

# 2015-2016 Assessment Final Report

Department: Watkins Health Services

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## Watkins Health Services Student Survey

### Introduction

#### Assessment Project Description

The Watkins Health Services (WHS) Student Survey is distributed across campus with the intent to assess the experience and learning outcomes of those using WHS, along with the reasoning behind those students not using services available through WHS. The online survey is distributed once a year midway through the spring semester (March-April) by the Student Health Advisory Board (SHAB). New to the survey for the 2015-2016 academic year is the incorporation of Student Learning Questions. WHS desired to collect data on whether or not engaging in Watkins programs or services contributes to student learning on campus, and aligns with established student learning goals. In addition to student learning questions some operational data will be collected for quality improvement of offered services.

#### Service/Program Student Learning Outcome(s)

Students using services available at WHS will be able to...

- Recognize how maintaining good health and wellness positively impacts personal and academic goals (1)
- Use preventative health information to prevent health issues/ injury in the future (2)
- Acquire and use health information to manage aspects of personal healthcare (3)

#### Population/Sample:

All KU students at the under graduate and graduate level, both users and non-users of Watkins Health Services, both at the Lawrence and Edwards campuses.

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### Assessment Method(s):

Anonymous survey distributed across campus electronically, to all KU students as well as some surveys completed by students while patients at WHS. Questions were qualitative and quantitative in design to further measure whether or not students are making the connections we hope to achieve with our student learning outcomes.

### Summary of Key Findings/Results

Listed below are the three Student Learning questions new to the survey. Because this is the first time implementing these questions into the survey we have no comparative data at this point. The data collected provides a useful baseline to understand where WHS stands compared to student learning goals set out by the department. An area that needs improvement is the use of preventative care to avoid additional health issues/illness.

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| <p><b><u>On-line survey of WHS performance</u></b><br/>         Total respondents = 2,452<br/>         Users of WHS = 1,908 responses<br/>         Non-Users = 544 responses<br/>         Highest numbers EVER.</p> | <ul style="list-style-type: none"> <li>• Was your privacy respected?<br/>Yes = 98.6%; No = 1.4%</li> <li>• Were YOU respected?<br/>Yes = 93.9%; No = 6.0%</li> <li>• Were you satisfied with treatment?<br/>Yes = 87.5%; No = 12.5%</li> </ul> |
| <p><b><u>Three Assessment Questions</u></b><br/>         1) By maintaining good personal health &amp; wellness I am more likely to achieve my academic goals.</p>   | <ul style="list-style-type: none"> <li>• Strongly Disagree = 10.6%</li> <li>• Disagree = .46%</li> <li>• Neutral = 3.8%</li> <li>• Agree = 28.8%</li> <li>• Strongly Agree = 56.3%</li> </ul>  |
| <p>2) Preventative health information I received from WHS has helped me avoid additional health issues / injuries.</p>  | <ul style="list-style-type: none"> <li>• Strongly Disagree = 6.6%</li> <li>• Disagree = 6.6%</li> <li>• Neutral = 44.9%</li> <li>• Agree = 26.1%</li> <li>• Strongly Agree = 15.8%</li> </ul>  |
| <p>3) Based on your interaction with WHS, did you receive health information that helped you better manage aspects of your personal health?</p>   | <ul style="list-style-type: none"> <li>• Yes, and I followed it = 69.5%</li> <li>• Yes, but did not follow = 6.8%</li> <li>• Yes, but did not understand = 1.2%</li> <li>• No, I did not receive it = 22.5%</li> </ul>                         |

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## Conclusions

### Impact of Assessment

The SHAB survey was newly revised in 2016 as we begin to collect student learning information that aligns with our Departmental Student Learning outcomes. The information collected will help us identify gaps in student learning and understand how we can better educate KU students. Because this is the first time implementing these questions into the survey we have no comparative data at this point. Student learning questions will be analyzed for relevancy on a continual basis. Having comparison data between academic years will help WHS understand the rise and fall in student education within the areas of health prevention, management, and the correlation between health and academics.

The data shows that 41.8% of respondents either “agree” or “strongly agree” with the statement: “Preventative health information I received from WHS helped me avoid additional health issues/injury”. 44.9% were neutral to this statement. WHS will analyze some of the open ended responses to this question to better understand why a majority of students were neutral in response. Once open ended responses are analyzed steps will be taken to better communicate prevention measures to KU students.

### Lessons Learned

With the revision of the WHS Student Survey it gave us an outlet to broadly assess student learning through WHS programs and services. By leaving questions open ended for students to better explain their response allowed us to show student application of knowledge, which made our findings more concrete.

This is the first year SHAB used Campus Labs for data analysis and switched to an all-electronic survey platform. This was highly successful and will likely be the format moving forward. By using the same questions in the survey next year we will have comparison data to identify any trends in student learning relative to programs and services offered at WHS.