

**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<sup>1</sup> 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)

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<sup>1</sup> 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.*<sup>2</sup>

**Objectives:**

- a) Students will accept themselves and others they 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<sup>3</sup> 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.

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<sup>2</sup> Maslow Hierarchy of Needs

<sup>3</sup> Taylor-Powell, E., Steele, S., & Douglass, M. (1996). Planning a program evaluation. Retrieved April 2002, from University of Wisconsin-Extension-Cooperative Extension, Program Development and Evaluation Unit Web site: [http://www1.uwex.edu/ces/pubs/pdf/G3658\\_1.PDF](http://www1.uwex.edu/ces/pubs/pdf/G3658_1.PDF)

### 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.<sup>4</sup>

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.

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<sup>4</sup> Adopted from the Physical Therapy Assessment Summary, August 2005.

## **Appendix A**



## DEPARTMENTAL PLAN FOR ASSESSMENT OF STUDENT LEARNING 2006-2007

Student Learning Goals & Objectives	Educational Experiences	Assessment Methods	Timeline	Responsibilities	Use of Results and Process for Documentation & Decision-Making
<b>Goal 1: Students will have awareness of the seven dimensions of wellness and demonstrate a balanced lifestyle.</b> a. Balance nutrition and exercise to live a healthy lifestyle.	<b>Fitness:</b> incentive programs, group exercise classes, equipment orientations, personal training, specialty classes, strength program design.  <b>Burnt Toast:</b> multi-cultural classes, basic-hands-on classes, healthy eating classes.  <b>Nutrition:</b> weight management class, participate in healthy UND coalition, one-on-one nutrition consults  <b>Rock Wall:</b> Open climb	National College Health Assessment (NCHA)  Wellness assessment  BSDI health information  Learning survey (pre and post)  Test results  RockWall survey	Administered and reviewed every even year  ongoing  reviewed semesterly  reviewed quarterly  Upon completion of class  annual	Asst. Director, Fitness and Nutrition  Asst. Director, Marketing  Asst. Director, Fitness and Nutrition  Rotation (among full time staff)  Registered Dietitian  Coordinator, RecSports	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

Student Learning Goals & Objectives	Educational Experiences	Assessment Methods	Timeline	Responsibilities	Use of Results and Process for Documentation & Decision-Making
<p><b>Goal 1: Students will have awareness of the seven dimensions of wellness and demonstrate a balanced lifestyle.</b></p> <p>b. Understand and manage time commitments and personal stress factors to accomplish goals.</p>	<p><b>Team Wellness:</b> Monthly Development Meetings, managing shift work, one-on-one teaching/coaching<sup>i</sup></p> <p><b>Element:</b> quiet lounge availability, yoga classes</p> <p><b>RecSports:</b> Team events</p> <p><b>RockWall:</b> Open climb</p> <p><b>Fitness:</b> Group Exercise and specialty classes, personal training, informal fitness opportunities</p>	<p>JPA's</p> <p>Learning outcomes survey</p> <p>National College Health Assessment (NCHA)</p> <p>Wellness assessment</p> <p>"Impact of Wellness" research</p>	<p>semesterly</p> <p>annual</p> <p>Administered and reviewed every even year</p> <p>Ongoing</p> <p>Annual</p>	<p>Supervisors in each area</p> <p>Coordinator, First Impressions</p> <p>Asst. Director, Fitness and Nutrition</p> <p>Asst. Director, Marketing</p>	<p>Employees are evaluated on time management and initiative. This shows how well we are preparing them to succeed.</p> <p>Used to determine the effectiveness of training topics and whether or not students in each area are learning from their training.</p> <p>Results are compared to Healthy Campus 2010 standards, and programming and educational campaign decisions are made based upon the campus reaching those standards.</p> <p>Results are used to assess learning based on each of the dimensions, and programming and educational decisions are made based upon these results.</p>

Student Learning Goals & Objectives	Educational Experiences	Assessment Methods	Timeline	Responsibilities	Use of Results and Process for Documentation & Decision-Making
<b>Goal 1: Students will have awareness of the seven dimensions of wellness and demonstrate a balanced lifestyle.</b> c. Demonstrate analytical skills and critical thinking to make sound independent decisions.	<b>Fitness:</b> fitness assessments  <b>Team Wellness:</b> role playing case studies, simple care cards, mock drills, CPR and 1 <sup>st</sup> aid training, Monthly Development Meetings, risk management  <b>RecSports:</b> Team events, informal participation  <b>Rock Wall:</b> 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 <sup>ii</sup> , 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.

Student Learning Goals & Objectives	Educational Experiences	Assessment Methods	Timeline	Responsibilities	Use of Results and Process for Documentation & Decision-Making
<b>Goal 1: Students will have awareness of the seven dimensions of wellness and demonstrate a balanced lifestyle.</b> d. Students will explore personal values and limitations to further define character.	<b>Burnt Toast:</b> Mystery Dinners  <b>Fitness:</b> Group Exercise and specialty classes, personal training, informal fitness opportunities  <b>RecSports:</b> 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.

<b>Student Learning Goals &amp; Objectives</b>	<b>Educational Experiences</b>	<b>Assessment Methods</b>	<b>Timeline</b>	<b>Responsibilities</b>	<b>Use of Results and Process for Documentation &amp; Decision-Making</b>
<b>Goal 1: Students will have awareness of the seven dimensions of wellness and demonstrate a balanced lifestyle.</b> e. Students will have an awareness of how their daily habits affect surroundings in the environment.	<b>Earth Day programming</b>  <b>Team Wellness:</b> Risk management	Post event survey  Repeat incident reports	ongoing  ongoing	Assoc. Director, Business Operations  Assoc. Director, Wellness Facilities	Determines whether the topics discussed are meeting the goals of the program.  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.

<b>Student Learning Goals &amp; Objectives</b>	<b>Educational Experiences</b>	<b>Assessment Methods</b>	<b>Timeline</b>	<b>Responsibilities</b>	<b>Use of Results and Process for Documentation &amp; Decision-Making</b>
<b>Goal 1: Students will have awareness of the seven dimensions of wellness and demonstrate a balanced lifestyle.</b> f. Students will demonstrate the ability to interact successfully and understand the role of belonging to a community.	<b>RecSports:</b> Team tournaments and events, informal recreation  <b>RockWall:</b> Open Climb  <b>Fitness:</b> Group Exercise and specialty classes, personal training, informal fitness opportunities	Sport specific survey  RockWall participant survey  “Impact of Wellness” survey	end of each sport  annual  annual	Coordinator, RecSports  Coordinator, RecSports  Asst. Director, Marketing	Identifies the need for an adjustment in the team structure.  Identifies the need for a change in the operations of the program, in order to allow for greater community appreciation.  Results are used to assess learning based on each of the dimensions, and programming and educational decisions are made based upon these results.

<b>Student Learning Goals &amp; Objectives</b>	<b>Educational Experiences</b>	<b>Assessment Methods</b>	<b>Timeline</b>	<b>Responsibilities</b>	<b>Use of Results and Process for Documentation &amp; Decision-Making</b>
<b>Goal 1: Students will have awareness of the seven dimensions of wellness and demonstrate a balanced lifestyle.</b> g. Students will learn the resources available for support in defining strengths and talents to gain purpose, happiness, and enrichment in future professional endeavors.	<b>Team Wellness:</b> Employment experience	Exit interview	ongoing	Area Supervisors	Identifies the need to increase or maintain the level of attention given to identifying resources available for support.

<b>Student Learning Goals &amp; Objectives</b>	<b>Educational Experiences</b>	<b>Assessment Methods</b>	<b>Timeline</b>	<b>Responsibilities</b>	<b>Use of Results and Process for Documentation &amp; Decision-Making</b>
<b>Goal 2: Students will have a foundation of knowledge in their social responsibility.</b> a. Student will practice personal accountability by assuming responsibility for one's actions and making positive choices and contributions, no matter the role.	<b>RecSports:</b> Team Events  <b>RockWall:</b> Open Climb  <b>Fitness:</b> fitness assessments	RecSports survey  RockWall participant survey  Goal accomplishment on re-assessments	Annual  Annual  ongoing	Coordinator, RecSports  Coordinator, RecSports  Asst. Director, Fitness and Nutrition	Identifies level of sportsmanship learned from participation in the RecSports program.  Determines whether or not students are taking personal accountability for their actions, because of participation in RockWall climbing.  Determines whether students are learning enough through fitness programming to accomplish their goals on their own.

<b>Student Learning Goals &amp; Objectives</b>	<b>Educational Experiences</b>	<b>Assessment Methods</b>	<b>Timeline</b>	<b>Responsibilities</b>	<b>Use of Results and Process for Documentation &amp; Decision-Making</b>
<b>Goal 2: Students will have a foundation of knowledge in their social responsibility.</b> b. Students will recognize and respect the values of diversity in society.	<b>RecSports:</b> Team Events, informal recreation	RecSports survey	Annual	Coordinator, RecSports	Determines whether students were exposed to people who think and act differently from themselves.
	<b>RockWall:</b> Open Climb	RockWall participant survey	Annual	Coordinator, RecSports	Determines whether students were exposed to people who think and act differently from themselves.
		“Impact of Wellness” survey	Annual	Asst. Director, Marketing	Defines whether or not students are gaining a greater appreciation for those who think/ behave differently from themselves while participating in programs.

<b>Student Learning Goals &amp; Objectives</b>	<b>Educational Experiences</b>	<b>Assessment Methods</b>	<b>Timeline</b>	<b>Responsibilities</b>	<b>Use of Results and Process for Documentation &amp; Decision-Making</b>
<b>Goal 2: Students will have a foundation of knowledge in their social responsibility.</b> c. Students will engage in creating a positive campus environment through participating in campus events.	<b>RecSports:</b> Team Events	RecSports survey	Annual	Coordinator, RecSports	Determines whether students were engaged in their community because of their participation in the program.
	<b>RockWall:</b> Open Climb	RockWall participant survey	Annual	Coordinator, RecSports	
	<b>Burnt Toast:</b> Quick and Easy, multicultural, and healthy classes	Class survey	End of class	Asst. Director, Fitness and Nutrition	Identifies whether students are engaged in the class, and assist with program design decisions.

<b>Student Learning Goals &amp; Objectives</b>	<b>Educational Experiences</b>	<b>Assessment Methods</b>	<b>Timeline</b>	<b>Responsibilities</b>	<b>Use of Results and Process for Documentation &amp; Decision-Making</b>
<b>Goal 2: Students will have a foundation of knowledge in their social responsibility.</b> d. Students will recognize the benefits of teamwork.	<b>RecSports:</b> Team Events  <b>RockWall:</b> Open Climb  <b>Team Wellness:</b> employment experience	Sport specific survey  RockWall participant survey  Learning outcomes survey	Upon completion of sport  Annual  Annual	Coordinator, RecSports  Coordinator, RecSports  Coordinator, First Impressions	Determines whether students developed a greater appreciation for teamwork and interacting with others because of their participation in the program.   This will determine whether students are learning the benefits of teamwork in an employment setting and will assist with operational decisions that affect student employees.

<b>Student Learning Goals &amp; Objectives</b>	<b>Educational Experiences</b>	<b>Assessment Methods</b>	<b>Timeline</b>	<b>Responsibilities</b>	<b>Use of Results and Process for Documentation &amp; Decision-Making</b>
<b>Goal 3: Students will learn and grow towards a point of self-actualization.</b> a. Students will accept themselves and others the way they are.	<b>RecSports:</b> Team Events  <b>RockWall:</b> Open Climb  <b>Team Wellness:</b> employment experience	RecSports survey  RockWall participant survey  Learning outcomes survey	Annual  Annual  Annual	Coordinator, RecSports  Coordinator, RecSports  Coordinator, First Impressions	Determines whether students gained a greater sense of self-confidence and acceptance because of their participation in the program   Determines whether student employees have a greater sense of self-acceptance and confidence in working with others.

<b>Student Learning Goals &amp; Objectives</b>	<b>Educational Experiences</b>	<b>Assessment Methods</b>	<b>Timeline</b>	<b>Responsibilities</b>	<b>Use of Results and Process for Documentation &amp; Decision-Making</b>
<b>Goal 3: Students will learn and grow towards a point of self-actualization.</b> b. Students will have the ability to reason, to see truth, and make decisions that are logical and efficient.	<b>Team Wellness:</b> employment experience, risk management	Learning objectives survey  Incident reports	Annual  ongoing	Coordinator, First Impressions  Assoc. Director, Wellness Facilities	Determines whether the student employees are learning decision making skills because of their employment experience.  Determines whether students are learning from their mistakes by not repeating them. Student employees learn to think independently and make decisions in stressful situation, which is shown through the percentage of incidents that were handled appropriately.

<b>Student Learning Goals &amp; Objectives</b>	<b>Educational Experiences</b>	<b>Assessment Methods</b>	<b>Timeline</b>	<b>Responsibilities</b>	<b>Use of Results and Process for Documentation &amp; Decision-Making</b>
<b>Goal 3: Students will learn and grow towards a point of self-actualization.</b> c. Students are motivated for continual growth.	<b>RecSports:</b> Sport skills training  <b>RockWall:</b> Open climb  <b>Team Wellness:</b> employment experience	RecSports survey  Number of return visits  JPAs	Annual  Ongoing  semesterly	Coordinator, RecSports  Coordinator, RecSports  Area supervisors	Students show that they are learning skills and demonstrate a desire to continue to improve.  Students show a desire to try new routes and improve their skills.  Determines whether student employees seek to advance in their performance goals.

<b>Student Learning Goals &amp; Objectives</b>	<b>Educational Experiences</b>	<b>Assessment Methods</b>	<b>Timeline</b>	<b>Responsibilities</b>	<b>Use of Results and Process for Documentation &amp; Decision-Making</b>
<b>Goal 3: Students will learn and grow towards a point of self-actualization.</b> d. Students have profound, intimate relationships with others.	<b>RockWall:</b> Open climb  <b>Team Wellness:</b> employment experience	RockWall participant survey  Learning Outcomes survey	Ongoing  annual	Coordinator, RecSports  Coordinator, First Impressions	Because participation requires an ability to trust, students develop close relationships with their climbing partners.  Determines whether student employees are building relationships with their co-workers based upon their employment experience.

<sup>i</sup> Group Exercise, Burnt Toast, Personal Training, Rock Wall instructors.

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