Quotes from Former Students

The following student quotes from anonymous end-of-course evaluations and surveys were selected based on their relevance to Rothenberger Institute Program Outcomes.

ALCOHOL & COLLEGE LIFE
- “This class was very helpful to me in restructuring my life so that I can succeed and be happy in college. It also made me aware of my drinking habits and how to use alcohol more safely.”
- “I think I have made my alcohol drinking amounts go down because I wanted to do better academically and I didn’t realize all of the long term health affects alcohol would have on my brain, which affects me academically.”

SEXUALITY MATTERS
- “Because of this course, I’ve really learned about what it means to have a healthy relationship, and I’ve been spending more time trying to have healthy relationships. This course helped me learn that emotional abuse does exist, and that it’s not okay.”
- “I have gained a stronger desire to stand up for my own and others’ gender, sexual orientation, sexual expression, and sexual identity. I have a deeper appreciation for STI testing and pregnancy prevention methods. I have gained a deeper insight into my own sexual well-being and expression.”

SLEEP, EAT, AND EXERCISE
- “Because of this course I’ve actually begun to set health related goals instead of just wanting to be more healthy but not knowing how to go about it.”
- “I have a better understanding of the necessity of effective sleep. This is the first semester I did not pull an all-nighter. My improved sleeping pattern allowed me to concentrate better in classes.”

SUCCESS OVER STRESS
- “I am a lot more aware of how to prevent and manage stress. I have started to see a positive change in my attitude when I am in stressful situations.”
- “I’ve learned to categorize my stressors into things I can control or things that I cannot. This helps me sift through unnecessary stress.”
- “I have been able to practice positive self talk more often and I have started using the UCCS at the U of M to see a therapist.”

FINANCIAL FITNESS
- “I had never really thought about applying my values to my financial habits, and I feel that this is a great way to step back and look at your financial situation, and address it in ways that are important to you and your values!”
Rothenberger Institute’s University of Minnesota – Twin Cities Campus Program Logic Model

**Program Inputs** (Resources)
- LDMS, digital assets
- Instructors, SMEs, tech staff, interviewees, voice talent
- Funding, space, other resources
- Continual course feedback

**Course Design & Development**
- Design, develop new courses (lessons, assessments)
- Redesign/improve

**Course Implementation**
- Online lessons
- Quizzes
- Experiential & reflective assignments
- Extra credit opportunities
- PCF virtual feedback

**PCF Training & Supervision**
- Recruit, hire, rehire
- Pre-Course Training
- Ongoing training & problem-solving mtgs
- Wrap-up

**Program Activities** (Core Components)
- #/type of new courses in development
- #/type of courses disseminated
- #/type of courses in revision

**Program Outputs** (Tangible Deliverables)
- #/freq/types of course offerings
- #/types of students enrolled, dropped, completed
- Average student participation (#/types of assessments completed; tailored feedback provided; quiz scores; final grade)
- Student satisfaction of course & PCF

**Expected Student Changes** (partial measurement)
- ↑ knowledge, awareness
- Δ/validate attitudes, opinions, personal values, beliefs
- ↑ skills: rational communication, decision-making, problem-solving & course-specific skills
- ↑ confidence, preparedness, self-efficacy
- ↑ intentions to change behavior(s)
- Δ/validate behaviors
- ↓ personal health risks & stress
- ↑ self-esteem, wellbeing
- ↑ advocacy

**Expected PCF Changes**
- Reinforcement of above (exit interview; pre/post training test)
- ↑ Knowledge of ...
- ↑ Teaching skills/confidence

**Expected Campus Changes**
- ↑ Overall retention rate
- ↑ Quality of campus climate (social, academic, safety, respectful & tolerant)

**Short-Term Outcomes** (Immediate Post-Course Evidence)
- Desired Participant Changes
- Sustained Δ in knowledge, attitudes, behaviors, self-efficacy
- Progression along stages of change
- ↑ wellbeing
- ↑ academic performance
- ↑ retention
- ↑ influence on peers’ attitudes, behaviors, and decisions

**Intermediate Outcomes** (1 to 4 years post course)

**Long-Term Outcomes/Impacts** (4 to 10 years post course)

**Ongoing Internal Evaluation**

**Institutional Research**