



## LIST OF PROGRAMS AND SERVICES AND SELECT OUTCOMES 2012-2013

There are eleven departments within the Division of Student Affairs. Program and operational outcomes for each of the programs and services listed below can be found [on the individual department websites](#) under each program description. The programs highlighted in red below indicate programs for which a series E1A form has been completed, and the outcomes for these are attached.

### Office of AHANA Student Programs

[www.bc.edu/oasp](http://www.bc.edu/oasp)

- **Options Through Education Program**
- **College Counseling Program**
- Academic support and advising
- Summer Tuition Remission Program
- Benjamin E. Mays Mentoring Program
- Community Research Program
- SANKOFA Leadership Program
- Open the DOR: Dialogues on Race Program
- Cultural Heritage Months

### Career Center

[www.bc.edu/careers](http://www.bc.edu/careers)

- **Boston College Annual Career Fair**
- **Interview workshops**
- Internship Fair
- Nursing Career Fair
- Education Career Fair
- Career and Internship Connections (co-sponsored with other schools, held in major cities)
- Networking Nights – Arts, Science, Communication
- Recruiting Program Orientation Sessions
- Recruiting Program Employer Information Sessions
- On-campus recruiting and job listings
- Job Search Skills (Resumes, cover letters, networking, interviewing, job search strategies) Workshops and programs (e.g. Resume Crash Night, Employer-in-Residence)
- Practice Interviews
- Finding an Internship Workshops and Internship Employer Information Sessions
- Internship resources, including membership in a national consortium
- Targeted programs for student groups (e.g. Bellarmine Academy)
- Volunteer Fair (supporting the Office of Volunteer and Service Learning)

- A&S Career Conversations and other career exploration programs
- Alumni (day at work) blogs
- Employer Site Visits
- Externship program
- Law School Application Workshops
- Sophomore QUEST
- Pre-med Interviewing Workshops
- Advising and programming for graduate students
- Career Advising (appointments and drop-in hours)
- Pre-law and graduate school advising
- Advising and resources for selecting a major
- AHANA Career Services (advising and programs)
- Satellite offices for drop-in hours
- Peer Advisor Program
- Career Services for Young Alumni ( $\leq 5$  years from graduation)
- Non-profit internship and AHANA internship stipends
- Career and Professional Development Resources (print and online)

#### Counseling Services Office

[www.bc.edu/counseling](http://www.bc.edu/counseling)

- **Individual counseling and psychotherapy**
- Group counseling and psychotherapy
- Consultation services to groups, departments, and individuals
- Crisis Intervention services
- Outreach, education, and training programs for the University community
- Mental Health screening events
- Postdoctoral Fellowship Program

#### Dean of Students Office

[www.bc.edu/dos](http://www.bc.edu/dos)

- Student Guide (online)
- On-call emergency response system
- **Student conduct system**
- Administrative Hearing Board ( this is part of the student conduct system)
- Student Conduct Board (also part of the student conduct system)
- Disability Services
- Off-campus student services
- BC Safe program
- Support for students in crisis and distress
- GLBTQ resources and support
- Behavioral Evaluation Team (BET)
- WZBC radio station
- Civic engagement initiatives

Office of Graduate Student Life

[www.bc.edu/gsc](http://www.bc.edu/gsc)

- New Graduate and Professional Student Orientation
- Murray Graduate Student Center Operations
- Whole Person Education Workshop Series
- Graduate Student Life Newsletter
- Graduate Mentorship Program
- A Day of Wellness
- Grad Gatherings
- Advising and supporting graduate student organizations
- Resource and advocacy for graduate student needs and issues

Office of Health Promotion

[www.bc.edu/healthpro](http://www.bc.edu/healthpro)

- General Health Education
- **Health Coach Institute: Health Coach training and certification; continuing education for Individual Health Conversations and Group Health Education facilitation**
- Nutrition Counseling and Education
- Health Awareness Campaigns: BCHill and Sweet Dreamzz
- Healthy Boards
- Healthapalooza: annual health event for the entire campus
- Be Well interactive lecture series
- Women's Resource Center and Alcohol and Drug Education and Support (see below)
- Alcohol Task Force
- Training for Residence Staff
- Presentations for faculty and staff in courses
- Summer Orientation programs

*Alcohol and Drug Education*

[www.bc.edu/ade](http://www.bc.edu/ade)

- Early Intervention and Education Program
  - **Choices: A Brief Alcohol Abuse Prevention Program**
  - BASICS (Brief Alcohol Screening and Intervention for College Students)
  - AIM (Alcohol Intervention Meeting)
  - E-Toke (e checkup To Go – Marijuana)
  - Marijuana Group
  - Roads Retreat
  - Safety Next – Al-Anon Chapter at BC
- Alcohol Screening Day
- AlcoholEdu for College Students
- Alcohol Poisoning Education Campaign
- Training for Residential Life

- Presentations for Student Groups/Academic Classes
- Summer Orientation Programs
- Co-Sponsored UGBC Forum on Alcohol
- Alcohol Task Force
- Programs and support for Student in Recovery

*Women's Resource Center*

[www.bc.edu/wrc](http://www.bc.edu/wrc)

- **Bystander Intervention Education**
- CARE Week programming
- Love Your Body Week programming
- SANet Services
- Sexual Assault Training
- Support Groups: LBQ

Health Services

[www.bc.edu/healthservices](http://www.bc.edu/healthservices)

- **Inpatient and Outpatient primary care service**
- Latent tuberculosis education program
- Evaluate our service to underserved and AHANA constituents and program

Office of Residential Life

[www.bc.edu/reslife](http://www.bc.edu/reslife)

*Operations and Finance*

- Assignments Processes (including first-year student assignments, upper-class student room selection, special interest housing, etc...)
- Summer Operations (including conference processes, summer school program, staffing patterns, billing, and rates, etc...)
- Appeals Processes (including leave of absences, withdrawals, housing appeals, etc...)
- Facilities Programs (including renovations, furniture replacement program, maintenance requests, keys, access, security, etc...)
- Billing (including student academic year billing, summer housing, summer conferences, damage charges, fines, etc...)
- Budget Management (forecasting, rate setting, etc...)
- Off-Campus Housing (utilization, cost effectiveness, organizational fit, etc...)

*Residential Education*

- **Pathways program**
- **Training** (including professional and **student staff**)
- **Educational Programming** (including all RA Programming, professional staff programming, RHA and NRHH Programming)
- Selection (including professional and student staff)
- Student Formation Programs (including Peer Ministry, Resident Ministry, etc...)

- Crisis Management Programs (including all of our duty structures, on call response, protocols, etc...)
- Student Leadership Programs (Residence Hall Association, National Residence Hall Honorary, Sophomore Leadership Council, Multicultural Leadership Experience, etc...)
- Theme Housing Programs (including Honors, Romance Language, Shaw, Healthy Alternatives, Multicultural Leadership Experience, etc...)

#### Robsham Theater Arts Center

[www.bc.edu/rtac](http://www.bc.edu/rtac)

- Mentoring and technical support for student groups as well departments using any of the Robsham venues.
- Manage the RTAC venues for student programming
- Manage ticket sales for all non-athletic activities on BC campus
- Provide learning opportunities for student employees.

#### Student Programs Office

[www.bc.edu/spo](http://www.bc.edu/spo)

- **Emerging Leader Program**
- MyBC
- Student organization advising
- Nights on the Heights
- O'Connell House programming
- Leadership development programs
- BC Bands
- Student Activities Day
- Club advising
- Student Leadership awards
- Welcome week programs
- Senior Week programs
- Undergraduate government advising
  - ALC, GLC, Senate, Cabinet
- Event policy development
- Posting policy
- Advise the *Sub Turri* Yearbook

#### Volunteer and Service Learning Center

[www.bc.edu/vslc](http://www.bc.edu/vslc)

- **Big Brothers/Big Sisters Program (BC Bigs)**
- **First Year Service Program**
- Volunteer Database
- Eagle Volunteer Program
- ELL Tutoring Program

- Fair Trade Programming
- Post-graduate Volunteer Programming (Annual Fair, Discernment Overnight, Application Workshop, Speed Dating Event, Panel Presentations, End-of-year Reception)
- Jemez/Pueblo Service Exchange Program (November, January)
- Nicaragua Faculty/Staff Immersion Trip
- Welles Remy Crowther Red Bandanna 5K Run
- Service Trip Funding, Advising and Assessment
- Support and Advisement for New Service Initiatives
- Campus-wide Coordination for Responding to Major Disasters
- Two Volunteer Fairs (student service clubs and off-campus organizations)

**Office of the Vice President for Student Affairs  
Outcomes for series E1A 2012-2013**

**OFFICE OF AHANA STUDENT PROGRAMS**

**Options Through Education Program**

By participating in the OTE program, students will be able to:

- a. Identify strategies to be successful in a rigorous academic institution
- b. Develop relationships with peers, professors, and other university administrators and staff introduced to them in the context of OTE
- c. Utilize program resources (i.e. preceptors, counselors, tutors, etc.) appropriately
- d. List at least five resources available to them during the academic year
- e. Respond critically to greater social issues and current events
- f. Critically reflect upon their own cultural traditions and values
- g. Identify and explain at least three other spiritual/faith traditions

At least 75% of program participants will:

- a. Rate programmatic aspects at least 4 on a 5-point scale with 5 being the highest score
- b. Rate their OTE academic experiences at least a 4 on a 5-point scale
- c. Rate their overall experiences as “satisfied” or “very satisfied”
- d. Express the positive impact of the program participation on their transition into college

**Service/operational outcomes:**

The program will:

- a. Track and analyze:
  - i. Retention/attrition rates of OTE students
  - ii. Graduation rates of OTE students
  - iii. GPA scores of OTE students through all four years
  - iv. Utilization of OASP college counseling by OTE students

**College Counseling Program**

As a result of participating in the first OASP College Counseling visit, students will be able to

- Establish a relationship with one of the OASP Counselors
- Identify and understand the resources available through OASP
- Identify and understand the relevant university resources.
- Identify and understand the university’s academic requirements
- Reflect on how their academic and personal choices will impact their professional options

**Service/operational outcomes**

- OTE students will see their College Counselor at least 3 times a semester
- Non-OTE students will meet with their College Counselor at least once per semester
- At least 75% of the students utilizing the service will agree or strongly agree to the statement that they were “pleased with their counseling session”

## **CAREER CENTER**

### **Career Fair**

#### **Learning outcomes**

- Students will develop networking skills and gain confidence in speaking with employers.
- Students will gain an understanding of how to prepare for a career fair, including research, attire, and how to best present themselves as candidates.
- Students will gain an appreciation for the *value* of a career fair and networking, so that they will be more inclined to take advantage of career fairs and networking opportunities in the future.
- Students will gain a broader understanding of the career opportunities available to them (by industry, career field, employer or jobs within an employer).

#### **Operational outcomes**

- The Career Center will receive demographic information on student attendance and identify populations who did not attend
- The Career Center will obtain information regarding student satisfaction with diversity of employers represented
- The Career Center will learn how students become aware of the Career Fair

### **Interview Workshops**

Three phases of an interview are covered in the workshop: Preparation, Execution and Follow-up.

#### **PREPARATION**

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- Students will understand how to conduct research, in preparation for an interview, on the organization, position, interviewer, and the logistics of the interview.
- Students will understand the importance of pre-interview practice and will know the resources available to assist in their practice.
- Students will understand how to dress and groom professionally and appropriately for the interview setting.
- Students will be able to explore their own strengths and skills

#### **EXECUTION**

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- Students will be able to identify at least two nonverbal skills that are critical in an interview.
- Students will understand how to communicate their skills for the position.
- Students will be able to identify at least two different types of interview questions.
- Students will understand how to use a systematic method of answering a behavioral question, such as STAR, SAR or CAR.
- Students will be able to prepare at least three relevant and thoughtful questions to ask the interviewer.
- Students will be able to prepare a reaffirming statement of interest to conclude the interview.

#### **FOLLOW-UP**

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- Students will understand when and how to write and deliver a professional thank you message.
- Students will understand the value of post-interview self-reflection – what went well, what didn't, and what lessons can be learned for the future.

### **COUNSELING SERVICES**

#### **Individual Psychological Counseling**

- a. Students will be able to identify, understand and solve personal and interpersonal problems.
- b. Students who have had four sessions of individual counseling at University Counseling Services will have a reduction in the symptoms that brought them in to the counseling center as measured by responses to the CCAPS-62.

#### **Service/operational outcomes:**

- c. All students who have an intake at University Counseling Services will fill out a CCAPS prior to the first session (approximately 1200 students per year—an additional 100 may be seen only on an emergency basis and will not fill out a CCAPS).
- d. All students who have had four sessions of counseling will fill out a second CCAPS (approximately 500 students per year).

### **DEAN OF STUDENTS**

#### **Code of Conduct System**

#### **STUDENT LEARNING GOALS**

Having participated in the conduct system, students will understand:

- That sanctions will again be imposed in the future for similar violations
- Sanctions will be more severe in the future for similar decisions

- Decision making may impact future goals and campus participation (i.e. Study Abroad, employment opportunities such as RA or OL positions, etc.)
- Individual behavior impacts others as well as the larger community
- How decision making prior to the incident could have improved the outcome of the incident
- How to identify a campus resource or support person to assist them in the future.

## **OPERATIONAL GOALS**

Staff will

- give students an opportunity to speak
- listen actively and treat students with respect
- answer questions from students
- provide students with the opportunity to suggest improvements to the student conduct process

## **OFFICE OF HEALTH PROMOTION**

### **Women's Resource Center - Bystander Education**

#### **LEARNING OUTCOMES**

**Students will**

- h. Understand the range of sexual violence from harassment to assault (Foundational)
- i. Identify situations that could lead to sexual assault/violence and report assaults if they occur (Foundational)
- j. Formulate strategies to combat situations that could lead to sexual assault (Application)
- k. Propose ways to intervene in situations with peers (Application)
- l. Actively intervene in a situation that could lead to sexual violence (Application)
- m. Be aware of the systematic disempowerment that leads to a society where sexual violence is commonplace (Human Dimension)
- n. See oneself as a pro-social bystander (Human Dimension)

#### **OPERATIONAL OUTCOMES**

**The program will**

- a. Increase student participation each year and determine a venue for a full roll out to all first year students.
- b. Increase reporting due to students recognizing what constitutes as sexual violence followed by a decrease due to students preventing violence from occurring.

### **Health Coaches**

Through Level 1 basic certification, Health Coaches will gain the knowledge and skills they need to guide a student through a health assessment coaching session (iHP).

Level 1 Certification Learning Outcomes; The Student Health Coach will:

- Understand Prochaska's Readiness to Change model and be able to articulate the five stages of change
- Understand and become proficient in active listening and communication skills by practicing scenario-based situations to develop a plan with goals and coping strategies based on their clients' needs and measured by observation and a rubric
- Understand and become proficient in FRAMES [Feedback, Responsibility, Advice, Menu, Empathy, and Self-Efficacy] by using FRAMES statements while coaching measured by observation and a rubric, and a written test
- Learn and practice the areas of motivational enhancement while coaching a client by understanding benefits and risks of maintaining or changing clients health behavior measured by a verbal and written exam
- Understand behavior change theory by coaching students to make small, manageable, reachable, short term changes and goals through written and verbal exam and practical application on the 'plan for' card

**Through Level 2 certification Health Coaches will gain the knowledge they need to educate their peers through a group program.**

Level 2 Certification Learning Outcomes; The Student Health Coach will:

- Learn the key concepts and principles for facilitating specialty areas: stress and time management; prevention of relationship management and bystander education; and alcohol education, measured by participant and facilitator program evaluations, observation and a rubric
- Become proficient in facilitating the selected specialty area (by observing, co-teaching, and teaching while being supported measured by participant and self-evaluation)

**Functional/Operational Outcome for the Activity:**

- The intended outcome is to recruit and train student Health Coaches and to increase the number of Health Coaches available to educate their peers

### **CHOICES Program**

**1. State the formal learning outcomes for the program:**

- Students who participate in the CHOICES Program will demonstrate knowledge gains related to blood alcohol concentration, accurate perceptions of drinking norms with regards to college students in general and students at Boston College, and low risk drinking strategies.

- Students who participate in the CHOICES program will demonstrate an increase in motivation to make changes to any current high risk drinking behaviors.
- Students who participate in the CHOICES Program change will change some aspect of their alcohol consumption behavior. This may include: increasing the use of low risk drinking strategies, reducing the number of drinks consumed in a typical occasion, and experiencing less negative consequences.
- Students that participate in the CHOICES Program will be impacted by the major components present within the program that facilitate behavioral change. These components are Feedback, Responsibility, Advice, Menu of Options, Empathy, & Self-Efficacy (FRAMES).

## **University Health Services/Student Rights and Responsibilities Regarding Their Health**

### **Learning Outcomes:**

- Students will know that they have the right to information regarding issues surrounding their health.
- Students will have an understanding of the information they were provided with.
- Students will understand and comply with the recommendations for follow up.
- Students will be educated to the benefit of scheduling appointment and the manner in how to do so.

### **Operational Outcomes:**

- Decrease number of walk-in visits.
- Assess student learning regarding their encounter.
- Assess schedule allocation based on usage.

## **RESIDENTIAL LIFE**

### **The Pathways Initiative**

*The Learning Outcomes are as follows:*

#### ***First-year students living in Hardey-Cushing:***

1. Residents will develop a stronger sense of their own identity, values, and relationships with others.
2. Residents will demonstrate and deepen a commitment to their intellectual growth:
3. Residents will engage more fully with their own faith or beliefs

#### ***Resident Assistants working in Hardey-Cushing:***

1. Resident Assistants will further develop effective leadership skills
2. Resident Assistants will further develop effective interpersonal skills
3. Resident Assistants will create a unique and powerful residential learning environment

***Operational outcomes are as follows:***

1. Pathways staff will prepare for the expansion of Pathways to other residence halls in subsequent years. The scope of Pathways includes programmatic elements, resource allocation, and staffing training and development.
2. Pathways staff will increase the degree and depth of faculty engagement and involvement in Pathways; in particular, identify systemic ways to engage faculty that serve faculty members' goals and are aligned with their purposes, motivations, and reward structures.
3. Pathway staff will work closely with University Mission and Ministry to define better ways to help strengthen students' spiritual growth, capacity for reflection, and personal and moral formation.
4. Pathways staff will demonstrate, using good data that provides sound evidence, that Pathways provides a satisfying and positive student experience.
5. Pathways staff will use trustworthy and valid assessment methods to document the effectiveness of Pathways in supporting student learning, formation, and success and in providing a unique and valuable student experience that aligns with students' expectations and preferences.

**Residential Life RA Training**

Upon completion of RA training, RAs will be able to:

- Articulate the Jesuit, Catholic mission of Boston College, describe ways to incorporate it in a residential community, and apply principles of discernment.
- Explain ethical Leadership and demonstrate ethical decision making based on reflection and discernment of the Jesuit, Catholic mission of BC.
- Explain the significance of multicultural awareness and its impact on the residence hall culture and demonstrate a commitment to diversity.
- Implement theory-based strategies for developing community on the floor and in the building.
- Demonstrate an ongoing commitment to the residence hall staff and be an active member in building a sense of team based on mutual respect, trust, and camaraderie.
- Describe and exhibit effective interpersonal communication skills when working with groups and individuals.

- Describe the importance of being present on their floors, available for conversations with their residents, and strategies for communicating approachability.
- Articulate the constituents of the University that are needed to respond to situations that arise in students' lives, and demonstrate appropriate referral skills.

### **RA Programming**

RA programs will engage students in their spiritual, intellectual, and social development.

By area, learning outcomes are more specific:

First year students will (or will be able to:)

- o. **First-Year Area** – In the first-year area, RA programming is designed to foster growth of students according to Bronfenbrenner's Ecological Systems Theory. Students will grow as individuals, as members of larger social groups, and will investigate and explore the links between themselves and the larger (Boston/Boston College) community.

Sophomore students will:

- p. **Sophomore Area** – In the sophomore area, RA programming continues to encourage the development of the individual as he or she grows and matures as a Boston College student according to Baxter-Magolda and King's 21<sup>st</sup> Century Learning outcomes. Programs focus on mature and responsible decision making, the on-going development of meaningful relationships, establishing respect for the greater community and the continued exploration of the different aspects of identity.

Senior students will:

- q. **Senior Area** – In the senior area, learning outcomes mirror the three Ignatian imperatives of Be Attentive, Be reflective, and Be Loving. Students will consider their past experiences in order to make meaning of them (Be Reflective.) They will be challenged to live in the moment by engaging in the exploration of the ideas and people that surround them (Be Attentive). And finally, they will begin to think about their transition from Boston College into the world beyond, with the self-knowledge and determination to live authentically as the people they have become (Be Loving).

### **OPERATIONAL OUTCOMES**

The RAs will:

- a. Plan and implement at least 12 programs over the academic year encouraging student spiritual, intellectual, and social growth and learning.

- b. Maintain outreach to students in their assigned communities

Residential life staff will:

- c. Work with the RAs to evaluate the success of programs by capturing attendance, cost, and student satisfaction information.
- d. Review and approve all programs and work with RAs to make sure outcomes are being addressed.

## **STUDENT PROGRAMS OFFICE**

### **Emerging Leader Program**

#### **Learning Outcomes 2012-2013:**

#### **Emerging Leader students will be able to:**

- a. Articulate the seven values of the Social Change Model.
- b. Evaluate how the weekly sessions align with the Social Change Model values and reflect on how they relate to the development of their life and leadership skills.
- c. Access the resources that are available to them at Boston College *academically* (e.g. study abroad, freshmen fellowships/scholarships); *socially* (e.g. co-curricular involvement); and *spiritually* (e.g. retreats, Jesuit, Catholic mission).
- d. Demonstrate leadership by actively sharing their knowledge and understanding of the Social Change Model values and the resources at Boston College with non-ELP students.

#### **What are the functional/operational outcomes?**

- a. 50 incoming first-year students will attend the two-day retreat prior to the start of the fall semester.
- b. Students will attend 10 meetings and a closing holiday social in the fall semester, and 10 meetings and an end-of-the-year banquet in the spring semester. Students will be allowed one unexcused absence per semester.
- c. The program will have a retention rate between 90-100%.
- d. A minimum of 80% of the participants will rate their experience in the program as 'satisfactory' or higher.

## **VOLUNTEER AND SERVICE LEARNING CENTER**

### **Big Brother/Big Sister**

BC BIGS - Franklin Field will be able to:

- Articulate one area of personal growth that has occurred as a result of being a mentor
- Share one Big-Little interaction or experience that indicates the value of the mentoring relationship in a Little's life

- Describe at least two challenges facing their Little on an on-going basis as a result of living in low-income housing in Boston.

Operational Outcomes:

- Through enhanced communication efforts by the VSLC, students interested in being part of BC BIGS- Franklin Field will identify the VSLC as the sponsoring department on campus.
- At least 60% of returning students who are still enrolled at BC will continue to participate with BC BIGS- Franklin Field the following academic year.

**First Year Service Program**

By participating in this program, students will be able 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.

Operational outcomes:

- The FYSP will offer a volunteer placement to every student who chooses to participate.
- 70% of volunteers placed during the first semester will continue with their placement second semester.
- At least 5% of participants will apply for a leadership role in the program for their sophomore year.