Annual Progress Report  
Assessment of Student Learning for Undergraduate Programs

Academic Year: 2009-2010  
Department/Program: Lafene Health Center, Health Promotion/Nutrition Counseling  
Degree Program(s): N/A  
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Summary of the 2009-2010 Annual Progress Report on Assessment of Student Learning  
Overall, assessment results indicate that programs offered through Lafene Health Center, Health Promotion/Nutrition Counseling Department (HP/NC) are effective in increasing students’ confidence in addressing health issues that typically affect college students.

Link to department web site where student learning outcomes (SLO’s) and 2010 Summary are posted.  
http://www.k-state.edu/lafene/assessment

1. List the SLO’s that were assessed during the academic year, including those for which data were gathered as well as those for which developmental work was done, such as the creation or piloting of assessment measures.
   Following participation in a Health Promotion/ Nutrition Counseling event students will:
   A. Identify safer health behaviors that will reduce their risk for acquiring sexually transmitted diseases. (Sexual Health Awareness Peer Education – SHAPE)
   B. Recognize symptoms of disordered eating and/or exercise. (Sensible Nutrition And body image Choices – SNAC)
   C. List key health issues affecting college students and know where to find reliable information on the internet. (Healthful and Safe College Life – EDCEP 103)

2. For each learning outcome, describe the measures used, the sample for which the data were collected, the timetable for the collection, and the forum in which measures were administered. (Examples of direct measures are located at http://www.k-state.edu/lafene/assessment)
   A. Identify safer health behaviors that will reduce their risk for acquiring sexually transmitted diseases. (SHAPE)
   1) Direct measure
      a. Sample: 231 participants who completed the assessment following 8 SHAPE presentations.
      b. Timetable: Spring semester 2010
      c. Forum: completed SHAPE mini assessment at the conclusion of presentation
   B. Recognize symptoms of disordered eating and/or exercise. (SNAC)
   1) Direct measure
      a. Sample: 45 participants who completed the assessment following 2 SNAC presentations.
      b. Timetable: Spring Semester 2010
      c. Forum: completed SNAC assessment at the conclusion of presentation
C. List key health issues affecting college students and know where to find reliable information on the internet. (EDCEP 103)

1) Direct measure
   a. Sample: 140 students who completed online course work in 2 offerings of EDCEP 103.
   b. Timetable: Spring semester 2010
   c. Forum: submitted 6 exams and 6 group discussions

2) Indirect measure
   a. Sample 1: 35 out of 61 (pre); 43 out of 59 (post)
   b. Sample 2: 42 out of 57 (pre); TBD (post)
   c. Timetable: Spring semester 2010
   d. Forum: Pre and post online assessment of enrolled students

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

   A. Identify safer health behaviors that will reduce their risk for acquiring sexually transmitted diseases. (SHAPE)

   Students who attended and completed the mini assessment following a SHAPE presentation indicated that the majority of participants were “confident” or “very confident” that they could:
   • Address a sexual health concern for themselves or others,
   • Educate others regarding protective and safer sex behaviors, and
   • Successfully apply safer sex practices.

   212 of the 231 students who completed the assessment indicated that they could identify 2 STD testing locations in Manhattan, KS.

   These results are quite positive for the SHAPE program and their efforts to increase awareness of sexual health issues. Over half of the attendees at the SHAPE presentation completed the post assessment. 231 of 276 (estimate) Note: only the responses were tabulated, actual attendance numbers were estimated.

   Limitations of this assessment activity are the following:
   • We do not know for certain that this particular SHAPE presentation caused these results or if attendees had this level of confidence/knowledge prior to the program. Administering a pre-assessment would help to further clarify this issue.
   • This was a measure of confidence levels, so we do not know what behaviors students actually participate in.
   • All attendees did not participate in the assessment.
   • There were fewer presentations given this semester as compared to other semesters.
   • Only one tool was used to obtain data. Possibly use results of program evaluation which includes mini quiz, a direct measure.
B. Recognize symptoms of disordered eating and/or exercise.

93% (42 of 45) of survey respondents recognized symptoms of disordered eating following a SNAC presentation. A limitation of the original assessment tool is its narrow focus on disordered eating. SNAC presentations encompass a wider array of nutrition and fitness information.

C. List key health issues affecting college students and know where to find reliable information on the internet.

Exam scores reflect that students know information about health issues affecting college students. Group discussions reveal web sites students are referring to and for the most part they are finding reliable health information and resources on the internet. Course passing rate: 127/137 or 93%. (7 of the failing grades were to students who did not participate in the course.)

In addition to course grades, pre and post assessments were administered. These assessments focused on the students’ confidence in addressing health issues. On the pre and post assessments, most students responded “somewhat confident” or “extremely confident”. The greatest shift on the post assessment was the increased “extremely confident” response and the subsequent decreased “somewhat confident” response. Therefore, students, upon completion of the course, had an increase in their confidence level when addressing health issues.

Limitations of this assessment activity:

- Further analysis of web sites that students list in group discussions could provide a more accurate assessment of the web sites’ reliability for health information and resources.
- This activity did not assess actual student behavior.

4. Describe the process by which faculty reviewed the results and decided on the actions and/or revisions that were indicated by them.

- SHAPE assessments are reviewed following each presentation by the peer presenters and SHAPE instructor/advisor at weekly peer meetings.
- SNAC assessments are reviewed following each presentation by the peer presenters and SNAC instructor/advisor.
- Course exam and group discussion points/grades and pre and post assessment results were reviewed by course instructors.

5. Describe the actions and/or revisions that were (or will be) implemented in response to the assessment results.

As a result of the January EDCEP 103 session, it was determined that the survey was not asking enough information. The March EDCEP 103 pre and post assessment included two more questions that the January pre and post assessment did not include.

6. Describe the effects on student learning of the previous year’s actions.

Not applicable as this is the first assessment year for Lafene’s Health Promotion/Nutrition Counseling Department.
7. Given the assessment activities and results to date, describe your plans for the coming year. (Clearly identify significant changes that have been made to degree program SLO’s or to the general assessment strategy.)

SHAPE programs will continue to be evaluated. Although it would be helpful to administer a pre assessment to the SHAPE participants, this might hamper the presentation performance which tends to be informal and spontaneous.

Numerous nutrition, fitness, and body image activities are currently available to campus organizations. The assessment tool has been revised to gather information regarding the broader categories of requested SNAC programming. Consideration will be given regarding effectiveness of this change as SNAC programs continue to be evaluated.

The EDCEP 103 course will continue to be evaluated. In addition to course materials, the TEVAL results (particularly the comments) will be used to determine course revisions pertaining to relevance of content and delivery.