A Guide On How to Measure Student Learning Outcomes through Student Health Services Programs and Student Employment

Kristina Chiprean and Laura Hawkins
Slippery Rock University
What We Are Going to Accomplish

• Objective 1
  Define student learning outcomes and its relevance to student health services.

• Objective 2
  Identify avenues to incorporate the assessment of student learning outcomes in their everyday practice.

• Objective 3
  Discuss the importance of measuring student learning outcomes as part of college health practice.
Who We Are

• Kristina Benkeser Chiprean MSN, CRNP
  Director, Student Health Services
  Slippery Rock University
• Laura Hawkins RN, BSN BC
  Nurse Supervisor
  Slippery Rock University
Our University

• Slippery Rock University
• Part of the Pennsylvania State System of Higher Education
• Located in rural western Pennsylvania
• Enrollment is just shy of 9000 students
• Largest programs include: Education and Exercise Science
Our Student Health Service

- 24/7 Operation
- Staffed by a Physician, Nurse Practitioners, Nurses, Health Educator and Student Employees/Peer Educators
- AAAHC accredited
- Over 21,000 clinical service contacts
- 36,000 non clinical contacts—includes Health Promotion and guest lectures
How We Got Here

• This presentation was originally the brainchild of our Health Promotion Coordinator, Renee Bateman

• Two big announcements on the same day
  – The good news: Her program was accepted!
  – Even better news: She is expecting and the baby is due....today!
  – So...you have the Kris and Laura show!
Tell Us About You

- Who is comfortable writing student learning outcomes?
- Who wants to be more comfortable?
- Who isn’t sure just what writing a student learning outcome entails?
A Little Background

• Our Vice President for Student Life adopted the Learning Reconsidered Model for assessing the divisions’ department and programs
• All departments were charged with demonstrating that students were achieving university wide student learning outcomes
• We had no idea what we were being asked to do!
Learning Reconsidered

• Learning is a complex, holistic, multi-centric activity that occurs throughout and across the college experience

### Learning Reconsidered and SRU Student Learning Outcomes

<table>
<thead>
<tr>
<th>LEARNING RECONSIDERED LEARNING OUTCOMES</th>
<th>SRU STUDENT LEARNING OUTCOMES</th>
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<tr>
<td>Cognitive complexity</td>
<td>Critical thinking &amp; problem solving</td>
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<td>Knowledge acquisition, integration, application &amp; practical competence</td>
<td>Professional proficiency</td>
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<td>Humanitarianism</td>
<td>Values &amp; Ethics</td>
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<td>Civic Engagement</td>
<td>Social Awareness &amp; Civic Responsibility</td>
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<td>Inter &amp; Intrapersonal competence</td>
<td>Personal development &amp; communication</td>
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<td>Practical Competence</td>
<td>Professional Proficiency</td>
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<td>Persistence and academic achievement</td>
<td>Global interdependence</td>
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<td>Aesthetic perception &amp; ability</td>
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Getting Started

• University Learning Outcomes
• SHS Mission
• SHS Goals

• Seamless way of moving between the university’s learning outcomes and SHS mission and goals
Student Learning Outcome

• “What do you expect a student to know or do as a result of this program?”

» Marilee J. Bresciani PhD
Our Mission

• The mission of the Student Health Services is to enhance the educational process by providing quality health care and promoting an optimal level of health and wellness among the student body.

To fulfill our mission the Student Health Services staff will:
— Provide quality health care
— Adhere to ethical, professional and legal standards
— Offer health promotion activities to advance student growth and development
— Refer students for services not available on campus
— Monitor for and respond to public health concerns
Relevance

• Student learning outcome assessment is one way to document that your SHS is fulfilling its mission
• Student learning outcome assessment helps to refine program objectives
• Student learning outcomes aid in program development or renewal
Types of Assessment

• Descriptive Data
  – “Counting”
  – We are all really good at this
  – For example: 1237 students received seasonal influenza vaccination

• Quality Data
  – Peer review
  – Satisfaction surveys
• Student Learning Outcomes
  – Did the students learn what we wanted them to learn?
<table>
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<th>Planning</th>
<th>Reporting</th>
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<td>Services</td>
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<td>Student Learning</td>
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How to Write a SLO (the Recipe)

• Students who participate in activity/program/service will be able to what at what range of achievement as demonstrated by what method?
Practical Application

• How SRU Student Health Services has incorporated student learning outcomes into our everyday practice

• Examples of what student learning outcomes look like and what we did with the data
Clinical

• International Orientation
  – Students who participate in the International Orientation program, will be able to identify two ways to stay healthy at Slippery Rock University, as demonstrated by post orientation survey.
• Inpatient/Nursing Observation Unit Survey
  – Students who stay in the Nurse Observation Unit will be able to name two healthy behaviors learned during their stay, as demonstrated by post stay survey.
Programs by Clinicians

• General Nutrition & Wellness for Dancers
  Students who participate in the Wellness for Dancers seminar will be to:
  – Name three CA-MRSA prevention strategies
  – List two benefits of mindful eating
  – As demonstrated by course evaluation
• Blood Borne Pathogens for Athletic Trainers
  – Students who attend the BBP lecture will be able to list two components of Standard Precautions as demonstrated by program evaluation.
Satisfaction Survey

Which of the following are two things you have learned by utilizing the SHS?
  - Selection of choices
  - “None”
  - Free text box
Health Promotion

• HOPE Programs (attendees)
  – 80% of students who participate in *Safer Than Sorry* will be able to correctly identify two methods or behaviors to reduce the transmission of sexually transmitted infections, as demonstrated by the HOPE post evaluation.
Health Promotion

• HOPE peer educators (employment)
  – 95% of students who work as a HOPE peer educator will be able to identify three things they have learned as a result of being a HOPE peer educator, as demonstrated by the HOPE peer educator self-evaluation.
  • Happy to distribute copies of our tool
  • Contact renee.bateman@sru.edu
Collaborative Programs

• Reduced Fee Birth Control Pill Program
  – Pre survey Options (educational) & Post survey Options (educational)
  – Post survey CRNP (history)
  – Post survey Nurse (pill pick-up)
  – 80% of students who participate in the pill program through SHS will be to identify, when is the best time of day to take the pill, benefits of using the pill, what to do if you missed a pill, what are serious side effects, and how the pill works. This is measured by the tools listed above.
Collaborative Program

- Division of Student Life Student Employee Learning Outcome Survey
  - Division of Student Life Assessment Committee Project
  - Students who work as a student employee in the Division of Student Life will be able to report to what extent their student employee position has assisted them in developing their communication, critical thinking and problem solving, values and ethics, and professional proficiency skills. This is demonstrated by the survey listed above.
Public Health

• Flu Clinics
  – Students who receive influenza vaccination through a Flu Clinic will be able to identify two ways to prevent influenza, as demonstrated by e-mail survey.
GROUP DISCUSSION: PLEASE SHARE HOW YOU ARE MEASURING STUDENT LEARNING OUTCOMES
Why is Measuring Student Learning Outcomes so Important?

• Are we fulfilling our mission?
• Framework your wealth
  – Supports learning outside of the classroom
  – Documents how your department supports the university’s learning outcomes
• Students may be enjoying a program, but not learning the main objectives.
  – SRU SHS example (Reality Check)
Resources


Did We Meet the Objectives?

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  Define student learning outcomes and its relevance to student health services.
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QUESTIONS OR COMMENTS:
PLEASE
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Thank you!