

**PROGRAM ASSESSMENT REPORT-SERVICE UNITS
AY 2008-2009**

Report Date:

Division/Office: University Life

Department/Program: Office of Student Conduct Rights &
Responsibilities

Person completing the Report: Julie Orio

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:

a. which program learning outcomes were assessed this year.

Reduce high-risk drinking and related harm in first-year student populations at the University of San Francisco.

b. who in your department/program was involved in the assessment of the above learning outcomes

Julie Orio, Project Director

Florentina Dobrin, Grant Coordinator

Susan Prion, Grant Evaluator

2. **Please Answer the Following Questions for Each of the Student Outcomes Assessed:**

a. **What did you do?**

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.).

[please use bullet points to answer this question]

- Conduct Statistics from Judicial Affairs Management System (JAMS)
- Brief Motivational Interview (BMI) Survey
- Social Marketing Campaign Survey
- American College Health Association-National College Health Assessment
- Outside the Classroom AlcoholEdu: University of San Francisco Data Report

b. **What did the staff in the department or program learn?**

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

Overall, our efforts have been positive and appreciated by our campus community. The effects of these activities are demonstrated by a significant reduction in serious alcohol-related negative consequences for students. We continue our comprehensive efforts to increase community awareness of the potential harm of high-risk drinking, and to decrease the incidence of this dangerous behavior, especially among our freshmen women students.

A major component of our grant efforts has been the implementation of the Brief Motivational Interactions (BMI) program. In AY 2007-2008, we trained a total of 118 campus volunteers to become BMI facilitators and conducted a total of 18 BMI meetings during Spring 2008. Of those meetings, 11/18 (61%) were for female students, and 75% of those were for freshmen women. No commuter students participated in BMI meetings. Because of increased awareness of the process and the number of trained facilitators, we predicted that the number of BMI sessions will increase during the 2008-2009 academic year. In fact, during AY 2008-2009 we trained a total of 279 campus volunteers and conducted a total of 115 BMI meetings. Of those, 58/115 (51%) were with female students. During Fall 2008, 20/79 (25%) of the BMI sessions were with freshman women, and during Spring 2009, 12/36 (33%) were with freshman women. A total of 8 BMI sessions (7%) were conducted with commuter off-campus students.

We continued facilitating an ongoing and important conversation between USF and the surrounding local community about drinking behaviors via 7 productive Campus Community Coalition meetings. We recruited approximately 21 faculty, staff, students and community members to serve on the Campus Community Coalition. We created partnerships with on- and off-campus organizations, such as the USF President's Advisory Committee for the Status of Women (PACSW), Lucky's Supermarket (a large supermarket very near to our campus), the San Francisco Police Department and Dr. Diane Fedorchak of the University of Massachusetts. We conducted a BMI training session for staff members at the Academy of Art University in San Francisco.

We continue to expand activities as part of our student-designed social marketing campaign.

In Spring 2009, we conducted a survey to determine the impact of our social marketing activities. Overall, we are satisfied to learn that our student-designed social marketing campaign posters reached a large audience of both on- and off-campus students and will continue the campaign during AY 2009-10.

USF will implement MyStudentBody.com, an online alcohol education program that is more interactive and less expensive than AlcoholEdu. MyStudentBody.com was created with support from the National Institutes of Health to provide comprehensive primary prevention for relevant and current health-related issues on college campuses. We will be

soliciting feedback about the new program during the fall and spring semesters. E-chug is currently used as part of our alcohol counseling and during the BMI meetings

As a further method to evaluate the efforts of the grant team, we administered the ACHA-National College Health Assessment during Spring 2009 to 957 first-year students and received a response rate of 20%. A total of 187 randomly selected freshmen students completed the survey.

Based on our judicial database information, we reduced the number of alcohol-related violations from 471 in AY 2007-08 to 311 in 2008-09, a reduction of 34%. In addition, alcohol-related violations among freshmen women decreased from 85 to 52, a total decline of 24% from Fall 2007 to Spring 2008. Reported drug violations decreased slightly from 113 to 100, a reduction of 12% from 2007-08 to 2008-09. The number of alcohol-related hospital transports unfortunately remained about the same from 2006 through 2009 (12, 12 and 13 respectively for 2006-07, 2007-08, and 2008-09. Referrals to our Counseling Center for alcohol and drug related situations decreased slightly from 66 in 2007-08 to 60 in 2008-09. BMI referrals are now a part of our alcohol violation process, and the number of referrals increased from 19 in 2007-08 to 132 for 2008-09. Four students were expelled for alcohol-related offenses in 2007-08, compared with 0 students expelled in 2008-09.

c. What will be done differently as a result of what was learned?

Discuss how programs will be changed to improve student learning as a result of the assessment. Include a discussion of how staff will help students overcome their weaknesses and improve their strengths.

Plans for the 2009-2010 academic year include a series of focus group interviews with BMI session participants to further explore ways to improve the meaningfulness and usefulness of those counseling sessions. During the Fall 2009 semester, we scheduled BMI trainings for an additional 67 Resident Assistants, 15 Residence Hall Directors and Assistant Hall Directors, 5 Counseling Center post-doctoral fellows and interns, 10 Health Promotion Services Peers, and we expect additional student groups and student-focused staff groups to request training. We also scheduled individual BMI sessions with all incoming ROTC cadets (n = 40), 70 freshman athletes (n = 70), and 35 Martin Baro Living-Learning Community students.

3. Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:

- a. Program Mission
- b. Program Learning Goals
- c. Program Learning Outcomes
- d. Program Learning Rubrics aligned with outcomes
- e. Curriculum map that shows the programs that pertain to the outcome