Annual Progress Report on
Assessment of Student Learning
Student Life Units (rev. 10/09 and 7/11)

Academic year: 2011-2012
Student Life Unit/Program: Lafene Health Promotion/Nutrition Counseling
Person(s) preparing report: Julie Gibbs
Date submitted: July 2012

In one paragraph, summarize your Annual Progress Report
Health Promotion and Nutrition Counseling have assessed 4 peer education programs; Sensible Nutrition and Body Image Choices (SNAC), Sexual Health Awareness Peer Educators (SHAPE), Healthy Decisions (HD), and our Healthful and Safe College Life course (EDCEP 103). We continue to analyze our results in order to make necessary changes and enhancements to our programs.
Provide the web link to department web site where degree program SLOs, Alignment Matrix, and 2008-2009 APR Summary are posted
http://www.k-state.edu/lafene/assessment/index.htm

1) List the complete set of Student Learning Outcomes/Objectives for your unit
1) Identify safer health behaviors that will reduce their risk for acquiring sexually transmitted diseases.
2) List key health issues affecting college students and know where to find reliable information on the Internet.
3) Recognize the symptoms of disordered eating.
4) Students will identify campus services in order to utilize those services to help them become well-rounded and successful at K-State.

2) Identify the Student Learning Outcomes/Objectives (from the full list above) that were assessed for this Annual Progress Report and how they are inclusive of the university undergraduate SLOs (knowledge, communication, critical thinking, diversity, academic and professional integrity).

  1) Identify safer health behaviors that will reduce their risk for acquiring sexually transmitted diseases. This assessment addresses whether the students are able to identify where places to get tested for STDs and how they measure their ability to give advice on STD prevention, based on the presentation they just witnessed. These questions include knowledge and communication.
  2) List key health issues affecting college students and know where to find reliable information on the Internet. 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 included both knowledge and communication as well. These questions include knowledge and communication.
  3) Recognize the symptoms of disordered eating. This assessment addresses whether the students would be able to recognize symptoms of disordered eating after a viewing a presentation.
  4) Students will identify campus services in order to utilize those services to help them become well-rounded and successful at K-State. This assessment looks at the utilization of the HD website to determine if students do utilize the site to help them find the services they need to be more successful at K-State. This measure included knowledge.
For each learning outcome, describe (a) the measures used (at least one direct measure should be used), (b) the sample of students from whom data were collected, (c) the timetable for the collection, and (d) the forum in which the measures were administered. (Examples of direct measures can be accessed at http://www.k-state.edu/assessment/plans/measures/direct.htm).

1) (a) we asked the students how confident they are in addressing a sexual health concern for themselves or others, educating others regarding protective and safer sex behaviors, and successfully applying safe sex measures. (b) all students were KSU students, mostly Greeks and athletes. (c) Fall 2011 – Spring 2012 (August – May) was the timeframe in which the data was collected (d) the evaluations were handed out at the end of every SHAPE presentation and handed back to the SHAPE educators then given to the director (Julie) to analyze.

2) (a) part of this assessment was a direct measure, looking at student’s scores from exams and discussions. (b) random students from KSU enrolled in this course (c) This assessment is performed year round for EDCEP 103, with 5 offerlings throughout the year, 8 weeks each. (d) Everything is done online, the instructor (Shelley) analyzes results.

3) (a) we asked students how confident they were in their ability to recognize the symptoms of an eating disorder. (b) all subjects were K-State students (c) the data was collected from Fall 2011 – Spring 2012 (August-May) (d) the evaluations were handed out at the end of every SNAC presentation and given to the advisor (Dianna Schalles) to analyze.

4) (a) we reviewed Google analytics to determine how many people visited the Healthy Decisions website. (b) all were K-State Students (c) we looked at views from the fiscal year 2011-2012, July 2011 – June 2012. (d) Our web designer, Shelley Cunningham, set up the analysis and received the results.

Describe the results of the assessment. (What do they tell you about student learning? What did you learn about strengths and weaknesses of your unit?) If specific results are not available, describe the progress that has been made on the initiatives included in the approved assessment plan.

1) We learned a lot from the results of each assessment. From SHAPE evaluations, we learned that most students (91.8%) feel more confident relaying the information after the presentation than before. We also discovered that by adding more questions to the evaluations (we will add at least 2 more in Spring of 2011) we can better enhance our program.

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. 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.

3) From analyzing the SNAC evaluation results, we can see that most students (60%) feel that they would be able to recognize at symptoms of an eating disorder after viewing the presentation. Also most of them (65%) feel confident in their ability to identify support for a friend with an eating issue.

4) We learned from the google analytic stats that the HD website had about 6,241 visits throughout the 2011-2012 school year and 1,733 different visitors. This tells us that about 5-6% of K-State students, faculty and staff have viewed our website. We would like to set a goal of at least 10-12% for the following year. We will achieve this through more advertising of our website via face time at events and Facebook.
5) Describe the actions and/or revisions that were implemented in response to the previous year’s assessment results and the effects on student learning observed on this year’s SLOs.
   
   We added the Healthy Decisions learning outcome to our plan for this last year.

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

   Shelley reviewed the EDCEP 103 results, and Julie reviewed both SHAPE and overall EDCEP 103 results to determine whether adjustments needed to be made for the next academic year. Dianna Schalles, advisor of the SNAC group, reviewed the results of this year’s SLOs and did conclude the SNAC will be altering their evaluations slightly. The HD analytics were reviewed by all staff members to come to a conclusion to do more advertising for the site in an effort to increase the percentage of students who visit the site. (All results were placed into graphic forms and posted on the website.)

7) If needed, revise the department’s Assessment Plan for the next academic year. Attach your assessment plan to this report.