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

In one paragraph, summarize your Annual Progress Report
Health Promotion and Nutrition Counseling are continuing to assess 3 programs, including SNAC, SHAPE course and EDCEP 103 online course. 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) Recognize the symptoms of disordered eating.
3) List key health issues affecting college students and know where to find reliable information on the Internet.
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.

5) 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) Spring 2011 (January – 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 offerings throughout the year, 8 weeks each. (d) Everything is done online, the instructor (Shelley) analyzes results.

4) 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.

   We learned a lot from the results of each assessment. From SHAPE evaluations, we learned that most students 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. 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 intranet. We also know, from looking at the individual results of the exams and discussion boards, which topics students are more interested in. By knowing this, we can further enhance our other topics to make them more beneficial and more applicable to students.

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 made a few revisions to the SHAPE evaluations (replaced a few questions).

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. (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.