

# Assessment Report - Annual Update

Program Assessment (focus on most recent year)

<b>Department:</b>	Student Health & Wellness Services
<b>Program:</b>	
<b>Submitter:</b>	Raymond Purcell MN. NP Director
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## A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

1. The Student Health and Wellness Center will promote the Core Value of Wellness by providing a cu
2. The Student Health and Wellness Center will promote the Core Value of Wellness by providing curr
3. The Student Health and Wellness Center will provide all students access to quality, effective medica
4. The Student Health and Wellness Center will remain as intended a resource which is student cente

**B. How did your outcomes assessment results inform your program planning? Use the bullet points below to organize your response.**

**C. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).**

Not applicable.

**Institutional Learning Outcomes:**

*Think:* Think critically and evaluate sources and information for validity and usefulness.

*Communicate:* Communicate effectively in both written and oral forms.

*Demonstrate:* Demonstrate competency in a field of knowledge or with job-related skills.

*Engage:* Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

**D. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.**

Student Health and Wellness programs and services intentionally align with Institutional Learning Objectives by:

- Encouraging students to be critical consumers of health behaviors, self-care and illness management
- Promote and improve health literacy
- Guide effective communication between providers and students during health and illness care to obtain

**E. How do you engage in collegial dialog about student learning outcomes? Not strictly applicable.**

**F. In your previous program review did you specify a major objective or project to implement specifically designed to improve equity?**

**\*How has the objective or project impacted equity in your department or program?**

**\*What areas have you identified for program improvements that relate directly to equity in the coming year?**

A center piece of all programs and activities of Student Health and Wellness Services focus on health equity and the leveling of health disparities which as discussed previously are congruent with institutional equity initiatives.

A significant achievement which has been a long time coming is that BC has become a tobacco-free campus.

Establishing a tobacco-free campus is a crucial part of achieving health equity, ensuring that BC is a healthy environment for all of the students who come here to reach the next step on their path to academic and career goals. Tobacco marketing and usage is disproportionately higher among vulnerable populations, including young adults, individuals with behavioral and substance use disorders, veterans, LGBTQ and those in poverty.

Therefore, an environment of permissible tobacco use is a barrier for many of our campus' vulnerable