

**Santiago Canyon College**  
**Student Services**  
**2008 – 2009**  
**Student Learning Outcomes Assessment Report**

**Department Name**

**Student Health and Wellness Center (HWC)**

**Department Mission Statement**

**Provide health education for students to make healthy choices regarding their minds, bodies, and behaviors, enabling them to pursue their educational goals.**

**Student Learning Outcome Statement**

**Students, who participate in the online interactive assessment tool known as e-CHUG, will receive personalized feedback data about their choices on the use of alcohol. These individuals may self-reflect on personal health choices regarding alcohol usage. Self-assessments specific to this tool among other measure include; frequency and quantity of personal alcohol consumption, monetary expenditures on alcohol and family risk factors for alcohol habituation.**

**Background - In spring of 2006, The National College Health Assessment (NCHA) was conducted among a randomized group of 500 students at Santiago Canyon College. High risk alcohol consumption among the randomized study group exceeded the national alcohol consumption rate at many four year institutions of higher education (IHE). Thirty-four (34%) of students surveyed reportedly engage in high risk heavy episodic use of alcohol. Heavy use of alcohol among college students is a significant public health problem. Heavy episodic use of alcohol is associated with poor academic performance, student dropouts, driving under the influence of alcohol, violence and sexual assault. Reports from published experts identify the highest risk is among first year college students who do not consume alcohol as regularly as their non-collegiate peers however when college students do consume alcohol they typically consume higher quantities. High risk alcohol use is measured as more than five drinks in one sitting for males, or more than four drinks in one sitting for females.**

**Methods**

**The NCHA outcome prompted student health to employ ongoing interactive, confidential student assessments and make them available to all SCC students online through the privacy of their personal computer. Information for the e-CHUG online assessment access is provided in many areas on campus including the**

HWC website, bookmarks handed out from the bookstore when students purchase their books and in coursework with content specific to personal growth such as counseling, and in other credit courses including women's softball, behavioral psychology, sociology, human development, nutrition and interpersonal communications to name a few.

The intended outcomes are to assess the volume and frequency of alcohol use among our students, provide personalized feedback on expenditures and to increase student's self awareness of their familial risk and personal behavioral choices. The e-CHUG assessment tool measures behaviors regarding alcohol use, and then provides feedback through comparison of each individual to their peer group both within Santiago Canyon College and among 400 other institutions of higher education (IHE's) nationwide.

Students log onto the e-CHUG tool via the Santiago Canyon College HWC link and answer the web-based questions anonymously. Their answers are scored in aggregate and at the conclusion of the tool students are emailed their responses including comparative data. Each student is then invited to reply in confidence with personal reflections to the health center psychologist via email if they choose to do so.

**e-CHUG  
Outcome Data**

During the 2008 -2009 school year over 1241 students participated in the e-CHUG online survey and over 500 students self selected to send personal reflections to the college's clinical psychologist. Statistical outcomes are reported for the year by the e-CHUG webmaster at San Diego State University, aggregate data is reported below. The personal reflections content has been sorted according to domains and is reported in bar chart format below.

**Summary of Results**

The efficiency of student's online access and the favorable feedback from participating faculty encourages Health Services to continue to pursue this learning outcome in the 2009 -2010 school year. The HWC will continue to subscribe to the e-CHUG online service and work to hold the level of participation from faculty requiring student participation in credit courses.

Orientation to the online assessment tool will continue to be offered at the onset of each semester on the HWC webpage, through coursework, and with bookmarks to engage both new and returning students. SCC Faculty continues to incorporate the e-CHUG assessment and normative feedback tool into their classroom curriculum. Specific student objectives build on the personalized feedback with course assignments such as written papers, oral presentations and posters demonstrating the untoward effects of high risk alcohol consumption.

HWC Staff members involved with perpetuating the online assessment included a health educator, nursing staff, clinical psychology, medical staff and clerical support

services. To improve assessment volume, student health services also queries all incoming students about alcohol use with the Alcohol Use Disorders Inventory Test (AUDIT). Students with risk scores above the gender related threshold are provided a brief motivational interview specific to the untoward effects of excessive alcohol use. On campus student support is offered and resources for community based services are provided for students as aftercare instructions.

<b>Decisions and Recommendations</b>
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a. Summarize the decisions/recommendations made for each outcome.

As a result of the implementation of e-CHUG and the personalized feedback data, we review the aggregate student feedback which reflects new insight and choices related to their personal alcohol risk factors. Please refer to the 2008- 2009 personal reflections summary data graphs attached.

- Frequency of personal alcohol consumption,
- Quantity of personal alcohol consumption
- Monetary expenditures on alcohol and
- Familial risk factors for alcohol habituation.

We recommend that the e-CHUG online assessment and normative feedback process continue. The online subscription will be maintained by the HWC and offered to faculty and students via the Health and Wellness Website.

b. Identify the groups who participated in the discussion of the evidence that led to the recommendations and decisions.

Our partners during the grant included members from the County of Orange Health Care Agency Alcohol and Drug Education and Prevention Team (ADEPT), SCC faculty from the following departments; Counseling, English, Speech and Communication, Women’s Health, Human Development, Psychology, Exercise Science, AmeriCorps Program, Political Science, Student Leadership Institute, and the faculty from the Student Health and Wellness Center.

c. Summarize suggestions for improving the assessment process

Both the e-CHUG outcome criteria and evaluation methods employed at SCC are part of the nationally standardized e-CHUG assessment process designed and maintained by San Diego State University. It has been concluded that this student learning outcome process has been well established through the work of a recently concluded three-year grant for high risk alcohol prevention.

For the prospective year we will work on holding the gains achieved during the grant process to engage faculty for curriculum infusion and build on our work by informing additional members of the SCC community of the benefits of the online assessment and feedback tool. Information regarding student feedback such as

written papers, and personal reflections online will be shared with administrators, faculty and students through continued presentations via the college's shared governance structure beginning with information dissemination to the Student Services Program Leaders Group and Student Success Council in the Fall of 2009.

**d. Identify when each outcome will be evaluated again (if it is to be retained)**

The outcome measures are a valuable snapshot of student behaviors and normative data. Access to the e-CHUG online assessment tool is now and will continue to be available to faculty and students year around. Aggregate data will be gathered on a school-year calendar from July through June and reported at the close of each spring semester for the academic year in arrears.

**e. Identify those responsible for implementing recommended changes.**

Information dissemination will be conducted through-out the year by the faculty and staff in the Health and Wellness center through emails, classroom presentations and various faculty /administrative presentations such as Student Services Program Leaders Meeting, and the Student Success Council.

**References:**

1. e-CHUG Web site: [www.e-chug.com](http://www.e-chug.com)
2. Moreira MT, Smith LA, Foxcroft D. Social norms interventions to reduce alcohol misuse in University or College students. *Cochrane Database of Systematic Reviews* 2009, Issue 3. Art. No.: CD006748. DOI: 10.1002/14651858.CD006748.pub2.
3. Santiago Canyon College Faculty Feedback Questionnaire for e-CHUG Spring 2009.
4. Year-End Grant Report for High Risk Alcohol Prevention Grant 2009.