AHANA Student Programs: Options Through Education (OTE) Transitional Summer Program

The Office of AHANA Student Programs assesses the Options Through Education (OTE) Transitional Summer Program at the end of each summer. Two post-OTE surveys were administered to assess the learning outcomes of 42 students and operational outcomes of the program. The evaluations sought to analyze the academic self-concept and social capital gained through the participation of the summer program as well as the impact the program had on their transition to Boston College. This presentation will highlight a number of academic and social resources gained through the participation of OTE. Overall, students especially valued the networking opportunities with peers and faculty and felt better prepared to transition into their academic year.

Career Center: Science Networking Night

Using data collected by iPod survey from attendees as they left the 2013 Science Networking Night, the learning outcomes and satisfaction ratings of these students were examined, and the data was also used to identify underrepresented populations. The findings indicate that a significant percentage of students achieved both learning outcomes – 1) to develop networking skills and gain confidence in speaking with employers, and 2) to gain a broader understanding of the career opportunities available to them. On the other hand, students occasionally had to stand around waiting for long conversations to end, so this reduced the number of conversations in which some students were able to engage.

Recommendations for next year include collaborating more closely with the academic departments to better determine what fields their students are interested in learning about and to get recommendations about alumni we should invite; and finding ways to avoid having students standing around waiting for long conversations to end, including educating students on how to courteously insert themselves into conversations and assigning staff to walk around and insert students into conversations.

Disabilities Services Office (Office of the Dean of Students): Student Survey

Disabilities Services Office (DSO) serves students with longstanding, recent, temporary and permanent, physical and psychological disabilities, affording a broad range of appropriate accommodations. DSO’s mission is to provide appropriate accommodations while facilitating student’s self-advocacy to enable them to succeed.

Accommodations can be most effectively and efficiently managed when students plan ahead and supply DSO with all needed information and materials prior to the start of a semester. Therefore, DSO is faced with the challenge of how best to make our services known to students in need in a timely fashion.
We surveyed a random sample of our registered students to assess the timeliness of their first awareness of our services along with their satisfaction of the extent to which we support their attempts self-advocacy. Survey results confirmed that some students are aware of our services yet fail to contact us prior to the beginning of a semester. We learned that uploading our forms to our website as well as providing written policies for our more complicated processes would be welcomed. The results reflect that most of our students feel fairly confident when advocating for themselves and feel supported by this department.

Office of Graduate Student Life: Dissertation Bootcamp

The learning outcomes of Dissertation Boot Camp will help doctoral students identify

- Identify 1 or 2 writing goals for the next 3 days
- Outline a step by step process to writing their thesis after the boot camp
- Describe their writing behaviors and how it affects their life style.

The three day writing intensive seminar provides participants to reflect, identify, and overcome typical roadblocks in the dissertation writing process.

The purpose of our assessment is to evaluate if our participants were able to identify 1-2 writing behaviors that were hindering the writing process, create reachable writing goals, and provide them with the necessary tools to continue writing their dissertation after the seminar. We administered series of surveys at the end of each day. The results of the surveys found doctoral students valued the shared experience and supportive environment. Doctoral students found the reflection on their writing process helpful and how retune their writing strategies to finish their dissertation. Another byproduct of Dissertation Bootcamp was the participants appreciated being with other doctoral students from different disciplines as they felt the process was so isolating.

Office of Health Promotion: Brief Alcohol Screening and Intervention for College Students (BASICS)

The Brief Alcohol Screening and Intervention for College Students (BASICS) program consists of three one-on-one sessions aimed at assessing students’ current level of alcohol use and increasing their motivation to implement lower-risk drinking strategies. The purpose of this assessment was to understand the impact of the BASICS program on students’ drinking. Students completed an on-line survey prior to participating in BASICS and again two months after completing the program. The following key findings are based on a sample of 97 students who participated in the BASICS program during the 2011-2012 academic year and completed both pre- and post-evaluation surveys:

- Typical number of drinks consumed (quantity) decreased significantly from pre to post.
- Peak BAC (highest BAC) decreased significantly from pre to post (.22 -.13).
- Frequency of male binge drinking (5 or more drinks on one occasion) decreased significantly from pre to post.
- Behaviors associated with a high-risk drinking style decreased significantly from pre to post.
• Alcohol-related negative consequences decreased significantly from pre to post.

Based on these findings, the Office of Health Promotion will continue to implement BASICS with students who are mandated through the university conduct system and will encourage more students to participate voluntarily.

---

**University Health Services: Antibiotics are not Always the Answer**

University Health Services (UHS) developed a tool to assess knowledge regarding acute upper respiratory illnesses (URIs) such as colds, coughs and sore throats. The goals of our assessment were to evaluate student’s understanding of the treatment of common acute URI illnesses, and to appraise the ability of our staff to educate patients about their health and instructing them that antibiotics are not always the answer to feeling better.

A pre and post-test was developed for students presenting to Health Services with an acute illness (“sick”), as well as an educational hand-out designed to teach facts about common acute URI illnesses. The major goal of the program was to educate students that most URIs are viral, not bacterial, and that antibiotics are typically not indicated for treatment. Data gathered demonstrated that most students are aware that antibiotics will not treat viral infections. Students’ ability to distinguish between a virus and bacterial infection, however, appears unclear and the assessment and education by the provider was key in adding clarity. Resultant recommendations include: 1) continue education regarding differences between a virus and bacteria, 2) provide educational materials as indicated and requested and 3) encourage students to seek medical advice at Health Services when questions and concerns arise concerning an acute illness.

---

**Office of Residential Life: “Fly Like an Eagle, Year 2 (Pathways Program)”**

**Description**

“Fly Like an Eagle” is an academic initiative (in cooperation with Academic Affairs) that encourages first-year students in Pathways (Hardey-Cushing) to connect with faculty, utilize academic resources, and meet with academic advisors to discuss academic plans and interests. “Fly Like an Eagle” is a 6-week competition that occurs in the spring semester where students receive points for completing various challenges and tasks designed to enhance their overall academic experience.

**Assessment Purpose**

The purpose of the assessment was to track student participation in the 6-week program and to collect information about what students were learning through their participation (i.e. interactions with faculty, attending lectures, utilizing academic support services, etc).

**Process/Methods**

Participating students completed an online survey every week to “log” their points by indicating what challenges they completed and reporting what they learned through their experiences that week. The survey instrument collected both quantitative and qualitative data.

**Results**
Through our data, we saw an increase from the previous year in student participation and interactions with faculty. We also found that students learned about available academic resources and they initiated conversations and began building relationships with faculty. Our results will be used to guide our plans to replicate the program to 2 additional buildings next year.

---

**Student Programs Office: Mid-Year Review**

During the 2012-2013 academic year the Student Programs Office sought to collect information on the 150 student organizations that are overseen directly by the office. In order to effectively gather information and provide useful feedback, each organization was required to complete an electronic Mid-Year Review due in January 2013. This was a change from the previous Mid-Year Review method of 30 minute one-on-one meetings with each organization. Organization’s reported on: Membership, Executive Board, Identity, Campus Impact, Faculty Advisor, Funding, Training, and MyBC. Each organization’s Mid-Year Review was carefully read and scored by a staff member who provided scores in each category and a total score with feedback.

A comprehensive form was used to collect specific information about each category. Feedback was given via a rubric which described the category-specific criteria for each score (1/Beginning – 4/Advanced) and a summary statement with areas for growth and strength. By participating in this assessment student organizations now have a clear baseline of expectations for a 3/Well-Established organization and a description of the highest caliber of performance (4/Advanced). Organizations that received scores below 17/30 met with a staff member one-on-one and were given a development plan for the next year. The Baseline information will also be used by the Student Programs Office to improve our work with student organizations and to compare the growth of each organization in the next year.

---

**VSLC: BC BIGS - Franklin Field Program**

The VSLC BC BIGS program is a partnership with Big Brothers Big Sisters of MA Bay or Big Sister Association of Greater Boston. BC BIGS is open to any BC student who applies and is accepted by BBBSMB and BSAGB. One purpose of the program is to provide an opportunity to engage BC students in a one-on-one on-going mentoring relationship.

BC BIGS Franklin Field is one of the site-specific programs in which students can participate. There are 48 BC students (30 men and 18 women) matched as Bigs to Littles from the Franklin Field housing development in Dorchester, MA. Students who participate in BC BIGS – Franklin Field will be able to:

- Articulate one area of personal development* that has occurred as a result of being a mentor.
- Share an experience that indicates the value of the mentoring relationship in a Little’s life.

We want to know if our students understand the value of the mentoring relationship, in their lives and in the lives of their Little.

As a result of last year’s assessment, we determined we needed to better prepare them for reflection on these topics by giving them the tools, the language, and the opportunity to consider the mentoring relationship’s value.

Assessment: 2 Focus Groups