Student Learning Outcomes
Counseling Services
Counseling & Career Services Center
May 2005

*Students will be aware of the resources offered by the Counseling & Career Services Center and will seek out services if psychological stressors interfere with functioning in academic performance or interpersonal relationships.*

**Assessment:** The Center will maintain records of student usage by academic year.

*Students will develop a deeper understanding of psychological concerns and interpersonal relationships and will use therapy to decrease stressors in an adaptive and healthy manner.*

**Assessment:** The Center will assess whether students seen in counseling show improvement in presenting concerns through therapist and self-report ratings. Similarly, the Center will gather information regarding effects of counseling on retention and academic performance utilizing a Student Satisfaction Survey.

*Through increased self-awareness and personal exploration, students will develop an appreciation of self/other identity and the factors affecting identity development including cultural and religious values, ethnicity, gender, sexual orientation, age and disability.*

**Assessment:** The Center will add questions addressing this area to the Student Satisfaction Survey and will compile resultant data.
Student Learning Outcomes
Sexual Aggression Prevention Services
Counseling & Career Services Center
May 2005

Students will develop a greater awareness of the impact of sexual violence on society, myths that perpetuate sexual violence, the relationship between sexual violence and substance abuse, and steps individuals and groups can take to reduce incidents of sexual violence on campus and in the community.

Assessment: Focus groups will be used to collect qualitative measures of awareness. In addition, evaluations will be developed and handed out at all outreach programs assessing both satisfaction and learning goal outcomes. In addition, the center will collect and track the number of sexual violence programs done on campus, the number of participants at events, the number of print materials distributed, the number of individuals and groups volunteering to participate in planning of events, and the number of courses that have sexual violence material incorporated into the curriculum.

Students will become more knowledgeable of and willing to utilize campus and community resources available to victims of sexual violence (i.e., victim services, campus adjudication procedures, reporting procedures).

Assessment: We will track the number of students seeking services at campus and community resources (i.e., Counseling & Career Services, YWCA Rape Crisis Center). The workshop evaluations will also assess for awareness of resources, propensity to utilize resources, and self-report data of incidences of reporting and seeking services. In addition, the number of reports of sexual victimization to campus police, counseling, campus ministry, and residential life will be collected.

Male students will learn how they can get involved in prevention opportunities and will be more likely to participate in campus programming and education around the topics of sexual violence.

Assessment: This will be assessed in workshop evaluations given out at the end of workshops geared toward male students. We will also track the number of male students that volunteer to participate in the planning of outreach events and the Peer Education program.
Alcohol/Drug Use and Sexual Coercion and Acquaintance Rape Victimization

Here is a list of some of the reasons to why there is such a high correlation between female drinking and potential sexual coercion and acquaintance rape victimization.

**NOTE:** Keep in mind that these reasons are not to be interpreted as the victim's fault if sexual coercion or victimization occurs within the context of alcohol or other drugs. A woman always has the right to reject and limit sexual advances, unfortunately, the use of alcohol and other drugs put her at greater risk.

1. Increased consensual sexual activity prior to the forced activity, as alcohol contributes to more casual sexual behavior that may be misinterpreted by the male as an invitation to further sexual contact.

2. The cultural stereotype of a drinking woman as “loose” and therefore more desirous of sexual contact.

3. The victim’s diminished ability to communicate clearly her choice to reject sexual advances when she is intoxicated

4. The diminished ability of the victim to defend herself physically or flee from an aggressor.

Source:
“Surveying the Damage: A Review of Research on Consequences of Alcohol Misuse in College Populations”
H. WESLEY PERKINS, PH.D.
Department of Anthropology and Sociology, Hobart and William Smith Colleges, Geneva, New York 14456
Student Learning Outcomes
Substance Abuse Prevention Program
Counseling & Career Services Center
May 2005

Students, faculty, and staff will be aware of alcohol and other drug education policy and outreach programs throughout the academic year; in compliance with federal law.

Assessment: Students, faculty, and staff will be made aware of alcohol and other drug education policy and programs through multiple sources, including the Loyola University New Orleans website, the CCSC website, the student handbook, orientation activities, the course registration catalog, e-mail communication, and advertisements in the Maroon. Number of hits to the substance abuse education and prevention page of the CCSC website will be tracked.

Students, faculty, and staff will be self- and other-referred for alcohol and other drug abuse and dependence assessment and treatment options throughout the year.

Assessment: The files maintained on self- and other-referred clients will be counted to determine how many people sought out counseling for alcohol and other drug-related concerns.

Students in the substance abuse psychoeducational groups will demonstrate an understanding of the physiological effects of alcohol, blood alcohol levels, and the role of alcohol in sexual assault.

Assessment: At the end of the three-session groups students will complete the SA Prevention Quiz in order to demonstrate an understanding of the aforementioned topics.

Students in the substance abuse psychoeducational groups will demonstrate an increased self-awareness and self-knowledge with regard to their substance use.

Assessment: Self-awareness and self-knowledge with regard to students substance use can be garnered through feedback on the SASSI-3, through the awareness-raising curricula in the psychoeducational groups, and through completion of the SA Prevention Quiz.

Students, faculty, and staff will have a more accurate perception of rates of alcohol and other drug use on the Loyola campus.

Assessment: Evidence of a more accurate perception of rates of alcohol and other drug use will be garnered by the two biannual CORE surveys—one of which is given to students, and one to faculty and staff, on alternating years.