



2009-2010 ASSESSMENT OF STUDENT LEARNING

Lafene Health Center
Health Promotion

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Lafene Health Promotion Mission

“To provide leadership in health maintenance (wellness) promotion, and disease and illness prevention for the Kansas State University students, staff, faculty, and surrounding community members.”

www.k-state.edu/lafene/hp_info.htm

www.k-state.edu/lafene/assessment

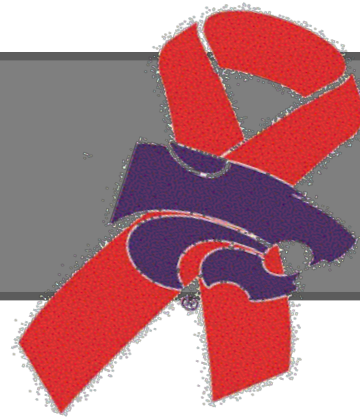


Student Learning Objectives

- z Identify safer health behaviors that will reduce their risk for acquiring sexually transmitted diseases. (*Sexual Health Awareness Peer Education - SHAPE*)
- z Recognize symptoms of disordered eating and/or exercise. (*Sensible Nutrition And body image Choices - SNAC*)
- z List key health issues affecting college students and know where to find reliable information on the internet. (*Healthful and Safe College Life - EDCEP 103*)



S.H.A.P.E.



Members are concerned with:

- ž Assisting peers in need of information on emotional, physical and social issues regarding Sexually Transmitted Diseases (STD's), including HIV/AIDS, so as to reduce fears and diffuse prejudices.
- ž Disseminating factual information by providing programs and literature on STD's and HIV/AIDS while relating it to sexual health and alcohol/drug issues.
- ž Providing students with an understanding of health-related services offered by Kansas State University and surrounding communities.
- ž Motivating students by promoting positive attitudes about health and total wellness.
- ž Striving to meet diverse student's needs by encouraging discussion surrounding issues of sexuality as it may pertain to diverse student interests, cultural backgrounds, and beliefs.



SHAPE

Identify safer health behaviors that will reduce risk of STDs

Direct Measure

In the spring of 2010, 231 participants completed mini assessments following 8 SHAPE presentations.

Results

90% felt "confident" or "very confident" they could teach others.

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



Conclusion

- z Results were positive for 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 275.

- z Limitations:
 - | Other factors
 - | Measured confidence levels
 - | All attendees did not participate in the assessment.
 - | There were fewer presentations given this semester compared to last.
 - | Only one tool was used to obtain data.

S.N.A.C



SNAC offers a chance to:

- ◆ gain experience with health fairs and other interactive exhibits.
- ◆ gain public speaking experience by giving presentations to campus and community groups.
- ◆ get to know other students who share your passion for a healthy, balanced lifestyle.
- ◆ participate in planning a campus-wide event to promote National Eating Disorders Awareness Week.
- ◆ learn to work effectively as a team to accomplish group goals.
- ◆ satisfy work experience requirements for dietetics and other degree programs.



SNAC

Recognize symptoms of disordered eating and/or exercise.

Direct Measure

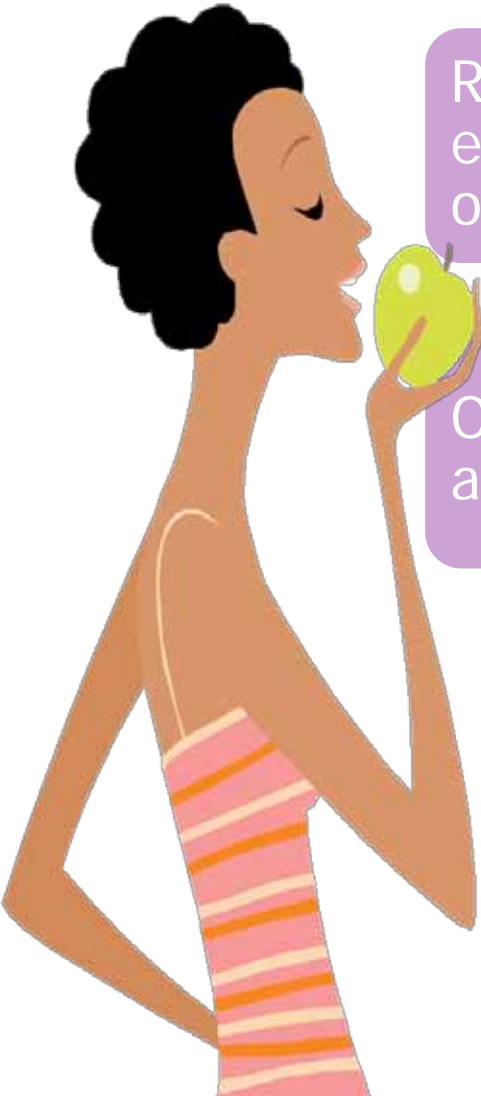
In the spring of 2010, a total of 45 participants completed assessments following 2 SNAC presentations.

Results

93% recognized symptoms of an eating disorder.



Conclusion



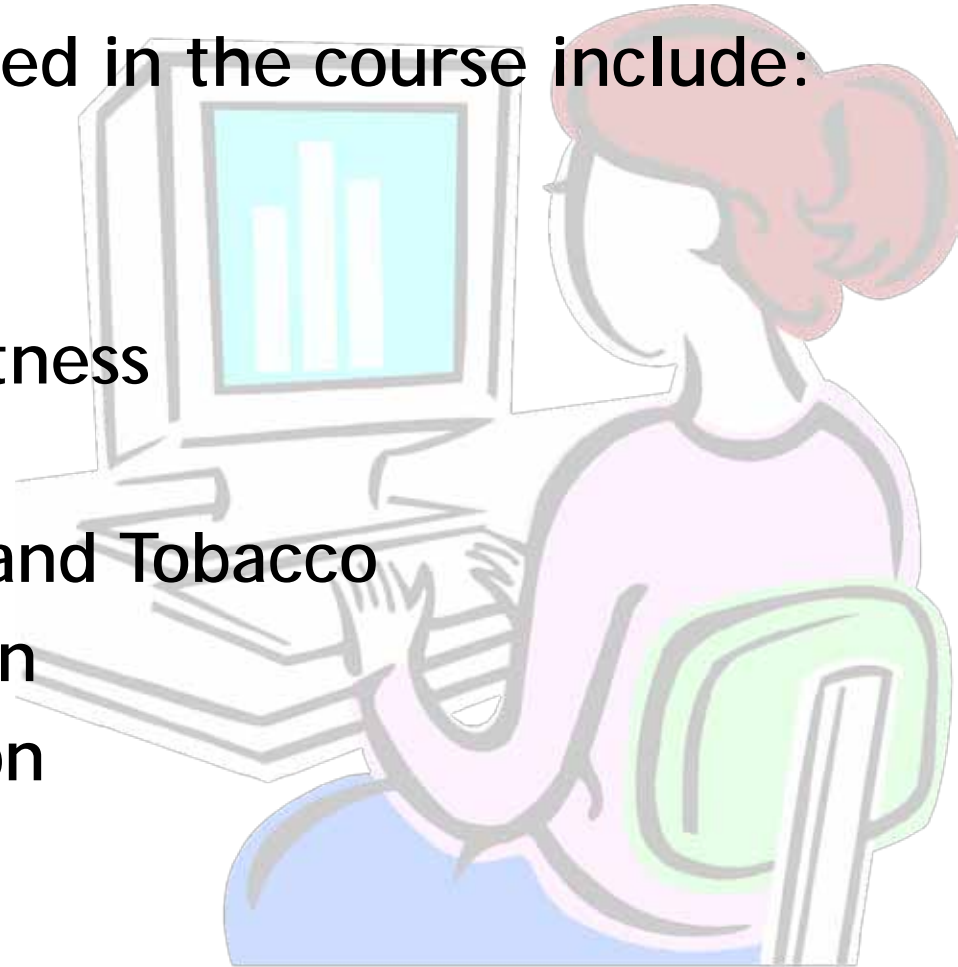
Results were positive for SNAC and the effects on students with their understanding on eating/exercise disorders.

One limitation might have been that the assessment tool was too narrow.

EDCEP 103

Topics to be covered in the course include:

- ž Sexual Health
- ž Nutrition and Fitness
- ž Mental Health
- ž Alcohol, Drugs, and Tobacco
- ž Injury Prevention
- ž Illness Prevention





EDCEP 103

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

Direct Measure

In the spring of 2010, a total of 140 students completed 6 exams and 6 group discussions in 2 offerings of EDCEP 103.

Results

93% course passing rate.

Group discussions reveal students are finding reliable health information and resources on the internet.

EDCEP 103

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

Indirect
Measure

Sample 1: 35/61 (pre); 43/50 (post)

Sample 2: 42/57 (pre); 55/78 (post)

Results

Most
responded
"somewhat
confident" or
"extremely
confident" on
BOTH tests

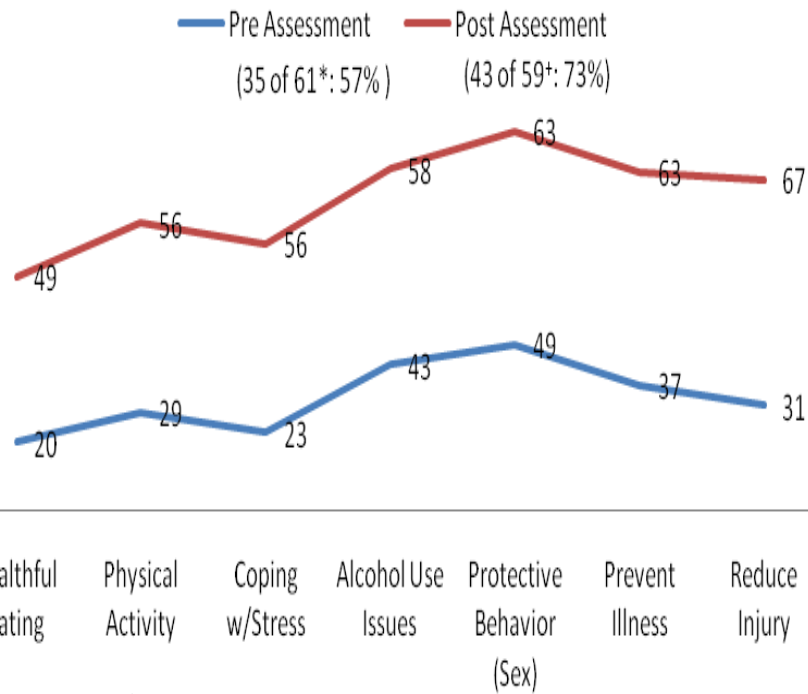
↑ "extremely
confident"

↓ "somewhat
confident"

EDCEP 103

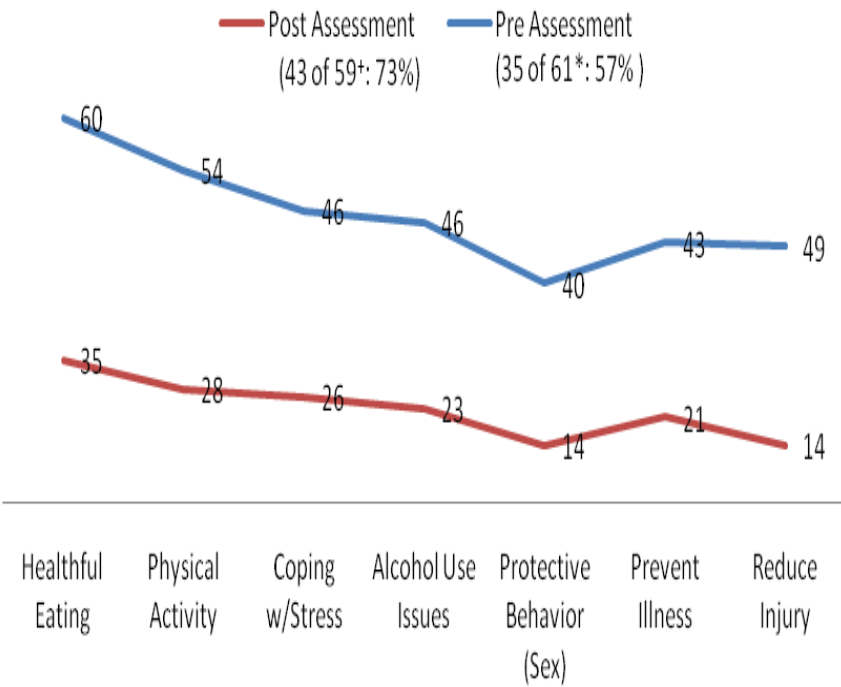
Pre and Post Assessments - January 2010

Response Percentage "Extremely Confident"



Note: responses indicate percentage

Response Percentage "Somewhat Confident"



Note: responses indicate percentage

Conclusion

Exam grades and discussions reflect that not only do students know the information but that they know how to search for it.

Pre and Post assessments show that upon completion of the course, students had an increase in their confidence level when addressing health issues.

Limitations:

- § Need further evaluation of web sites
- § Did not assess actual student behavior
- § Couldn't catch all students on pre assessment





REVIEW

SHAPE assessments reviewed after every presentation by peers and SHAPE instructor



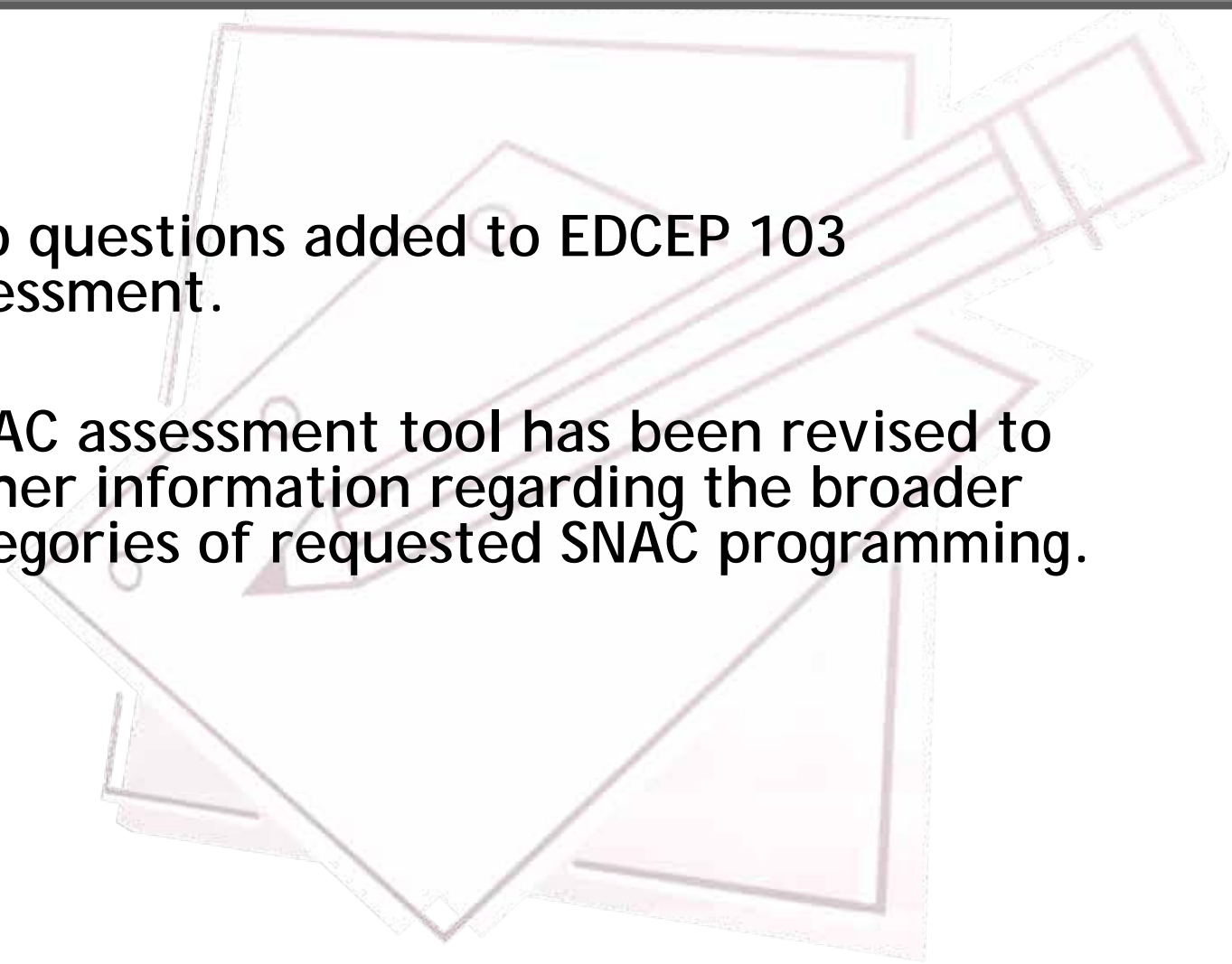
SNAC assessments reviewed following each presentation by peers and SNAC instructor



Course exam and group discussion points/grades and pre and post assessment results reviewed by instructors



TWO REVISIONS

- ž Two questions added to EDCEP 103 assessment.
 - ž SNAC assessment tool has been revised to gather information regarding the broader categories of requested SNAC programming.
- 



Plans for FY 2011

- z All three programs will continue to be evaluated in the same manner, with minor changes to the EDCEP and SNAC evaluation tools.

QUESTIONS?????