Mary Carp, David Gundrum, and Harry Seong
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EXPLORING LEARNING IN MOCK INTERVIEWS
University Career Services
Maggie Hefferman, Brett Boetchter, and Larry Jackson
University Career Services offers mock interview services to students as an opportunity to enhance profes-

sional interviewing skills, practice interviewing techniques in a safe space, get feedback on interview skills, and gain confi-
dence about interviewing. This assessment project explored the learning that occurs through the mock interview process
and the effectiveness of the program. There are three key strategies used in the mock interview process: (1) students are sent reading materials before the mock inter-
view; (2) students participate in a mock interview with a UCS
staff member; and (3) students are given immediate feedback about their interview through video clips and a rubric. Learn-
ing was measured using a pre-test, the rubric, and a post-test given immediately following the mock interview experience.

From this inquiry, University Career Services learned that students’ learning increases after participating in the mock interview program. Further, University Career Services was able to determine the interviewing skills and techniques that students need to develop to acquire additional education or clarification. The findings from this study will inform the future of the mock interview program and the focus of the interview-based education in University Career Services.

LEARNING THROUGH “DEEP INVOLVEMENT”
University Career Services
Mark Presswell
On the Six Month Survey of the Class of 2013, 88% of recent
Northwestern graduates reported that they had been “deeply” involved in one or more student activities or varsity athletics as an undergraduate. What happened when they
were asked to reflect on what they learned from their
“deep involvement”? The result was 42 pages (single spaced in
10-point font) of powerful reflections about learning outside the classroom. More specifically, members of the Class of 2013 shared hundreds of examples of how their out-of-class involvement provided them opportunities to learn about themselves (Personal Development), others (Interpersonal Competence), community and global issues (Social Responsi-
bility), and numerous skills (Cognitive and Practical Skills).

PRESCRIPTION COUNSELING & HEALTHCARE CONSUMERISM FOR PHARMACY SERVICES
University Health Service - Evanston
Amber Parish and Brian Druley
The Health Service Pharmacy assessed the knowledge acquired by students who were provided counseling by
the pharmacist related to their personal prescription medication(s). The goal of this brief counseling session is
to improve students’ management and understanding of personal health and wellness needs. Students who agreed
to participate in the counseling session were provided information about the opportunity and how it may benefit them.

The initial findings indicate that prescription counseling is a shared responsibility with both the healthcare provider and the pharmacist in collabor-
ating student needs and the student. This assessment project has unveiled opportunities to continue to improve the approach used to share and reinforce the communication needed to achieve such goals. Overall, the approach and process of prescription counseling in tandem with other educational initiatives like the Health Service’s drug interactions program can help students understand various factors that contribute to the process of prescription counseling and the importance of taking the required dosage on the schedule as documented on the prescription label, and how to recognize potential adverse side effects and drug interactions. One week later, a brief web-based survey
was administered that explored students understanding of the medication. This project showed the importance of delivering patient care to ensure the student understands the significant aspects of

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Mary Carp, David Gundrum, and Harry Seong

SUSTAINED DIALOGUE
Campus Inclusion and Community
Lesley-Anne Brown and Jazzon Johnson
Sustained Dialogue (SD) is a program that creates an opportunity for students to dialogue across difference. SD groups range from 8 – 15 students and meet weekly
for 90 minutes for an entire quarter. Group discussions are facilitated by two SD moderators who have previously participated in SD groups and who have undergone the national moderator training. This assessment project ex-
plor ed what students learn about themselves, others, and the Northwestern community as a result of participating in SD. Using a cross-sectional design (quasi pre/post), two measures were collected: quantitative data from the Social-
ly Responsible Leadership Scale and the Sustained Dialogue Campus Network Post Survey. Qualitative data was captured through open-ended questions on the survey and from four focus groups. The findings indicate that partic-
ipating in the SD program significantly increases one’s socially responsible leadership. Likewise, SD participants and moderators indicated as a result of participating in the program they are better able to articulate their identities, they express a greater appreciation for differences, and they are more aware of inclusion related issues at North-
western. These findings support the expansion of the SD program on Northwestern’s campus. It can be concluded that students who participate in socio-cultural conversa-
tions in the SD program increase their capacity for socially responsible leadership and learn a great deal about themselves and others.

PROJECT WILDCAT - A POWERFUL LEARNING EXPERIENCE
Center for Student Involvement
John Huston and Jason Hanson
Project Wildcat is an eight-day hiking and backpacking trip for new students, which occurs just before Wildcat Welcome. This assessment project explores what students learn about themselves, others, and Northwestern through this unique experience. Although this is a year in transition of how we assess these services provided to students, the findings were measured using a mixed methods approach. Participants were asked to write a reflection paper about their leadership prior to the class beginning and another reflecting on how their perceptions of themselves as leaders changed as result of the course. Reflections were then compared and analyz-
ed using a rubric. We also conducted several focus groups with female former program participants that sought to deter-
mine what students learned and applied in their leadership experiences after participating in Greek Emerging Leaders. Three primary themes emerged as a result of our quantita-
tive and qualitative data collection: 1) participants viewed Wildcat as an opportunity to develop skills and knowledge that they could use in their leadership development journey on campus; 2) uti-
lizing the Kouzes and Posner Leadership Practices Inven-
tory was an instrumental resource in learning more about
Lisa Currie and Angela Mitchell

What graduate social work interns learned as a result of the 2013 Red Watch Band Training assessment project explored graduate social work interns' learning outcomes from the one-day event. Students will be asked to assess how contact with SSD impacts students in the domains of knowledge, skill development, and policy knowledge when responding to scenarios "in the moment," but that confidence and knowledge decrease in the "retrospective" phase of the survey. Our findings suggest that the Red Watch Band training does, indeed, boost students' confidence in their ability to respond effectively, willingness to intervene in an alcohol-related emergency, and willingness to make changes in their lives. The assessment strategy involved a pretest given before the trip, a guided journaling experience throughout the trip, an evaluation immediately following the trip, and a focus group 6–8 weeks after the trip. The assessment of the trip primarily demonstrated that their preliminary and basic knowledge of life in El Salvador was significantly enriched and illuminated by their travel experience. The reality of 'culture shock' was a constant theme of their reflection and they were able to share mature and thoughtful comparative insights into their own experiences as compared to those of the other El Salvadoran friends. Our hope is that our students will be able to process these experiences as a positive influence in their future endeavors whether in considering their vocational goals, becoming responsible adults of a global community, or in becoming self-actualized and self-aware individuals.

LEARNING THROUGH THE STUDENT CONDUCT PROCESS

Student Conduct and Conflict Resolution

Lance Watson

The Office of Student Conduct and Conflict Resolution’s main responsibility is to resolve student conduct that is inconsistent with the values and expectations for individuals and organizations. This assessment project explored the learning development at Northwestern that takes place through the student conduct resolution process. Using an online, confidential survey, students involved in the conduct system in the current academic year were asked to reflect on their values, attitudes, and actions before and after their conduct resolution, identify what they learned, and articulate how their behaviors have changed. After initial data analysis, students reported some growth in their understanding of rules/regulations of Northwestern, the impact their actions have on others and the community, and how to fix the harm caused by their actions to the community. One relevant finding, however, is the percentage of students reporting that they didn’t learn much about themselves and/or who were unable to articulate how their behavior had changed. Considering these results, the office will continue to explore new educational, intervention, and sanctions for students to further actualize their personal accountability to the campus and the role their behaviors impact the larger community.