**Eastern Illinois University**

**Vice President of Student Affairs**

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**Department:** Health Service

**Program:** Rubber Lovers

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**Statement Mission**

**Eastern Illinois University** is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture. Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders.

The **Division of Student Affairs** is committed to the development and growth of the whole student through a comprehensive network of high quality professional services and programs which facilitate formal, informal, and collaborative learning. We strive to create a healthy and responsive community in which students learn to work together, develop relationships, broaden concerns for the welfare of others, and appreciate individual differences. Students are encouraged to balance their freedom with their responsibilities as they cultivate values of diversity, leadership and citizenship.

The mission of the **Health Service** is to provide medical services and health education programs which enhance the ability of students to participate fully in intellectual and personal growth opportunities afforded by the University.

The mission of the **Health Education Resource Center** is to prevent and reduce preventable health risks and illnesses that interfere with academic performance, learning, student retention, and personal growth opportunities.

**Statement of Goals**

The overarching goal of the *Rubber Lovers* presentation is to reduce sexually transmitted infections or unintended pregnancies which may interfere with academic success.

**Statement of Outcomes**

Students who participate in the Rubber Lovers presentation will be able to:

* correctly define 8 of the 10 steps to putting on a condom from the partial list of the 18 steps to putting on a condom as determined by fill in the blank questions on the post-test.
* correctly identify what percentage of people with STI’s (Sexually Transmitted Infections) have NO symptoms as demonstrated by an open ended question on the post-test.
* correctly identify the top three most risky sexual behaviors as demonstrated by fill in the blank questions on the post-test.
* accurately list where on the EIU campus one can get tested for STI’s (Sexually Transmitted Infections) as determined by fill in the blank questions on the post-test.

**Assessment Methods**

A pre-test and post-test were administered for the *Rubber Lovers* presentation. This assessment method identified the extent to which the student learning outcomes were met.

**Implementation of Assessment Plan**

Melany Zwilling, Sexual Health Education Coordinator of the Health Education Resource Center, was responsible for administering the pre-test and post-test during the *Rubber Lovers* presentation. The pre-tests and post-tests were placed in a file for Maddie Owens, Assessment and Evaluation Coordinator of the Health Education Resource Center, to input into SPSS for data analyses.

All *Rubber Lovers* students participated either through open sessions, classroom instruction upon request by the professor, or a request by a student organization. This program is offered through the Health Education Resource Center at Eastern Illinois University and is presented by the Sexual Health Education Coordinator. All who participated were asked to fill out a pre-test of materials covered from the presentation immediately before the presentation began. Upon completion of the *Rubber Lovers* presentation, the participants then filled out a post-test, composed of the exact questions given in the pre-test, in order for the Sexual Health Education Coordinator and Assessment and Evaluation Coordinator to assess the knowledge obtained from the information presented in the program.

**Results**

The focus of this survey was to assess the knowledge obtained by students of Eastern Illinois University after the completion of the *Rubber Lovers* presentation.

Topical Areas within the survey include:

* Learning Outcomes of the *Rubber Lovers* presentation
* Pre-test and Post-test results

Data was received from a total of 191 participants who attended open sessions or requested presentations between the dates of August 26, 2014 and September 23, 2014.

**Post-test Results**

**Question One: From this partial list of the 18 steps to putting on a condom, correctly fill in the remaining 10 steps.**

* 99.5% of students responded correctly with “consent to be sexual.”
* 95.8% of students responded correctly with “check expiration date.”
* 94.2% of students responded correctly with “make sure package is airtight.”
* 83.7% of students responded correctly with “make sure condom is right side out.”
* 88.9% of students responded correctly with “pinch ½ inch tip reservoir.”
* 85.3% of students responded correctly with “roll condom down erect penis.”
* 84.7% of students responded correctly with “squeeze air form condom.”
* 90.5% of students responded correctly with “hold onto the rim at the base of the condom.”
* 94.7% of students responded correctly with check condom for rips or tears.”
* 98.9% of students responded correctly with “dispose of condom in trash.”
* 87.4% of students were able to correctly define 8 of the 10 steps to putting on a condom from the partial list of the 18 steps to putting on a condom.
* 72.6% of students were able to correctly define 10 of the 10 steps to putting on a condom from the partial list of the 18 steps to putting on a condom.

(See Chart – Steps to Putting on a Condom)

**Question Two: True or False – You should check the condom for rips and tears before and after sexual activities.**

* 97.9% of students responded correctly with “true.”

(See Chart – Check for Rips and Tears)

**Question Three: What percentage of people with STI’s (Sexually Transmitted Infections) have NO symptoms?**

* 88.9% of students responded correctly with “80%.”

(See Chart – % of NO STI Symptoms)

**Question Four: What is the MOST risky sexual behavior?**

* 76.3% of students responded correctly with “anal sex without a condom.”
* 77.9% of students responded correctly with “rimming.”
* 82.6% of students responded correctly with “vaginal sexual without a condom.”
* 61.6% of students were able to correctly identify the top three most risky sexual behaviors.

(See Chart – MOST Risky Sexual Behavior)

**Question Five: Write down where on campus you can get tested for STI’s (Sexually Transmitted Infections).**

* 81.6% of students responded correctly with “EIU Health Service.”

(See Chart – STI Testing Locations)

**Content and Delivery**

**Discussion and Recommendations**

* Students demonstrate a decrease in efficiently reporting “right side out,” “roll down,” and “squeeze air.”

**Action to be Taken During Next Assessment Cycle**

* To spend extra time during the middle-steps where students show a decrease in ability to accurately report those steps

**Discussion and Recommendations**

* Students demonstrate relatively low (76.3% - 82.6%) scores for Most Risky Sexual Behavior questions, with only 61.6% able to report all three most risky sexual behaviors.

**Action to be Taken During Next Assessment Cycle**

* Reiterate during the presentation the absence of a condom is what makes each act risky. Anal sex and vaginal sex without condoms are the risky behaviors, along with rimming.

**Discussion and Recommendations**

* Students demonstrate some lack of understanding regarding where to get tested for an STI on EIU’s campus.

**Action to be Taken During Next Assessment Cycle**

* Clarify during the presentation the connection and differences between the Health Education Resource Center (HERC)

**Assessment**

**Discussion and Recommendations**

* Within-subjects assessment started for the Fall 2014 Quarter 1 assessment cycle.

**Action to be Taken During Next Assessment Cycle**

* To continue to consider more effective options of reporting.