment experience | Learning Outcomes survey | annual | Coordinator, First Impressions | Determines whether student employees are building relationships with their co-workers based upon their employment experience. |

---

i Group Exercise, Burnt Toast, Personal Training, Rock Wall instructors.

ii Learn to Climb exit survey will assess pre and post confidence, trust and communication abilities.