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

Academic Year: 2012-2013
Unit: Division of Student Life
Department: Lafene Health Center Health Promotion and Nutrition Counseling
Submission Date: July 2013
Web address where assessment plan and annual report are posted: www.k-state.edu/lafene

B. Person Submitting Form
Name: Julie Gibbs
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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(s)

   List the student learning outcomes for the department.
   Outcome 1: To increase student’s confidence levels when it comes to being able to identify safer health behaviors that will reduce their risk for acquiring sexually transmitted diseases.

   Outcome 2: To be able to list the key health issues affecting college students and to know where to find reliable health resources on the internet.

   Outcome 3: To increase student’s confidence levels when it comes to being able to identify disordered eating.

   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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</thead>
<tbody>
<tr>
<td>1. 1</td>
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Revised June 2013
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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.]

Outcome 1: This assessment addresses student’s ability to give advice on sexual health, based on the presentation they just witnessed. This is an indirect measure.

Outcome 2: 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.

Outcome 3: This assessment addresses whether the students would be able to recognize symptoms of disordered eating after a viewing a presentation.

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.]

Outcome 1: This outcome will be assessed at every presentation SHAPE gives during the fall and spring semesters. Results will be assessed by the advisor.

Outcome 2: This outcome 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.

Outcome 3: This outcome will be assessed at every presentation SNAC gives during the fall and spring semesters. Results will be assessed by the advisor.

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.

Outcome #1: SHAPE (Sexual Health Awareness Peer Educators) gave a total of 16 presentations with 692 participants. All of those students filled out an assessment; 34% mentioned that they felt somewhat or not at all confident in providing their friends with sexual health information BEFORE the presentation. After the presentation, only 3% felt that they still did not feel very confident. 66% of students said they did feel confident or very confident that they could provide their friends with sexual health information BEFORE the presentation. After the presentation, 97% of the students felt confident that they could provide information to their friends on sexual health.

These results indicated that our material used in presentations was sufficient and our peer educators were effective in their delivery of this material. Our peer educators handed out evaluations at each presentation, asking the students to fill them out. SHAPE presents to fraternities, sororities, student groups and classrooms. These presentations take place during the fall and spring semester and the data is analyzed in the summer.

Outcome #2: From EDCEP 103 results, we know that most students feel more confident after the session about being able to find reliable health information on the internet. (On average, about 42% of students feel extremely confident finding reliable health information on the internet BEFORE the class and about 74% said they felt extremely confident finding reliable health information on the internet AFTER the class. We also know, from looking at the individual results of the exams and discussion boards, which topics students are more interested in.

On average, nutrition and fitness, mental health and sexual health continue to be the most interesting topics according to students. By knowing this, we can further enhance our other topics to make them even more beneficial and applicable to students.

Outcome #3: SNAC, Sensible Nutrition and body image Choices peer educators gave presentations throughout the year and had a total of 518 students fill out evaluations. About 74% of these students said they felt confident or extremely confident in recognizing eating disorder symptoms.

This information, along with other questions we asked students, such as How confident are you in identifying methods to improve body image, helps the group to determine if their materials and strategies are efficient and up to date.

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 SHAPE and SNAC advisors, along with EDCEP 103 instructor review the evaluations and put them together into a report form. The report is then discussed at a staff meeting. The SNAC Program Evaluation was revised to more accurately assess expected outcomes. The SNAC Program also increased compliance with presentation protocol requiring peer educators to submit completed evaluations to advisor within 2 weeks after presentation date. The SHAPE students did a much better job this year when it came to encouraging students to complete the evaluations. EDCEP 103 will continue to evaluate in the manner chosen as it seems to be working well.