DEPARTMENT MISSION STATEMENT:
The mission of the Student Health and Counseling Center is to improve and support the overall health and wellness of all CSUF students.

PROGRAM/SERVICE OVERVIEW: Peer Health University Network Student Leaders
We conducted pre/post testing of the leaders of the Peer Health University Network (PHUN) to determine if they learned specific leadership and program planning skills throughout the 2012-2013 academic year. This project focused on the following student learning outcomes:
1. Students will be able to identify career opportunities in their respective educational programs;
2. Students will be able to identify skills needed to facilitate large group activities;
3. Students will be able to compose a professional resume;
4. Students will be able to set short and long term personal and professional goals.

TYPE OF ASSESSMENT:
(To check mark any box below, please double click on the square and select “checked”.)
- External Reports
- Needs Assessment
- Program Evaluation
- ☒ Student Learning Outcomes
- ☐ Student Satisfaction Assessment
- ☐ Student Success
- ☐ Utilization Data

DATA COLLECTION TIMEFRAME:
August 2012 – April 2013

DATA COLLECTION METHODS:
Pre and post survey (self-reported) consisting of demographic questions, 5 knowledge-based questions about PHUN, and 15 self-assessment questions related to leadership skills, career development, and self-management skills

LIMITATIONS:
The assessment and evaluation instruments are limited in their content validity. The instruments do not capture learning outcomes pertaining to substantive application of health science concepts, evidence-based interventions, and health education curriculum development, yet these are academic domains taught in the Health Science curriculum and applied by Health Education and Promotion.

SUMMARY OF RESULTS:
Our data revealed that our students did make improvements in knowledge and leadership skills development during the academic year in which they served as PHUN leaders. They showed improvement in knowledge about the PHUN organization, working in groups, meeting facilitation, and knowledge of campus health resources. The data also revealed a surprising lack of improvement in public speaking skills and program evaluation.

KEY FINDINGS:
- 100% of the students rated “High” on the post-test on their knowledge of and comfort in presenting the PHUN purpose, history, responsibilities of Executive Board, and constitution.
- 100% of the students reported “strongly agree” on the post-test with the statement: “I work well with groups” followed by “I can effectively use a meeting agenda to facilitate a meeting” (80%).
Only 70% of the students reported “strongly agree” with “I am familiar with on-campus resources that are related to health education”.

Only 40% of the students reported “strongly agree” with “I am confident with my public speaking skills”.

Only 50% of the students reported “strongly agree: with “I have knowledge of how to assess and evaluate a program/event”

APPLICATIONS OF FINDINGS: (Please be as specific as possible.)

1. The data revealed that the student leaders did not receive uniform education about campus resources and program assessment. We will enhance the training curriculum to address these gaps in knowledge. The data also revealed that the students did not gain uniform experience speaking publicly during PHUN general meetings. This can be attributed to the fact that only 3-4 out of the 10 students typically facilitated meetings, so we may consider rotating this responsibility or enhancing the public speaking responsibilities given to those students who do not run meetings (assigning them to present a health workshop to the group, for example).

2. Not applicable - this was the first year that we assessed the PHUN leadership team.

3. Upon review of the assessment tool we determined that several of the pre/post-test questions did not accurately reflect the student learning outcomes most relevant to the experience gained by the students who participate in PHUN. For example, several questions measured whether the students’ gained direction in their quest for a career (e.g.: their preparation for a job interview, knowledge of career opportunities, etc.), although the vast majority of their PHUN training and experience does not directly address these areas of personal development. Conversely, while we would like to know if the students who participate are more likely to adopt healthy lifestyles and decision-making as a result of their participation in PHUN, the assessment did not measure this learning outcome. An extensive revision to our assessment tool is warranted, and we plan to implement a revised assessment that can be benchmarked against peer leaders at other universities.