PART I: LEARNING OUTCOMES ASSESSMENT PLAN
A. Assessment Plan (Complete before the academic year begins)

Academic Year: 2014-2015
Unit: Division of Student Life
Department: Lafene Health Center Health Promotion
Submission Date: July 2015
Web address where assessment plan and annual report are posted: www.k-state.edu/lafene

B. Person Submitting Form
Name: Julie Gibbs
Title: Director of Health Promotion
Email: jag3933@k-state.edu

C. Departmental Mission Statement
The mission of the Health Promotion Department at Lafene Health Center is to provide leadership in health maintenance (wellness), promotion and disease/illness prevention for the students of Kansas State University, the faculty and staff, and the surrounding community.

D. Assessment of Student Learning

1. Student Learning Outcome

   Outcome 1: Students who take the Healthful and Safe College Life course will report an increase in their ability to locate health resources online.

   Outcome 2: Students who take the Healthful and Safe College Life course will report an increase in their ability to locate campus resources that support college students with health issues.

Relationship to K-State Student Learning Outcomes (insert the program outcome number in column one and check all that apply):

<table>
<thead>
<tr>
<th>Program SLOs</th>
<th>Knowledge</th>
<th>Critical Thinking</th>
<th>Communication</th>
<th>Diversity</th>
<th>Academic / Professional Integrity</th>
<th>Program SLO is conceptually different from university SLOs</th>
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2. How will the learning outcomes be assessed? What groups will be included in the assessment?

[Briefly describe the assessment tools, measures, or forms of evidence that will be utilized to demonstrate students’ achievement of the learning outcomes. Indicate whether each measure is direct or indirect.]

1) This assessment addresses whether the students feel confident in finding reliable articles and information on the Intranet. It also assesses the students based on their grade, to determine if they were able to comprehend and use the material well. These measures are indirect and direct measures, respectively.

2) This assessment addresses whether the students feel confident in finding resources on campus that will in some way benefit their health/wellness or another person’s health/wellness. This may be physical, emotional, social or financial wellness. This is an indirect measure.

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

[Briefly describe the timeframe over which your unit will conduct the assessment of the learning outcomes selected for the next year and the persons included.]

Both outcomes will be assessed before and after each class during the fall, spring and summer semesters (5 class offerings throughout the year). Results will be assessed by the instructor.

4. What is the unit’s process for using assessment results to improve student learning?

[Briefly describe your process for using assessment data to improve student learning.]

Our department views the results annually to determine if changes need to be made to any of the materials and/or teaching techniques.

PART II: ANNUAL REPORT
E. Annual Report Summary (Complete at the end of the academic year)

1. Results:
   a. Describe the results of the assessment of each outcome and what was learned from the results. The summary of data related to the department’s goals and what was learned from the results. The results must include achievement data in addition to a narrative summary. (If specific results are not available, describe the progress that has been made on the initiatives included in the approved assessment plan.)

   b. Assessment Methods: For each learning outcome, describe (a) the measures used, (b) the sample of students from whom data were collected, (c) the timetable of the year for the collection, and (d) the manner in which the measures were administered.
From EDCEP 103 results, we know that most students feel more confident about being about to find reliable health information on the internet after the session than before. (On average, about 90% of students feel extremely or somewhat confident finding reliable health information on the internet BEFORE the class and about 97% said they felt extremely or somewhat confident finding reliable health information on the internet AFTER the class.

We know from reviewing the pre and post surveys that students are able to identify behaviors that can maintain health and prevent illness. The health areas we cover in the class include injury prevention, illness prevention, nutrition and fitness, mental health, sexual health, and alcohol and tobacco use.

We also wanted to know if the students would be able to locate campus resources that support college students with health issues more so after the course than before. 77% said they felt extremely or somewhat confident in locating resources on campus BEFORE taking the course and 96% said they felt extremely or somewhat confident in locating resources on campus AFTER taking the course.

2. Unit Review and Actions Implemented: Describe the process by which staff reviewed the results of this year’s SLOs and the actions and/or revisions that were or are planned in response to the assessment results. (Include changes that may be made to unit SLOs or to the general assessment strategy)

The EDCEP 103 instructor reviews the evaluations and put them together into a report form. The instructor will then assess current strategies and explore new methods in order to enhance teaching skills to better meet the needs of students taking this online course.