Attending college is considered to be a consciousness raising experience, providing students with opportunities to learn about themselves and others through exposure to diverse perspectives. These opportunities include students’ engagement in difficult dialogues with peers regarding issues around race and racial identity. Racial intergroup dialogue can provide students with confidence and skills to personally consider and confront their own experience with race and racism.

The Racial Identity Development Experience (RIDE) was a two separate day retreat developed to create a safe space for undergraduate students to gather, reflect, and engage in honest, rich conversations about race and racial identity. This pilot retreat was implemented with 43 undergraduate students from diverse racial and ethnic backgrounds at Boston College. Staff guided students through a variety of activities and conversations promoting healthy racial identity development and acceptance, and initiated an action plan for further identity development.

Self-report assessments were conducted for both RIDE retreat cohorts. More than half of the participants reported growth through becoming more comfortable expressing themselves and/or talking about race and identity issues. A post-retreat focus group was scheduled to connect both RIDE cohorts, engage in dialogue around the retreat’s influence, and follow up with plans for continued learning and broader campus engagement.

Career Center – Nursing Career Fair

Using data collected by iPod survey from 84% of the students who attended the 2013 Boston College Nursing Career Fair as they left the fair, we examined the learning outcomes, preparation and satisfaction ratings of these students. If we were only looking for a positive interpretation of the results, we would report that satisfaction was high; students used a variety of resources to prepare for the fair; and in general, they achieved the learning outcomes that we defined.

A closer examination of the data indicates several areas for improvement –

- Attendance - over half of the graduating senior class did not attend, and although half of the employers reported offering summer work opportunities, only a handful of juniors and sophomores attended the fair. Finding better ways to attract these students will be important for future fairs.
- Learning outcomes - given that almost one in five students reported that they did not feel more confident in speaking with nursing employers, it may be important to provide nursing students with more opportunities to speak with employers. And given the large number of students who indicated a need for networking contacts and job leads, a job search strategies workshop focused on networking could be valuable.
- Preparation - only 38% of respondents researched employers before they attended the fair. And several Career Center staff members remarked that many of the students appeared inappropriately dressed for a career fair. Educating students about preparation for career fairs and other pre-professional events clearly must remain a priority.
Graduate Student Life – New Graduate and Professional Student Orientation

The purpose of the New Graduate and Professional student Orientation is to introduce incoming students to Boston College’s: community, university resources and the Boston area. Additionally, the intent of this program is also designed to provide students with the essential tools in order to confidently navigate their graduate program, while providing information and insight into the mission of Boston College.

Our assessment, which is based on the survey data collected after the 2011, 2012 and 2013 orientation sessions will showcase the measures, took to ensure that the program’s goals were achieved. The assessment will also highlight data that suggests the majority of students who participated in the orientation left the experience having gained an understanding of several learning objectives:

- The importance of fostering relationships with faculty & staff
- The Office of Graduate Student Life (OGSL) and the services it provides
- Events and activities that are hosted by the OGSL
- Various Boston College departments that provide different student support services
- How to navigate the city of Boston
- How to establish relationships with peers in and outside of their program

Health Promotion – Nourish Healthy Eating Campaign

Nourish is a healthy eating campaign offered in partnership by the Office of Health Promotion and Dining Services. In response to a literature search, national data, and campus focus groups the campaign was developed to broaden students’ knowledge and motivate students to adopt healthier eating behaviors. Six key evidence-based messages were introduced singly using a combination of social media and traditional educational outreach. Dining hall menu items fitting the current message were highlighted with tags.

The purpose of the assessment was to measure whether

- Students were aware of Nourish
- Students’ knowledge of lean protein benefits and available options increased
- Student selection of lean proteins increased as a result of the campaign

Mobile data collection was done following the introduction of the second message in November to allow for modification in outreach methodology for the remaining four messages, if indicated. Among students aware of Nourish, 40% had made or planned to make dietary changes as a result of the campaign. Dining Services sales data reflected an increase in percentage of sales for associated menu options during the same time frame. Additionally, 54% of students reported not having heard the Nourish name specifically. Future outreach efforts were made to underscore the link between healthy eating education and the campaign name. Follow up assessment in April will address this gap and assess overall campaign impact. This model of collaborative social marketing has demonstrated effectiveness.
Health Services – Utilization of Health Services

A quantitative comparative descriptive study was conducted to establish current student awareness of the variety of services offered by University Health Services (UHS), in comparison with a previous sample. The initial survey was conducted as data collection for the Administrative Program Review in 2010. It was distributed to 4390 graduate and undergraduate students. The response rate was 22% and consisted of 33% graduate students and 67% undergraduates (648 students), 35% males and 65% females.

In March 2014, a total sample of 1026 undergraduate students completed the survey distributed to 4490 students. This represents a 23% response rate consisting of 36% males and 64% females. A 30 question survey was distributed via e-mail; data was analyzed using descriptive statistics on reported frequencies to the survey questions. Students reported an increase in utilization of UHS from 64% in 2010 to 82% in 2014. General awareness of UHS’ 24/7 availability also increased from 62% in 2010 to 74% in 2014. Awareness of specialty services did not increase and student satisfaction rates were included in the 2014 survey with an overall 82% satisfaction rate. General awareness and usage of UHS by undergraduate students has increased over the past 4 years. Additional efforts should be implemented to continue the promotion of UHS, the specialty services available and to improve student satisfaction.

Office of the Dean of Students – Spectrum Retreat

Spectrum Weekend is a three-day retreat program held in the Spring semester for approximately 30-35 gay, lesbian, bisexual, transgender, and questioning (GLBTQ) undergraduate students. Sponsored by the Office of the Dean of Students and originally designed by the Intersections program, Spectrum provides GLBTQ undergraduate students a setting in which they may engage in deep reflection and exploration of their personal identities. Together, with trained GLBTQ student leaders and faculty/staff mentors, the students also gain a deeper understanding of significant relationships in their lives, navigate the role that faith plays in constructing their identities, learn about resources available to them at Boston College, and meet peers with whom to form a supportive community.

Afterward, the Office of the Dean of Students surveyed participants to address how well the program is meeting its stated objectives. The data indicated that the program is effective and empowering for its participants. Several areas were identified to strengthen the program, including curricular and scheduling changes and the consideration of a larger venue to accommodate more participants and enhance privacy. Finally, the Dean of Students office has developed extension activities on campus for Spectrum participants to provide other opportunities for community building and identity development.

Residential Life – Graduate Staff Assistant (GSA) Training

The Graduate Staff Assistant (GSA) position in Residential Life is a hybrid role, in which the staff member has both RA responsibilities and supervises aspects of the RAs’ job. This past year GSAs participated in a week long training. The training included sessions on supervision, professionalism, Jesuit Catholic mission, and both institutional and office culture. The GSA training had never been assessed, so there was no existing data from previous trainings.
The purpose of this assessment was to gauge how well a one week period of training prepared GSAs to lead their staff in basic job functions, including scheduling and staff conflict. Our findings showed that the training provided much needed bonding time with each other and their supervisors, as well as prepared them to handle supervisory roles on staff. It also showed, however, that more time and attention was needed in the area of student formation in the GSA role.

Moving forward we plan to dedicate a full time staff member to the year-long development of the GSA role, from training in August until the end of the year.

**Student Programs Office – Nights on the Heights**

Using data collected from students who responded to a survey in the Nights on the Heights end of the year newsletter every year for the past 4 years, the satisfaction ratings of the students were examined for late night programming on campus and the data was used to inform our practice. We explored how students heard about events, which they enjoyed most/least, and what types of events they would want to see in future on the weekends. From this data we molded the program and our offerings each year accordingly. We will focus on the past years’ data as well as trends throughout the surveys. For instance, an overwhelming percentage of students want free programming on campus and it is the key reason they attend events. Also, the data informs us that students want more acoustical musical acts as they asked for it in an overwhelming majority. The purpose of this assessment is to see what kind of late night weekend programming students respond best to.

**Volunteer and Service Learning Center – First-Year Service Program**

The Volunteer and Service Learning Center created the First Year Service Program is intended to provide any undergraduate first year student the opportunity to serve with their peers in Boston on a regular basis. In addition to a service opportunity, the program seeks to engage students in critical thinking and reflection on their service experience within the context of Catholic social teaching and BC’s Jesuit mission.

The assessment evaluates students’ ability to:

- Articulate at least one thing they have learned about themselves as a result of their service experience
- Identify at least two social issues or challenges that they encountered in their service through the FYSP.

The assessment method: Two focus groups, 3 men and 9 women.

Of the focus group participants:

- 66% could articulate at least one thing they learned about themselves as a result of their service
- 100% could identify at least one socio-economic issue they encountered (58% identified two)

Changes to the program:

- Reflection participation will be required
- Reflection prompts will be provided to reflection group leaders to help students understand and communicate their learning relevant to our program goals.