

SAIT STUDENT LEARNING

Student Affairs Information Technology

Mary Carp, David Gundrum, and Harry Seong

Student Affairs Information Technology assessed the acquisition of problem-solving, technical, customer service, and teamwork skills gained by student employees through training and on-the-job experience. Student workers in SAIT completed a survey at the end of the academic year that asked them to reflect on their abilities in these four categories both at the beginning of their employment and at the time of the survey. Full-time support staff who managed or mentored these students also completed a survey for each student using the same cross-sectional research design. Finally, SAIT leveraged the reporting features of their user ticketing system to measure student productivity, considered to be an indication of progressive attainment of these skills over the same period. Evaluation of survey responses through paired t-tests and other measures showed a statistically significant improvement in all four learning categories, with the largest advances made in the acquisition of technical skills. Ticket resolution rates by student workers corroborated these findings. The results of this study indicate that student workers at SAIT gain cognitive, personal, and interpersonal skills over the course of their employment, and suggest that a more intentional training program, structured around student learning in addition to job performance, could yield even greater learning gains.

EXPLORING LEARNING IN MOCK INTERVIEWS

University Career Services

Maggie Heffernan, Brett Boettcher, and Larry Jackson

University Career Services offers mock interview services to students as an opportunity to develop and enhance professional interviewing skills, practice interviewing techniques in a safe space, get feedback on interview skills, and gain confidence about interviewing. This assessment project explored the learning that occurs through the mock interview process and the effectiveness of specific teaching methods. There are three key strategies used in the mock interview process: (1) students are sent reading materials before the mock interview; (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. Learning 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' levels of confidence do increase after participating in the mock interview program. Further, University Career Services was able to determine the interviewing skills and techniques that students perform well and those that require additional education or clarification. The findings from this study will inform the future of the mock interview program and the focus of interview-based education in University Career Services.

LEARNING THROUGH "DEEP INVOLVEMENT"

University Career Services

Mark Presnell

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 organizations, clubs, 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 Responsibility), 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 prescription medication, why it was prescribed, 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. The initial findings indicate the approach to prescription counseling is a shared responsibility with both the healthcare provider and the pharmacist in collaboration with the student. This assessment project has revealed opportunities to continue to improve the approach used to share and reinforce the communication needed to ensure the student understands the significant aspects of appropriate use of prescription medications. Overall, the approach and process of prescription counseling in tandem with assessment of learning is proving to facilitate the efforts of the Health Service to participate in the current healthcare trend to develop mechanisms to enhance patient engagement.

LEARNING THROUGH THE HEALTH SERVICE EXPERIENCE

University Health Service

Brian Druley

In 2013 – 2014, the University Health Service (UHS) revised the quarterly satisfaction survey (i.e., now the Patient Satisfaction and Learning Inventory) sent to all students who received healthcare services through UHS to include several questions about learning. These questions—both quantitative and open-ended—are linked to the health service department learning outcomes. The data and particularly the comments of the student responses to the open ended questions about what was learned at their recent patient visit, provided substantive feedback useful to the clinical staff of UHS and is being used to improve the quality of patient interactions, and the overall continuity and delivery of healthcare services provided to students. The Patient Satisfaction and Learning Inventory is a key component in the quality management plan of UHS in meeting the accreditation standards for quality of care set by the Accreditation Association for Ambulatory Health Care.

ABSTRACTS POSTER GALLERY SESSION ASSESSING STUDENT LEARNING

DIVISION OF STUDENT AFFAIRS | NORTHWESTERN UNIVERSITY

Wednesday, June 25, 2014 | 10:00 – 11:30 am | 122 Parkes Hall

SUSTAINED DIALOGUE

Campus Inclusion and Community

Lesley-Ann Brown and Jazzy 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 explored 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 used to collect quantitative data: the Socially Responsible Leadership Scale and the Sustained Dialogue Campus Network Post Survey. Qualitative data was captured through open-ended responses on the surveys and from four focus groups. The findings indicate that participating 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 Northwestern. These findings support the expansion of the SD program on Northwestern's campus. It can be concluded that students who participate in socio-cultural conversations through 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 of transition in how we assess this program, survey data collected at two points in time (on the way home from the camping trip and three months later) and focus groups conducted nine months later suggest that, in addition to facilitating the transition to college, this program has a powerful impact on personal development, interpersonal competence, cognitive and practical skills, and the ability to work with people from different backgrounds.

SUICIDE PREVENTION GATEKEEPER TRAINING QPR: QUESTION, PERSUADE, REFER

Counseling and Psychological Services

*John Dunkle, Courtney Albinson, and
Monika Gutkowska*

The QPR assessment project explores what students, faculty, and staff learn as a result of participation in a gatekeeper training program for suicide prevention for undergraduate and graduate/professional students. The project included pre- and post-test measures of awareness of basic knowledge related to suicide prevention, confidence and willingness to ask someone about suicide, ability to effectively ask someone about suicide, persuade to get help, and knowledge of national and Northwestern University referral resources. This information was collected at three intervals: a pretest, a workshop evaluation immediately following the training, and a six month follow-up questionnaire (post-test). Paired t-tests comparing participants' knowledge before and after the training suggest that the training is, indeed, a significant learning experience. In addition, there is ample evidence that, following the training, participants are more confident in their ability to respond effectively when individuals express suicidal thoughts/behaviors. Overall, this assessment underscores the importance of involving as many faculty, staff and students as possible in this gatekeeper training program.

LEARNING THROUGH THE COUNSELING EXPERIENCE

Counseling and Psychological Services

John Dunkle

In 2013 – 2014, Counseling and Psychological Services CAPS revised the quarterly satisfaction survey sent to all students who received services through CAPS to include several questions about learning. These questions—both quantitative and open-ended—are linked to the CAPS department learning outcomes. What emerged from the analysis of the data was evidence of significant learning through the counseling experience.

LEARNING THROUGH GREEK EMERGING LEADERS

Fraternity and Sorority Life

Karen Pryor

In our assessment project, we sought to determine how participation in one, all-female Panhellenic section of the Greek Emerging Leaders program impacted students' ability to reflect on and articulate their personal leadership style and how the course influenced their confidence in their own leadership abilities. Learning was 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 analyzed using a rubric. We also conducted focus groups with female former program participants that sought to determine what students learned and applied in their leadership experiences since participating in Greek Emerging Leaders. Three primary themes emerged as a result of our quantitative and qualitative data collection: 1) participants viewed Greek Emerging Leaders as an integral stepping stone in their leadership development journey on campus, 2) utilizing the Kouzes and Posner Leadership Practices Inventory was an instrumental resource in learning more about

themselves and affirming their leadership capacity, and 3) the communal piece of the course was very salient to participants, i.e., having access to a space where they could receive mentorship from older peers and create a cohort with other emerging leaders created a strong and empowering sense of community and provided positive examples of leadership from others.

BASICS PROVIDER GRADUATE INTERN TRAINING @ HEALTH PROMOTION AND WELLNESS

Health Promotion and Wellness

Lisa Currie and Angela Mitchell

The BASICS Provider Training assessment project explored what graduate social work interns learned as a result of participation in the BASICS Delivery Protocol Training and the implementation of their skills through delivery of BASICS interventions with Northwestern students. Quantitative and qualitative data was collected through observation and retrospective reflection. Our major findings indicate that the interns gained significant knowledge about the physiological and behavioral effects of alcohol and marijuana over the course of the year and were able to maintain the “Spirit of Motivational Interviewing” overall. However, their skill in providing more complex reflections and summaries -- central components of MI -- was somewhat lacking compared to their mastery of other MI skills. This information will be used to enhance our initial BASICS intern training and will provide additional training and support pertaining to these particular MI skills. Additional training and support will be provided through didactic training, observations of professional staff throughout the year, viewing of training videos, and in individual and group supervision.

RED WATCH BAND TRAINING

Health Promotion and Wellness

Lisa Currie

The Red Watch Band Training assessment project explored what students learn as a result of participation in an alcohol bystander intervention training program, including the ability to identify symptoms and positive helping behaviors for alcohol overdose symptoms. In addition, the assessment included pre- and post-test measures of confidence in ability to respond effectively, willingness to intervene in an alcohol-related emergency, and knowledge of Northwestern University’s Responsible Action Protocol. Data was collected at four intervals: a pretest, a workshop evaluation immediately following the training, a six month follow-up questionnaire (post-test), and through focus groups 12 months following the training. The findings suggest that the Red Watch Band training does, indeed, boost students’ confidence in their ability to respond effectively in an alcohol-related emergency and their willingness to do so. In addition, there was a statistically significant increase in the percentage of students who could correctly identify facts about and signs of alcohol overdose. The data collected over a two-year period were used to continually “tweak” the program.

LEARNING ASSOCIATED WITH ENGAGEMENT IN MULTICULTURAL STUDENT AFFAIRS

Multicultural Student Affairs

Charles Kellom

In the spring quarter of 2014, each of the four departments within Multicultural Student Affairs (MSA) (African American Student Affairs, Asian/Asian American Student Affairs, Hispanic/Latino Student Affairs, and the LGBT Resource Center) launched separate surveys, gathering data to better understand the level of student engagement with each department and to begin to assess what students learn as a result of that engagement. With only a few exceptions, the mean scores on all of the six learning questions were between 2 (“some”) and 3 (“quite a bit”) –based on a four-point scale– suggesting more could be done to encourage the learning we purport happens in Multicultural Student Affairs. This data will be useful in the strategic planning process that will occur this summer.

NEW STUDENT EXPERIENCE RETREAT

New Student and Family Programs

Josh McKenzie

The inaugural New Student Experience Retreat was held in April/May 2014. The retreat brought together nearly all student leaders who work with new students prior to the start of fall quarter classes. The goal of the retreat was to create a common core of training sessions and development. With approximately 380 student leaders participating in the retreat from 12 different programs/organizations, the retreat consisted of seven hours of training including presentations on first-year student development, group facilitation, and bystander intervention. Leaders received an online survey at the end of the day (for both the April 26 and May 3 sessions) to assess the learning that occurred from the one-day event. Students will be asked to assess the training again in September and the end of the fall quarter. A majority of students were able to identify first-year transitional issues and University resources supporting transitional needs, but further work is needed to solidify the steps presented for individuals to serve as an active bystander. Data suggested that participants viewed the retreat as “too long,” which may have served as a potential barrier to learning. The data provides insight into what information should be further discussed in program-specific trainings.

NORRIS STUDENT EMPLOYEE LEARNING ASSESSMENT

Norris University Center

Amy White and Jasper Pierson

The Norris University Center employs over 200 students in areas such as marketing, operations, recreation, administration, and financial services. This assessment project, the first year of a longitudinal study, identified students’ learning at the end of their first year of employment through the use of early employment interviews and an end of the year survey. Analysis of interviews identified customer service and policy knowledge as areas of developmental need. Key findings from the survey provided evidence that student experienced significant growth in each learning competency area, with the largest gains in job knowledge and customer service.

FRIENDSHIP MISSION TRIP TO EL SALVADOR

Religious Life

Eric Budzynski and Jackie Marquez

The Spring Break Friendship Mission Trip to El Salvador was the focus of the student learning assessment project in Religious Life. The goal was to measure what students learn about the political, social, economic, religious aspects and increased globalization of life in El Salvador. Another goal was to assess the personal development of the students as a result of their participation in this trip, i.e., how their core values were challenged, changed or affirmed, their personal response when immersed in an unfamiliar setting, and a 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 of their own lives as compared to those of their 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.

TRAINING COMMUNITY ASSISTANTS TO RESPOND AND INTERVENE

Residential Services

Cassie Eskridge, Tiffany Gonzales, Paul Hubinsky, and Brad Zakarin

Residential Services encourages students to develop deeper senses of personal responsibility and empathy that promotes a sense of community. The Community Assistant (CA) role and its associated training are critical to these outcomes because CAs are student leaders who represent Residential Services in residence halls on a daily basis. This project examines CAs’ ability to articulate Residential Services policies, maintain a positive sense of community, and employ a systematic problem solving method when responding to residents perceived to be in violation of one or more residence hall policies. Both qualitative and quantitative data indicate that CAs have high degrees of confidence and policy knowledge when responding to scenarios “in the moment,” but that confidence and knowledge decrease in the “follow-up” phase of an incident. Our findings suggest that the CA manual and staff trainings throughout the year should put a renewed emphasis on duties and techniques related to notifications/reporting and restoration of a sense of community with residents involved in or affected by an incident.

HOW DOES INVOLVEMENT WITH SERVICES FOR STUDENTS WITH DISABILITIES (SSD) IMPACT STUDENTS’ METACOGNITION AND SELF-ADVOCACY?

Services for Students with Disabilities (SSD)

Alison L. May

Struck by the similarity between SSD’s department’s learning outcomes and those of other disability service offices (which were independently formulated), our assessment project sought to answer one question: Are students truly learning what we purport they are (our department learning outcomes) through their involvement with SSD? To evaluate this question, our project employed an instrumental case-study approach, gathering data from multiple sources, including 1-hour interviews with two students registered with SSD. Care was taken to ensure that the students were representative of the general SSD population and matched as closely as possible on all variables except for their level of involvement with SSD. During their interviews, both students indicated that SSD was their most helpful campus resource, but Student #2 (who utilized SSD services more frequently than Student #1) demonstrated a better understanding of his disability, endorsed greater utilization of learning strategies (metacognition), and articulated a better understanding of and tendency to employ self-advocacy skills. Going forward conducting pre-test measures (at the beginning of when students register with SSD and, ideally in fall of their first year) would allow for a more developmental/longitudinal understanding of how contact with SSD impacts students in the domains assessed by our project. The tension between providing a comprehensive SSD Office and fostering independence and utilization of outside resources is also referenced.

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 community values and expectations for individuals and organizations. This assessment project explored the learning/development at Northwestern that takes place through the 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 seek to create more meaningful conversations, interventions, and sanctions for students to further actualize their personal accountability to the campus and the role their behaviors impact the larger community.