Division of Student Affairs  
San Francisco State University  
Prevention Education Programs  
Student Learning Outcomes

2010-2011 Assessment Plan

Mission Statement

The mission of Prevention Education Programs (PEP) is to promote a safe and healthy environment for living and learning. PEP provides campus-wide sexual violence and alcohol and other drug education programs and support services through crisis and brief counseling, advocacy, assessment and referrals. PEP is committed to the principles of social justice through which prevention services are offered to the campus community by addressing environmental, social, cultural and individual factors that contribute to substance abuse and sexual violence.

Rationale: Both the university and the division are dedicated to promoting a safe and healthy campus environment and a commitment to social justice.

Planning Goals

Goal #1: Decrease high risk drinking behaviors among students and promote healthy decision-making.

Goal #2: Effectively train and supervise Peer Educators in the areas of sexual assault and substance abuse so that they may provide accurate prevention education to the campus community.

Goal #3: Provide helpful, supportive, and caring advocacy/crisis counseling services to survivors of sexual violence and/or their support system who are part of the SF State campus community.

Goal #4: Provide programming that will increase SF State student’s knowledge of the dangers associated with high-risk drinking and sexual violence among students, and related campus policies.

Goal #1: Student Learning Outcome

At least 50% of students who complete the Personal Assessment Program by meeting with a counselor to assess their drinking behavior will be motivated to reduce their high risk drinking as evidenced by an average BAC percentage change of 10%.

Rationale

High risk drinking is correlated with poor academic performance and increase in violence (sexual assaults, driving accidents, fighting and vandalism). Once motivated to reduce drinking, student’s academic performance improves and potentially violent behavior is prevented. Research has found that meeting with a counselor using motivational interviewing could reduce high risk drinking with college students. Alcohol prevention and intervention programs are mandated on college campuses for these reasons.

Measures

Students attending the Personal Assessment Program (PAP) are primarily referred by Judicial Affairs, Residential Life, Student Health Services medical providers, or Counseling & Psychological Services. Their high risk drinking behavior will be assessed using a short answer “High Risk Drinking” questionnaire...
developed by PEP. The questionnaire will be administered during the first session and again in the final session to measure change in high-risk drinking patterns using percentage change of Blood Alcohol Content (BAC). These questionnaires will be completed by the counselors without identifying information to maintain confidentiality of students.

**Results**

Students participating in the Prevention Education Program’s PAP experienced an average of 58.82% decrease in BAC when they consumed alcohol at the end of their program (average BAC was .17 at pre-test and .07 at post-test). The average number of sessions was three (3). The pre-test BAC number is indicative of the students’ highest Blood Alcohol Content (while a student at SF State), which was often an incident that led them to be referred to CEASE through the student conduct system. These results point to the effectiveness of our systemic response to these students who are identified as “high risk drinkers” on our campus, which includes the work of Student Conduct, Res Life for some and UPD.

To measure the more direct effects of the PAP intervention we looked at and compared the student’s alcohol use two weeks before meeting with their CEASE counselor (pre-test) as compared to their final session (3 – 4 weeks later). There was a 17% reduction in excessive alcohol use (students who chose to drink more than 5 drinks per occasion). There was a significant reduction in binge drinking (defined for women as four or more drinks in one occasion and men who have five or more drinks in one occasion). 12.5% of students reported binge drinking two or more times per week on their first visit with a CEASE counselor and only 4.5% reported the same during their final session.

**Conclusion**

Conclusions can be provided once all data has been collected and analyzed.

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**Goal #2: Student Learning Outcome**

All PEP Peer Educators will be trained in both substance abuse and sexual violence in college students and will increase their knowledge by an average of at least 30%.

**Rationale**

National statistics suggest that being a college student increases the risk of both becoming a victim of sexual assault and increased alcohol consumption. Peer education is an effective preventative approach when used as a part of a comprehensive program.

[The Department of Justice reports that one in five college women will be the victim of attempted or actual sexual assault during their college years. Sexual Abuse: 97,000 students between the ages of 18 and 24 are victims of alcohol-related sexual assault or date rape (Hingson et al., 2009). Injury: 599,000 students between the ages of 18 and 24 are unintentionally injured under the influence of alcohol (Hingson et al., 2009).]

**Measures**

Peer Educators trained in our Counseling 606 and 608 classes (average of 30 per semester) be given a pre-test the first day of class to measure knowledge regarding substance abuse and sexual assault and their impact for college students and a post-test at the end of the training to measure knowledge gained from the training. (Will implement Spring 2011.)

**Results**

Results indicate a 3% increase in knowledge on the instrument used—well below the goal. Two factors may be involved. Students scored relatively high on the pre-test. Also, most frequently missed questions on the post-test were based on statistics presented in class and in readings 3 months earlier. The final grades for the students may be a more accurate reflection of the increase in knowledge and critical thinking about alcohol and other drugs and sexual assault in the context of their work. Final grades are based on research papers on the topics, developing and presenting workshops (students averaged 27 hours outside of class), and weekly quizzes. Scores on the final paper which required them to read a scenario about sexual assault among acquaintances involving alcohol and write a 6-part essay, which
required them to think critically about the issues using the information that they have learned over the semester yielded an average score of 89%. Final grades in the course included, 50% of the students placed above the 92nd percentile and another 20% within the 90th percentile (70% of students earned grade of A- or A). We feel that this may be a better measure of knowledge gained.

Considerations for future: (1) test validity of the instrument; (2) consider using other measure such as final grade.

Goal #3: Program Objective

Of the clients who use The SAFE Place’s crisis counseling/advocacy services where appropriate will complete the survey tool; 75% will agree that the services they received rate from satisfactory to excellent.

Rationale
It is common knowledge that college women are at high risk for sexual violence. According to Rape Abuse and Incest National Network (RAINN) 1 out of every 6 American women has been the victim of an attempted or completed rape in her lifetime and college women are 4 times more likely to be sexually assaulted.

Rape is the most common violent crime on American college campuses today. Sampson, Rana. (2002). Due to the alarming rates of sexual victimization of college women, legislation mandates prevention education/ crisis counseling/ advocacy services on college campuses. It is important that The SAFE Place provides quality services that meet the needs of the campus community.

Measures
At least, 75% of clients who use The SAFE Place’s crisis counseling/ advocacy services will rate the services they received at satisfactory or above.

Results
Concerns that were presented in the mid-year report persist. As a result we have determined that the risk for students who are using crisis-counseling services is too great to continue to pursue this as a goal even though a small sample of surveys was returned with a 100% satisfaction rating on all measures. The issues:

1. It is not appropriate to administer the survey during the crisis counseling and advocacy process, Counseling and Psychological Services Center has experienced similar issues with client satisfaction surveys;
2. Mailed surveys may have served to re-trigger/re-traumatize clients; and
3. Contacting clients by phone or mail pose treatment risks breaking confidentiality and/or put the survivor in further danger if the perpetrator of violence hears the voicemail or sees the survey. SAFE Place did receive quite a substantial level of positive feedback regarding services in the form of thank you cards, phone calls and emails.

Considerations for the future: SAFE Place has begun to gather demographic and some audience satisfaction data at large SAFE Place events during the 2010 – 2011 year. We would like to propose substituting this as an SLO while we are grappling with the issue of how to evaluate the crisis counseling services.

Goal #4: Student Learning Outcome

Students who attend a PEP workshop will demonstrate a minimum of 10% increase in knowledge concerning the dangers associated with high-risk drinking and sexual violence among students, and related campus policies.
Rationale
Studies indicate that knowledge coupled with a sense of personal accountability can facilitate behavior change. Although The CORE survey indicates that high-risk drinking in our students has fallen to 10% below national averages, the rates are still high (39% in June 2009 CORE survey). High-risk drinking is correlated with both perpetrating sexual assault and being a victim.

Measures
Students attending workshops will be given a pre and post-test assessing their knowledge about sexual assault and high risk drinking.

Results
Results indicate an average of 18% increase in knowledge by students participating in Prevention Education Program workshops. Scores ranges from 9% to 30% increase in knowledge correspondingly reflecting how many of the group’s participants had previous exposure to PEP educational workshops – those with a higher percentage of previous participants scored higher on the baseline pre-test and the post-test resulting in a smaller percentage of increase. Groups with more naive participants, scored lower on the pre-test and a larger increase in knowledge.