

**STUDENT AFFAIRS**  
**2008-2009**  
**STUDENT LEARNING OUTCOMES**

**ASSOCIATED STUDENTS**

Represent the student voice: Provide an avenue for responsible and effective participation in the governance of campus and provide an official voice through which students' opinions may be expressed. This is accomplished by electing student representatives, appointing students to HSU committees, serving on HSU committees and boards, learning meeting skills, making funding decisions, and developing AS policy.

**HSU University Goal addressed by objective (SLO):**

Academic Educational Quality aimed at social and environmental responsibility/learning to make a difference.

**University WASC Theme(s) addressed by objective (SLO):**

- Effective oral and written communication
- Critical and creative thinking skills
- Expanded world perspective by engaging with a diverse range of individuals and viewpoints.
- Succeed in chose careers
- Practice lifelong learning
- Pursue social justice
- Promote environmental responsibility

***Description of program, intervention or activity to be assessed/measured:***

Training in parliamentary procedure/meeting skills, ability to effectively participate in Council meetings will be assessed.

***Methodology of assessment:***

Observing behavior in meetings and meeting minutes as written.

***Student Learning Outcome as assessed:***

Associated Students Council members after training in parliamentary procedure/meeting skills will be able to effectively participate in Council meetings.

**ATHLETICS, INTERCOLLEGIATE**

**Outcome Objective (SLO):**

Students of diversity who participate in athletics will demonstrate a higher retention rate than other Humboldt State students of diversity as demonstrated by data supplied by the University.

**HSU University Goal addressed by objective (SLO):**

Student Success (retention rates, traditionally under-represented students)

**University WASC Theme(s) addressed by objective (SLO):**

Ensuring academic excellence for traditionally under-represented students in areas of student access, persistence, and graduation; by embracing diversity as educational process central to academic success for all students.

**Description of program, intervention or activity to be assessed/measured:**

Intercollegiate athletics provides mentoring beyond what the average non student-athlete receives at Humboldt State – whether it is with coaches, teammates, professors or support staff. The increased mentoring keeps the students focused on how to be successful in college. Whether this mentoring truly increases success will be measured by the retention rates of diverse students who are athletes compared to diverse students who are not.

**Methodology of assessment:**

The Office of Enrollment Management at Humboldt State University provided information on student retention rates. A report titled “All 2002-03 Full-time FTF” provided a breakdown of all students who were freshmen in the 2002-03 academic year, their ethnicity and how many transferred from Humboldt State by 2009. The numbers from this report are listed below under “all students of diversity.” The second report is titled “2002-03 NCAA Outcome Report.” This report provides a sport-by-sport breakdown of all students who were freshmen in the 2002-03 academic year or who were JC transfers during the 2004-05 academic year, their ethnicity and how many left Humboldt State by 2009 while still having eligibility remaining. The numbers from this report are listed below under “student-athletes of diversity.” Non-athletes of diversity are calculated by figuring the difference between the two groups (“student-athlete” numbers subtracted from “all student” numbers). Both reports are attached.

| <b><u>Results</u></b>         | <b><u>Enrolled</u></b> | <b><u>Left HSU</u></b> | <b><u>Retention</u></b> |
|-------------------------------|------------------------|------------------------|-------------------------|
| Student athletes of diversity | 59                     | 16                     | 72.9%                   |
| Non-athletes of diversity     | 312                    | 135                    | 43.3%                   |
| All students of diversity     | 371                    | 151                    | 59.3%                   |

**Student Learning Outcome as assessed:**

Students of diversity who participate in athletics have a significantly higher retention rate (72.9%) than other Humboldt State students of diversity (43.3%). Increased mentoring available to student-athletes does appear to help students of diversity achieve a higher retention rate.

## **CAREER CENTER and JOB LOCATION & DEVELOPMENT**

### **Student Learning Outcome**

The Career Center is embracing a learning outcomes project to determine in a clear, objective manner, how much student learning occurs through resume development. The project directly relates to two University learning outcomes: *effective oral and written communication* and *success in their chosen careers*. Initial resumes are collected from students that come to the Career Center for the expressed purpose of resume development. After facilitating students' understanding of their qualifications, and developing strategies in how to express their qualifications in a professional resume format, a subsequent resume version is collected. A rating matrix has been developed to analyze both resume versions to determine how much improvement may have occurred. This analysis and assessment of learning outcomes will be conducted and articulated in August 2009.

### **Issues to Address**

With the threat of more catastrophic fiscal reductions looming over the CSU system, it is inevitable that the Career Center's ability to provide the same caliber and portfolio of services to students, faculty, and the greater campus community will be severely compromised.

**Staffing:** The Career Center will be reduced by one employee at the end of this semester, the career counselor for College of Professional Studies and Undeclared Majors. Inadequate staffing will continue to impede the Career Center's ability to serve students in individual appointments and develop new programs to meet the career development needs.

**Liaison Model:** Under the college liaison model each of the three career counselors serve as liaisons to specific colleges. With the loss of one career counselor we will no longer be able to follow this model, thus minimizing our ability to serve students in a timely manner. Partnerships with colleges will be strained as career counselors will no longer have the time to develop relationships or to focus their counseling expertise on a particular colleges needs.

**Budget Constraints:** Fewer dollars will dramatically affect the Career Center's core operations while also drastically reducing its ability to provide quality publications, materials and resources to help students in their resume writing and internship/job search efforts. While the Center has been able to purchase a limited number of new additions for its Career Resource Library, with the continuation of the budgetary crisis, this will no longer be possible.

## **CHILDREN'S CENTER**

Student employees who work at the Children's Center by attending staff training will be able to identify two ways in which all children benefit by learning in a diverse community.

### **HSU University Goal addressed by objective (SLO):**

Student Success

**University WASC Theme(s) addressed by objective (SLO):**

Outcomes of an HSU education

**Description of program, intervention or activity to be assessed/measured:**

Forty-five student staff attended mandatory 2-hour training on Diversity, Difference and Disability as part of the Children's Center January All-Staff Training Day.

**Methodology of assessment:**

Pre and Post tests were administered

**Student Learning Outcome as assessed:**

Following training, 80% of our student staff was able to list two or more ways that children benefit by learning in a diverse community.

**COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)**

**Outcome Objective (SLO):**

Students will be helped to:

- 1) address their problems
- 2) gain a better understanding of their personal concerns
- 3) recognize their part in creating positive change
- 4) become more aware of alternative behaviors
- 5) set appropriate and reachable goals for counseling
- 6) learn to deal more effectively with the issues that brought them to counseling
- 7) better attend classes and remain in school

**HSU University Goal addressed by objective (SLO):**

*HSU will structure undergraduate curricula to be dynamically responsive to the needs of students and society; while reflecting the unique learning environment of our region and emphasizing proficiency in communication skills.*

**University WASC Theme(s) addressed by objective (SLO):**

*WASC Theme 1 - Lifelong Learning and Setting Goals*

**Description of program, intervention or activity to be assessed/measured:**

Students will learn to address and modify their issues through individual, couples, or group therapy. Most individual and couples' therapy occurs once a week for 1 hour sessions. Individual therapy generally lasts from 2-8 sessions, while couples therapy may be from 2-12 sessions. Group therapy is generally once a week for 1 ½ hours and can last up to the entire academic year (anywhere from a few sessions through about 24 sessions). Therapy helps students to release, better understand, and manage painful emotions; develop insight into behavioral patterns that are problematic for

them; generate motivation to change; and develop new skills or behaviors that will aid their healthy functioning.

**Methodology of assessment:**

At the mid- and end-points of therapy, students were given a questionnaire to complete. Items were rated on a 7 point Likert-scale with strongly disagree [1] at one end of the continuum and strongly agree [7] at the other end of the continuum.

Items included:

**1. My therapist...**

- a) helps me gain a better understanding of my personal concerns
- b) helps me to recognize my part in creating positive change
- c) helps me become more aware of alternatives
- d) helps me set appropriate and reachable goals for counseling

**2. I am better able to deal effectively with my issues.**

**3. The problem that brought me to counseling is being addressed.**

**4. Counseling has helped me to improve my class attendance.**

**5. Counseling has influenced my ability to remain in school.**

**Student Learning Outcome as assessed:**

Of the students coming to therapy at CAPS in 2008-9, 316 responded to the outcome questionnaire. A summary of this data is reported below.

|  | <u>Mean</u> | <u>Mode</u> | <u>% Agree to Strongly Agree</u> |
|--|-------------|-------------|----------------------------------|
| 1. My therapist...   |             |             |                                  |
| a) helps me gain a better understanding of my personal concerns  | 6.54        | 7           | 98%                              |
| b) helps me to recognize my part in creating positive change     | 6.63        | 7           | 99%                              |
| c) helps me become more aware of alternatives                    | 6.53        | 7           | 97%                              |
| d) helps me set appropriate and reachable goals for counseling   | 6.45        | 7           | 97%                              |
| 2. I am better able to deal effectively with my issues.          | 6.00        | 7           | 93%                              |
| 3. The problem that brought me to counseling is being addressed. | 6.40        | 7           | 96%                              |
| 4. Counseling has helped me to improve my class attendance.      | 3.90        | 1           | 47%                              |
| 5. Counseling has influenced my ability to remain in school.     | 3.83        | 1           | 43%                              |

It should be noted that a significant number of students indicated that their problems were not interfering with class attendance (53%) and/or not creating a desire to withdraw from school (75%). Stated differently, only 43% of students said that their problems were interfering with their class attendance and only 17% said they were thinking of withdrawing from school. The figures, then, for items 4 and 5 above seem fairly significant in light of this data. The other items reflect that the vast majority of

students were able to address and learn to effectively deal with the issues that brought them to therapy.

## **EDUCATIONAL OPPORTUNITY PROGRAM AND STUDENT SUPPORT SERVICES**

EOP First-year students who enroll in the EOP Fall Bridge Program will actively engage in analytical writing and other assignments designed to help them improve their ability to summarize, analyze, and apply course concepts and vocabulary in their critical writing and analysis. 80% of students will demonstrate proficiency in these skills by completing a final course assignment with a passing score.

### **HSU University Goal addressed by objective (SLO):**

**Academic Excellence; Goal 1:** HSU will structure undergraduate curricula to be dynamically responsive to the needs of students and society while reflecting the unique learning environment of our region, and emphasizing proficiency in communication skills.

**Strategy 1b:** Incorporate specific opportunities for increasing student proficiency in written and oral communication within each undergraduate degree major

**Academic Excellence, Goal 2:** HSU will develop a well-defined signature all-university curriculum that incorporates the development of strong skills, interdisciplinary experiences, and service/experiential learning. The program as a whole will reflect the university's institutional vision.

**Academic Excellence Strategy 2e:** Develop a basic skills program, which will operate across the curriculum to strengthen remediation programs, foster writing and critical thinking, and include math literacy in area A of General Education.

**Cultural Richness, Goal 1:** HSU will build on our student-centered focus to create an equitable institutional and social climate, in a community that welcomes a diversity of students, staff, and faculty.

**Cultural Richness, Strategy 1b:** Ensure that culturally appropriate services addressing the needs of diverse groups are available on campus.

### **University WASC Theme(s) addressed by objective (SLO):**

**WASC Theme 1, Learning Outcome 1** Effective oral/written communication

**WASC Theme 1, Learning Outcome 2** Critical/creative thinking skills in acquiring a broad knowledge base, and applying it to complex issues.

### **Description of program, intervention or activity to be assessed/measured:**

**EOP Fall Bridge Program** - The Educational Opportunity Program provides adjunct course instruction on basic learning skills and academic strategies for new program participants during their first semester at the university. The adjunct is combined with a lower division social science General Education course (Introductory Sociology or Ethnic Studies). Students are provided

instruction specifically geared towards success in the General Education course in which they are enrolled, with an emphasis placed on writing and critical application of the course curriculum through written analysis of assigned readings.

Instruction is provided with focus on the development of:

- The writing process (introduction, article summary and student response)
- Integration of course concepts and critical analysis (use of academic terminology and concepts as part of their article analysis and response)

### **Methodology of assessment:**

Students were required to write 2 or more article analysis during the course of the semester. Each article analysis was graded based on the rubric below. Outcomes were measured by the total score acquired by each student.

### **Grading Rubric:**

#### **Article Summary**

- the summary is written in a neutral voice
- includes key themes of the article
- is logically sequenced
- includes direct references to the article
- incorporates citations
- is accurate

#### **Incorporates Vocabulary, Themes, and concepts from the course**

- Appropriate to the author's claim
- Ties to the student's thesis
- Includes sufficient references to course concepts
- Demonstrates breadth of knowledge regarding article and course concepts

#### **Includes Critical Insights & Student Response**

- Flows logically with the summary and analysis
- applies themes & concepts to ideas or examples that are external to the scope of the article
- Does not simply restate points already made by the author
- Includes thematic intersections with other articles or course content

**Student Learning Outcome as assessed:**

| Sociology 113 – Paper 1<br>Comparison of Scores, First Draft to Final Draft |  |  |
|---|--|--|
|   | White Privilege<br>Draft<br><br>N = 40 | White Privilege<br>Final<br><br>N = 40 |
| Article Introduction<br>& Use of Neutral Voice:                             | 82% (33/40)                            | 85% (34/40)                            |
| Article Summary   | 55% (22/40)                            | 77% (31/40)                            |
| Sociological Analysis:  | 25% (10/40)                            | 77% (31/40)                            |
| Response:   | 67% (27/40)                            | 85% (34/40)                            |
| Total Score:  | 42% (17/40)                            | 87% (35/40)                            |

| Sociology 113 – All Papers<br>Final Scores           |                             |                     |                      |   |
|--|-----------------------------|---------------------|----------------------|---|
|  | White<br>Privilege<br>Final | Los<br>Intersticios | Her Son/<br>Daughter | Feminization<br>of Poverty;<br>Violence<br>Against<br>Women |
| Percent who passed<br>with a grade of C or<br>higher | 87%                         | 73%                 | 52%                  | 48%   |

EOP Ethnic Studies Fall Bridge Participants, Fall 2008  
Students receiving a grade of C or better –

|  | Article Analysis #1 | Article Analysis #2 |
|--|---------------------|---------------------|
| Of Total Students                              | 92% (35/38)         | 84% (32/38)         |
| Of Students who<br>completed the<br>assignment | 92% (35/38)         | 91% (32/35)         |

Discussion: In review of the outcome measures, students were found to substantially meet the objective for effective writing and critical analysis. Their initial success, however, diminished with subsequent papers, particularly in the Sociology class, where student scores fell below the objective.

Proposed changes based on outcomes:

- Sociology: Reduce the number of assignments and refortify curricular focus on the intended learning outcomes throughout the semester.
- Ethnic Studies: Add an early assignment in order to establish a baseline for each student. Record each student's sub-score for each sub-measure within the rubric for later comparison and analysis.

### **LEARNING AND TUTORIAL CENTER**

Seventy-percent of Student Assistants who complete training through the Learning Center will be able to demonstrate open communication skills by appropriately responding to three written, student-centered scenarios without giving advice--and making use of clarifying or summarizing open-ended questions.

#### **University WASC Theme(s) addressed by objective (SLO):**

- **Effective oral and written communication** -- Student assistants who take part in the various Learning Center trainings are taught specific communication strategies that focus on developing open dialogue and non-judgmental, intentional active listening skills. The strategies emphasized have a broad application and can be applied to other academic, professional, or social settings.
- **Critical and creative thinking skills in acquiring a broad knowledge base, and applying it to complex issues** – Student assistants are asked to consider--and respond to--complex, but common student situations.
- **Appreciation for, and an understanding of, an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints**— Students assistants reflect on scenarios and perspectives outside their own experiences and are challenged to respond with empathy and an intention to gain further understanding.

#### **Description of program, intervention or activity to be assessed/measured:**

The Learning Center hires over a hundred students for its tutorial, learning skills, supplemental instruction, and mentoring programs. Approximately half of those students received intense, ongoing training. Training includes one-to-one tutoring skills for tutors, facilitation skills for Supplemental Instruction classes, mentoring skills for leading peer mentoring classes, and providing individual study skills support for learning assistants. Because of their close interaction with other students, strong communication skills are vital for our various programs' successes.

Students who were involved in ongoing Learning Center training programs in spring 2009 were trained in open communication skills—meaning that the training focused on listening to others and responding in a fashion that facilitated open, continued

dialogue. Trainees were given handouts on open communication techniques. Training practice included responding to common student scenarios or dialogue in both written and verbal formats.

After practice, the assessment was given in the form of three written scenarios or dialogues that corresponded to the nature of the job duties of the student leaders. For instance, tutors were given typical scenarios that a tutor might encounter when working with a tutee.

**Methodology of assessment:**

Students were given three written scenarios (or written dialogues) of which to provide one written response to each. Learning Center staff who provided the training met to collaboratively determine if each of the responses qualified as an “appropriate response.” Appropriate responses were limited to open-ended questions, summarizing, reflecting, or clarifying questions. Responses that were leading questions, included judgment, or included giving advice were considered inappropriate. Closed-ended questions that were not clarifying in nature were also considered inappropriate.

**Student Learning Outcome as assessed:**

Seventy-one percent (24 of 34 students) of student assistants who completed training and who were present during the assessment were able to demonstrate open communication skills by writing appropriate responses to three out of three written scenarios. Ninety-one percent (31 of 34 students) responded correctly to two out of three scenarios. The remaining four students (9%) correctly responded to only one out of three scenarios.

**MULTICULTURAL CENTER**

**Outcome Objective (SLO): (a description of the program written as a measurable outcome – what will the students learn)**

Students who work/volunteer at the MCC will demonstrate an appreciation for and expanded knowledge base of diverse cultures and people.

**HSU University Goal addressed by objective (SLO):**

HSU will be renowned for social and environmental responsibility and action.

HSU will commit to increasing our diversity of people and perspectives.

**University WASC Theme(s) addressed by objective (SLO):**

Theme 4: Appreciation for an understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints.

**Description of program, intervention or activity to be assessed/measured:**

The MCC fall retreat for new and returning staff included a cruise on the Madaket with guest speaker, Cheryl Seidner who is a member of the Wiyot Tribe at Table Bluff.

Before the retreat students were asked this question: Do you know the name of the Indigenous people who lived here before contact? What do you know about these people who lived on the land we stand on?

Cheryl Seidner shared with the MCC staff the history of her people, history of her family, and present-day status of the Wiyot nation.

**Methodology of assessment:**

Students were asked to write a letter about the retreat. These letters were given to Marylyn.

**Student Learning Outcome as assessed:**

**A. Pre-retreat questions:**

**1) Do you know the name of the Indigenous people who lived here before contact?**

9 – did not know the name of the Wiyot people.

13 – knew the name of the Wiyot people.

**2) What do you know about these people who lived on the land we stand on?**

8 – had heard/learned about the massacre on Indian Island

14 – did not know anything about the Wiyot people

**B. Post-retreat entries from letters written to Marylyn**

**1) Share what you learned from Cheryl Seidner. What did you learn about the Wiyot people? (Please note: ethnic identity of student noted in parenthesis)**

Student 1 (Hmong):

*“I will remember that the Wiyot Tribe may not have a country but they still have the heart of a people and tradition.”*

Student 2 (Latin@):

*“Cheryl motivated me to know more about the Wiyot people and (other) tribes in general.*  
“

Student 3 (South Asian):

*“There was more than one massacre. This is something that took me by surprise. This has made me realize even by growing up in Humboldt County, there is still so much to learn.”*

Student 4 (Filipino):

*“I learned that Eureka is the only town in the US to have given land back to its original inhabitants.”*

Student 5 (Chinese):

*“This event makes me think a lot. I heard the presentation about the Wiyot people, and I got to know this history that I did not know. I share emotions with other people.”*

Student 6 (African American):

*"I learned how their tribe was nearly wiped out. I also learned that Eureka is the first place to give the Native Americans their land back."*

Student 7 (Latin@):

*"Learning about the Wiyot tribe and what they had to go through in the past just sounded horrible and cruel. But I was happy when I found out that the Wiyot people no longer have to ask the foreigners to go to their Native homeland."*

Student 8 (Latin@):

*"I felt shocked that the Wiyot people had to ask permission to go on their land. I want to remember this because it sounds so silly. I would hate to ask permission to use my things."*

Student 9(Latin@):

*"What makes me sick to know was the massacre against the Wiyot and other natives that were here. But I would like to remember how even though they were killed that they still somehow survived and still continue to remember their old ways."*

Student 10 (European American):

*"My heart broke about Cheryl's story about Indian Island. Her story about her grandfather made me wonder where my ancestors were then. I hope that they (Wiyot people) will get to do their year/life/world dance/festival soon...maybe on Feb. 26. I want to work and help Indian Island be what the dream for it is. I love Cheryl!!! These stories about Indians and massacres always put me in my place. What am I doing here? How will I be worthy of this beautiful place?"*

Student 11 (Latin@/Filipino):

*"Although I like to hear the story of 'Indian Island' it always makes me angry! It is injustice how white people take credit for discovering this continent. They are the invaders who "genocided" hundreds of indigenous people just for personal gain. This truly hurts my soul to embrace a society that was so ahhhh!!!! (can't think of a word to describe my discomfort)*

Student 12 (Chinese):

*"One thing I learned about the Wiyot people is that Eureka was the first city to give land back to the Native Americans."*

Student 13 (Latin@):

*"I learned that where we stand today was the home to the Wiyot people. Even though they suffered a great loss during the massacre at Indian Island, the people and traditions are still much alive."*

Student 14 (Latin@):

*"The one thing I want to remember about the Wiyot people is that they are all proud of who they are and what they have to do to take back what is rightfully theirs."*

Student 15 (African American):

*"When it comes to the Wiyot people the one thing that I will remember is that they are the only natives to receive their land back in the nation. I think that it was wrong for*

*them to have to ask the city council for permission to go on to the land where their ancestors were buried.”*

Student 16 (Latin@):

*“Even though the Wiyot people have almost been wiped out they still are fighting to get back their home land.”*

Student 17 (Hmong):

*“I hear a lot about these Wiyot people.”*

Student 18 (Latin@):

*“I thought the Wiyot tribe so very interesting. I learned that the city of Eureka was the first city to give land back to indigenous people.”*

Student 19 (Pakistani):

*“I learned that Wiyot people are on a brink of extinction, and I came to a realization that these people were ruthlessly killed. It is a horrible feeling how anyone could do that to another.”*

Student 20 (African American):

*“I learned that these people (Wiyot) have done many and everything to survive.”*

Student 21 (Latin@) – no entry about Wiyot people

Student 22 (Filipino/Latin@) – no entry about Wiyot people

**Student learning outcome:** Through oral history shared by Cheryl Seidner and by actually visiting Indian Island on the Madaket, students gained an appreciation for the history and struggles of the Wiyot tribe. They also expanded their knowledge base of the Wiyot people, especially their receiving back some of their ancestral land from the City of Eureka.

### **SERVICE LEARNING CENTER (SLC)**

80% of students who participate in student staff trainings and meetings for an academic year as a Service Learning Intern, will be able to articulate issues of social justice as demonstrated by successful completion of a portfolio which includes the following items:

- Self-identified goal to deepen understanding of social justice issues
- Pre, mid, and post evaluation of social justice goals
- Reflection/Journal entries
- Presentation/Workshop lesson plans

***HSU Learning Outcome:*** Pursue social justice, promote environmental responsibility, and improve economic conditions in their communities.

**2008-09 Service Learning Student Learning Outcome Progress Report:**

We successfully attained our Student Learning Outcome objective with 83.3% of our students completing a Service Learning portfolio that included self-identified goals to deepen understanding of social justice issues, pre, mid, and post reflection of social justice goals, journal entries, and lesson plans from presentation and workshops.

**STUDENT HEALTH CENTER**

**Outcome Objective (SLO):**

*Students will learn about health care resources, healthy behaviors, and health issues relevant to the college student population.*

**HSU University Goal addressed by objective (SLO):**

*HSU will structure undergraduate curricula to be dynamically responsive to the needs of students and society, while reflecting the unique learning environment of our region, and emphasizing proficiency in communication skills.*

**University WASC Theme(s) addressed by objective (SLO):**

*WASC Theme 1 - Lifelong Learning and Setting Goals*

**Description of program, intervention or activity to be assessed/measured:**

*A one hour presentation on general health topics was provided to 208 students (mostly freshmen) in FIG and EOP classes. They were encouraged to ask questions that were relevant to themselves and their health as part of the presentation.*

**Methodology of assessment:**

*post presentation survey below*

I learned something new about:

(mark all that apply)

Student Health Center

Counseling and Psychological Services

Family Pact (teal card)

Sexually Transmitted Infections

Birth Control Methods

Sexualized Violence

Alcohol and Other Drugs

Emergency Contraception Pill

(“the morning after pill”)

- \_\_\_ Nutrition
- \_\_\_ Health and Wellness
- \_\_\_ Stress Management
- \_\_\_ Resources available to me
- Other (please specify) \_\_\_\_\_

**Student Learning Outcome as assessed:**

**Health & Wellness Presentations**

EOP, FIGs & Fall Bridge Fall 2008

| Percentages | <b>I learned something new about</b>  | Number of Responses |
|-------------|---------------------------------------|---------------------|
| 68%         | Student Health Center                 | 29                  |
| 47%         | Counseling and Psychological Services | 20                  |
| 49%         | Family Pact (teal card)               | 21                  |
| 37%         | Sexually Transmitted Infections       | 16                  |
| 49%         | Birth Control Methods                 | 21                  |
| 26%         | Sexualized Violence                   | 11                  |
| 49%         | Alcohol and Other Drugs               | 21                  |
| 51%         | Emergency Contraception Pill          | 22                  |
| 19%         | Nutrition                             | 8                   |
| 26%         | Health and Wellness                   | 11                  |
| 21%         | Stress Management                     | 9                   |
| 47%         | Resources available to me             | 20                  |
|             | Other (please specify)                |                     |

**I plan to change my behavior because I learned that:**

- STD's are dangerous, to protect myself and be safe, I need a condom,
- You have a higher chance of getting an STD if you have many partners.
- Many friends are involved in car accidents due to alcohol or drug use.
- Safe sex is great sex
- STD's can be dangerous
- Sex is so risky; it's dangerous to be unprotected and unaware
- I learned a lot about what she talked about.
- She has positive energy
- Alcohol and other drugs are really terrible for your health.
- Drinking more than twice a week is binge drinking.
- Drugs and Alcohol can ruin my life.

- Sexualized Violence has many definitions.
- It's very easy to get infected.
- I plan to make more educated choices.

## **STUDENT DISABILITY RESOURCE CENTER (SDRC) (Kevin)**

### **Outcome Objective (SLO):**

1. By graduation, an HSU student with a disability, who utilizes the services of the Student Disability Resource Center (SDRC), through consultation and SDRC program activities, will have gained the experience, skills, and confidence needed to effectively advocate for their own needs. This will occur in at least 3 out of four graduating seniors who have utilized SDRC services as demonstrated by an increase in self-reliant responses between intake and exit interview self-advocacy questions.
2. Students with disabilities, registered with SDRC, who are graduating, or are one year past graduation, who participate in the Work Force Recruitment Program, will be better able to transfer self-advocacy, pre-interview, and interview skills to federal employment interviewers as evidenced by positive interviewer feedback and offers of federal employment.

## **STUDENT LIFE**

### **Outcome Objective (SLO):**

- **2008 HOP LEARNING OUTCOME FOR JULY-AUG:**

70% of HOP participants who attend the July or August on-campus sessions and take an online survey during class registration will be able to identify the purpose of 10 campus resources as demonstrated by the survey results.

- **HSU UNIVERSITY GOAL ADDRESSED BY OBJECTIVE (SLO):**

Student Success and Retention.

- **UNIVERSITY WASC THEME(S) ADDRESSED BY OBJECTIVE (SLO):**

Critical/Creative Thinking, Competence in Major, Lifelong Learning and Setting Goals, Improve Graduation and Retention Rates.

### **Description of program, intervention or activity to be assessed/measured:**

The Humboldt Orientation Program provides incoming students with academic and major advising, assistance with schedule planning and registration for fall classes, informs students about degree requirements, course offerings, and academic support services, acquaints students with the Humboldt State campus and surrounding community and provides social programs and opportunities to meet peers. We have been especially concerned about students learning about their resources for becoming

successful students and our online survey is our attempt to find out if our approach of delivering this information is affective.

**Methodology of assessment:**

Online survey that students took after having completed registration at HOP in computer labs

**Student Learning Outcome as assessed:**

1st July session: At least 70% of participants correctly identified 7 out of 10 campus resources.

2nd July session: At least 70% of participants correctly identified 7 out of 10 campus resources.

August freshmen session: 70% of participants correctly identified only 6 out of 10

August transfer session: 7 At least 70% of participants correctly identified 7 out of 10 campus resources.

\*Note: We have realized that we need to rethink how we assess this student learning outcome because the information we are getting from the assessment right now is not qualitative enough. We would like to find a way to make the assessment more in-depth but are having difficulty finding an assessment tool that is somewhat streamlined but able to measure this outcome in a more complex way.

**UNIVERSITY CENTER**

**CENTER ACTIVITIES**

**Outcome Objective (SLO):**

Student employees at the HSU Student Recreation Center (SRC) who receive training and direct experience will be able to perform the duties of their position as demonstrated by instructional effectiveness, facility efficiency and employee evaluations.

**HSU University Goal addressed by objective (SLO):**

- Student Success, including measures of Retention and Graduation Rates
- Student Success for traditionally underrepresented students.

**University WASC Theme(s) addressed by objective (SLO):**

- Competence in a major area of study
- Succeed in chosen careers
- Practice lifelong learning
- Including those from traditionally underrepresented groups

**Description of program, intervention or activity to be assessed/measured:**

Students at the SRC assist in the operation of the entire facility in a variety of capacities. Functions include assisting with administrative oversight, strength and conditioning training including Graduate Teaching Assistantships (GTA), clerical duties, climbing wall duties and facility and maintenance functions. These duties may be requirements for academic programs, provides income generating jobs for students and marketable job skills.

Students receive initial training and orientation when initially hired. Through hands-on experience and period retraining, students are continuously involved with the operation of the entire facility. Over 130,000 patrons use the facility per academic year.

**Methodology of assessment:**

Effectiveness of instructional staff (GTA's and climbing instruction) is assessed through student evaluation of classes and programs. Evaluations of facility management, maintenance and clerical functions are conducted regularly.

**Student Learning Outcome as assessed:**

The staff composed of more than 60 HSU students at the SRC is able to perform their job duties, fulfill academic requirements and receive valuable work experience as evidenced by evaluation of individuals and the overall facility.

**CENTER ARTS**

**Outcome Objective (SLO):**

Students attending performances and workshops will be exposed to a broad range of professional performances as demonstrated and evaluated through ticket sales data.

**HSU University Goal addressed by objective (SLO):**

- Academic Educational Quality aimed at Focus on Visual and Performing Arts
- Student Success, including measures of Retention and Success for traditionally underrepresented students
- Service to the North Coast Community
- University WASC Theme(s) addressed by objective (SLO):
- Critical and creative thinking skills
- Expanded world perspective
- Succeed in chosen careers
- Practicing lifelong learning
- Improve economic conditions in our community.
- Description of program, intervention or activity to be assessed/measured:

CenterArts offers a full spectrum of over 40 performing arts events each academic year encompassing music, theater, and dance. These events offer opportunities for students involved in the visual and performing arts to observe and learn from professional performing artists. Events are often combined with residency activities

that give students and faculty additional opportunities for practical training and discussion with professional artists through master classes, discussion groups, workshops and public forums.

**Methodology of assessment:**

Participation as demonstrated and evaluated through ticket sales data.

**Student Learning Outcome as assessed:**

Over 6,074 students participated in a CenterArts program as demonstrated through ticket sales reports.

**HSU BOOKSTORE**

**Outcome Objective (SLO):**

The bookstore employs many HSU students and pays over \$150,000 in student wages each semester. Providing employment helps retain students who could not afford school without extra income. These jobs also provide students with real life work experience and the opportunity to learn many aspects of how a retail operation works.

**HSU University Goal addressed by objective (SLO):**

Student Success, including measures of Retention and Graduation rates

**University WASC Theme(s) addressed by objective (SLO):**

Critical and creative thinking skills

Effective communication skills

Succeed in chosen careers.

**Description of program, intervention or activity to be assessed/measured:**

The bookstore has a variety of departments that student employees can draw experience from. This includes clothing, computers, electronics, books, food, and supplies. Service departments include a postal substation, the university ticket office, cash office, and copy center. As part of their employment, students receive training in skills that are necessary in many other professions. They learn to become team players while gaining skills in customer service, cash handling, cash reconciliation, retail marketing, merchandising, advertising, graphic design, promotion, procurement, shipping, and receiving. As students become knowledgeable about the merchandise we sell, they are able to pass that information along to our customers.

**Methodology of assessment:**

Observing behavior, customer feedback and demonstration of learned skills

**Student Learning Outcome as assessed:**

After being trained in the particular department they are hired for, student employees are able to demonstrate the skills they learned as applied to their respective jobs. Oftentimes the decision to stay enrolled in school or withdraw is based on economic

reasons. By providing employment, we help retain students so they are able to pursue their educational goals.

## **HSU DINING**

### **Outcome Objective (SLO):**

HSU Dining Services exposes students to a varied and ethnically diverse menu that includes vegetarian and vegan options which helps broaden their basic knowledge of food and the advantages of consuming a varied diet.

### **HSU University Goal addressed by objective (SLO):**

Student Success including measures of Retention and Graduation rates

### **University WASC Theme(s) addressed by objective (SLO):**

Practice lifelong learning

Expanded world perspective by engaging with a diverse range of viewpoints

### **Description of program, intervention or activity to be assessed/measured:**

With operations conveniently located throughout campus, students have the ability to pick-up something to eat close to where they are working or studying. A wide variety of choices are offered and we have won awards for our vegetarian and vegan options. We offer and participate in a variety of special events such as the Welcome to HSU BBQ, multicultural events such as Soul Food lunches during Black Liberation Month, and fun events such as the finals week Pancake Breakfast dinner in the residence hall dining room. Dining Services collaborates with the MultiCultural Center, Educational Opportunity Program, Upward Bound, Talent Search, Student Academic Services Outreach Program, Enrollment Management, International Student Programs, the Campus Center for Appropriate Technology, and a long list of clubs and organizations on campus.

### **Methodology of assessment:**

Assessment is obtained by soliciting student comments and feedback in ways that include our "Napkin Notes" program and the annual customer satisfaction survey. We also compare the participation level of our diverse menu between fall and spring semesters. At the beginning of the fall semester, we have about an 8% to 12% participation level with our vegetarian and vegan options, and a 5% to 9% participation level with our ethnic foods. During the second half of spring semester there is a 15% to 30% participation level with our vegetarian and vegan options and a 15% to 45% participation with ethnic foods.

### **Student Learning Outcome as assessed:**

Students learn to try and regularly consume a varied diet develop a lifelong knowledge and appreciation of ethnic foods.

## **UNIVERSITY POLICE DEPARTMENT**

### **OUTCOME OBJECTIVE (SLO):**

HSU students who successfully complete a total of 24 hours of lecture and hands-on Campus Emergency Response Team (CERT) practical training will demonstrate 33 % or greater average individual improvement in knowledge and 33 % or greater average individual improvement in skills related to volunteer response to significant emergencies and disaster situations.

### **HSU University Goal addressed by objective (SLO):**

HSU students who successfully complete the CERT training will:

Expand their critical and creative thinking skills by exposure and learning related to the effective organizational approaches and skill sets required to save lives in a major emergency or disaster;

Experience an expanded world perspective by their engagement as community volunteers in a nationwide model for volunteer service; and

Be better prepared to succeed in their chosen careers since this training can enhance resumés as well as to provide tangible knowledge and skills suitable for any organization's emergency preparedness program.

### **University WASC Theme(s) addressed by objective (SLO):**

WASC Theme 1: "Outcomes of an HSU Education"

### **Description of program, intervention or activity to be assessed/measured:**

The HSU Campus Emergency Response Team (CERT) is a self-contained, multi-purpose unit comprised of trained volunteer staff, faculty and students from many different University departments and divisions. CERT members are trained by certified CERT Instructors from HSU staff, faculty, and students.

The students who volunteer for the 8-week HSU CERT training are required to participate in and successfully complete a total of 24 hours of lecture and hands-on training in the skills that they will be expected to utilize in drills, significant emergencies, and actual disasters when deployed as CERT members. The training and skill development experienced by the students includes:

- Executing light search and rescue; extrication of trapped persons
- Providing medical first aid and triage of the injured
- Preventing and suppressing small fires
- Operating as part of an Incident Command System and supporting other emergency field operations as determined by the Incident Commander

The experiences and training provided to the CERT students gives them important technical information, unique perspectives on groups and organizations in stressful situations, and memorable experiences learning and working alongside faculty and staff that complements traditional classroom teaching. CERT may also enhance students' resumes, as well as better preparing them to contribute to and help the communities they live in.

### **Methodology of assessment:**

Nine (9) students participated in the CERT academy in Spring 2009. These students'

knowledge of disaster response material increased by an average of 43%, and their skills increased by an average of 44.2%, as measured by written self-survey documents with five-point assessment scales (1= poor, 5=excellent) asking the students to assess their own personal knowledge and skill levels before, and after, completing each CERT training module. The results of the CERT students' written surveys are as follows:

**Student Learning Outcome as assessed:**

| <b>MEASUREABLE OUTCOME: KNOWLEDGE SELF-ASSESSMENT SUMMARY</b> |                                       |   |  |   |
|---|---------------------------------------|---|--|---|
| <b>Unit #</b>   | <b>Title</b>                          | <b>“How would you rate your knowledge of content before?” (average)</b> | <b>“How would you rate your knowledge of content after?” (average)</b> | <b>Average reported % increase in knowledge</b> |
| 1   | Disaster Preparedness                 | 2.39  | 4.00   | 67.3%   |
| 2   | Fire Safety                           | 3.00  | 4.11   | 37.0%   |
| 3   | Medical Operations 1                  | 2.79  | 3.93   | 40.9%   |
| 4   | Medical Operations 2                  | 3.07  | 4.21   | 37.1%   |
| 5   | Light Search/Rescue                   | 2.69  | 4.03   | 49.8%   |
| 6   | CERT Organization                     | 2.85  | 4.00   | 40.4%   |
| 7   | Disaster Psychology                   | 2.78  | 4.11   | 47.8%   |
| 8   | Terrorism & CERT                      | 2.33  | 3.83   | 64.4%   |
| 9   | Course Review/<br>Simulation Exercise | 3.69  | 4.38   | 18.7%   |
|   | <b>Averages</b>                       | <b>2.84</b>   | <b>4.06</b>  | <b>43.0%</b>                                    |

| <b>MEASUREABLE OUTCOME: SKILLS SELF-ASSESSMENT SUMMARY</b> |                       |   |  |   |
|--|-----------------------|---|--|---|
| <b>Unit #</b>  | <b>Title</b>          | <b>“How would you rate your skill level for these activities before?” (average)</b> | <b>“How would you rate your skill level for these activities after?” (average)</b> | <b>Average reported % increase in skill level</b> |
| 1  | Disaster Preparedness | 2.50  | 3.78   | 51.2%   |
| 2  | Fire Safety           | 3.00  | 4.11   | 37.0%   |
| 3  | Medical Operations 1  | 2.57  | 3.93   | 52.9%   |
| 4  | Medical Operations 2  | 3.00  | 4.07   | 35.7%   |
| 5  | Light Search/Rescue   | 2.37  | 3.81   | 60.9%   |
| 6  | CERT Organization     | 2.80  | 3.90   | 39.3%   |

|   |                                       |             |             |              |
|---|---------------------------------------|-------------|-------------|--------------|
| 7 | Disaster Psychology                   | 2.89        | 3.89        | 34.6%        |
| 8 | Terrorism & CERT                      | 2.22        | 3.72        | 67.6%        |
| 9 | Course Review/<br>Simulation Exercise | 3.38        | 4.35        | 28.7%        |
|   | <b>Averages</b>                       | <b>2.74</b> | <b>3.95</b> | <b>44.2%</b> |

**YOUTH EDUCATIONAL SERVICES (YES)**

For this academic year, YES documented the following learning outcome: 80% of students who participate in SP256 or SP356 Fall semester 2008, as a Program Director will be able to clearly articulate issues of program planning as demonstrated by scores of 3 or above on a 4 point rubric in 8 out of 10 sections of a Program Proposal. Sections are as follows: Program Mission Statement, Community Need Description, Program Goals and Objectives, Program Timeline of Training and Events, Volunteer Benefits, Volunteer Management Plan, Risk Management Plan, Program Success Measures, Community Contacts and Resources, and Proposed Budget and Budget Narrative.

This learning objective was successfully attained with 84% of our students completing the target goal on their final drafts. First drafts were scored with only 30% reaching the targeted score of a 3 or above in 8 out of 10 sections. This indicates marked improvement in student work over the course of the assignment. Data documenting this process is stored in the Program Manager's file and available for audit at any time.