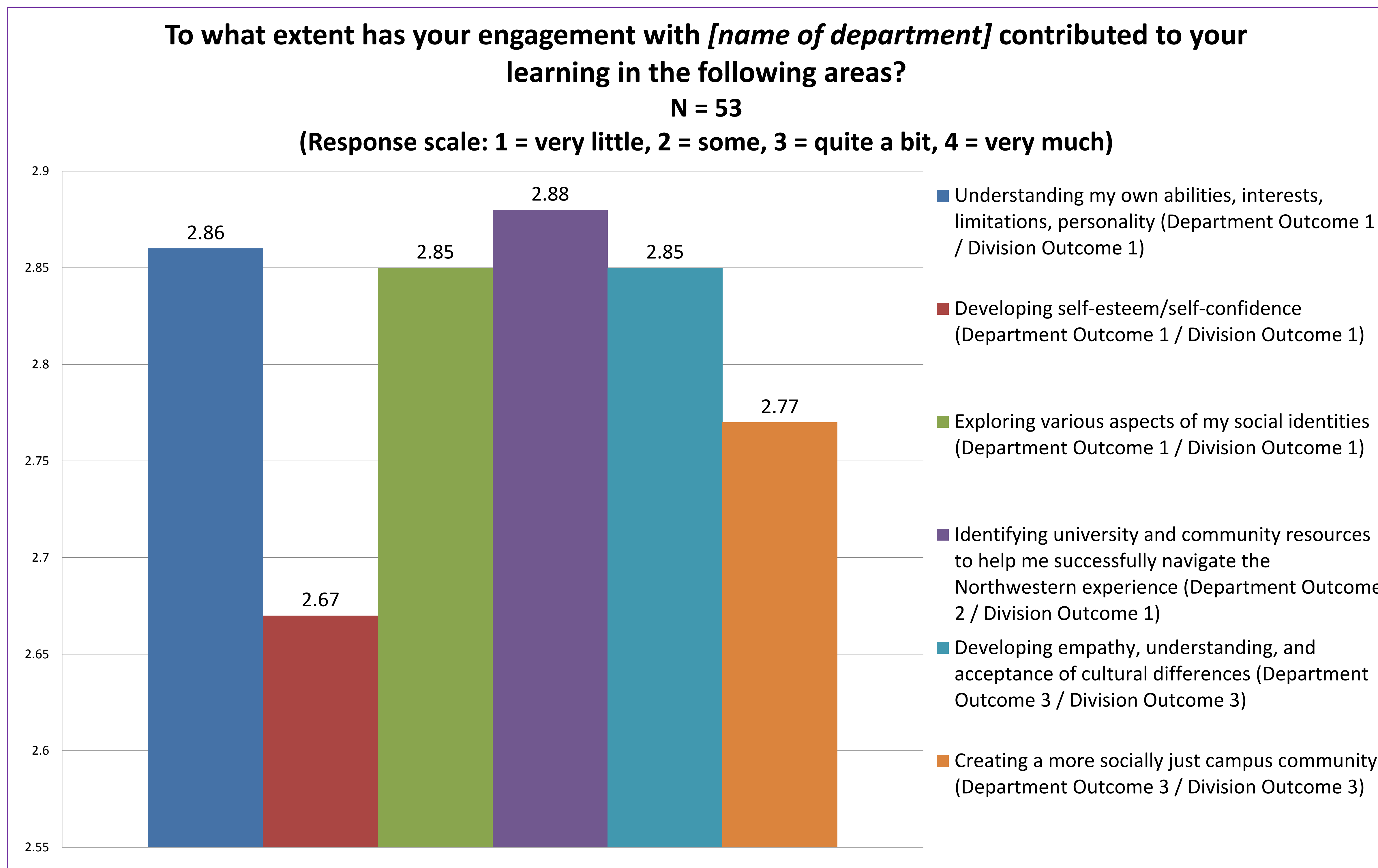


# Learning Associated with Engagement in Multicultural Student Affairs

**How much are students learning as a result of their engagement with African American Student Affairs, Asian/ Asian American Student Affairs, Hispanic / Latino Student Affairs, or the LGBT Resource Center?**

Survey respondents were asked how often they visited each individual department for one of six reasons: 1) to informally “hang out”; 2) to meet with a student group advisor; 3) for individual advising or personal support; 4) to use a resource (e.g., computers, meeting room space); 5) to attend a program/activity sponsored by the program; or 6) to attend a meeting of a student group. Five response options were provided: 1 = never; 2 = less than four times a quarter; 3 = four/five times a quarter, but not once a week; 4 = several times a week, but not every day; 5 = almost every day. Six questions about learning were then asked of those students who responded that they had been engaged with the departments at some point. Students who responded 1 = never were not asked the learning questions.



## Notable Findings & Implications

- Compared to Asian/Asian American undergraduates, African American students were more likely to report that their involvement with African American Student Affairs helped them identify university and community resources ( $p < .05$ ).
- Asian/Asian American students were more likely than Hispanic/Latino students to report that their involvement with Asian/Asian American Student Affairs encouraged their learning related to self-esteem/self-confidence ( $p < .05$ ).
- Compared to all other departments, LGBTQIA students were more likely to report that their involvement with the LGBT Resource Center encouraged their learning about various aspects of their social identities.
- More could be done to encourage the learning we purport happens in Multicultural Student Affairs, specifically in the area of self-esteem / self-confidence. The development of intragroup spaces might be one approach to filling this gap.
- Focus groups with respondents could prove beneficial to finding out which MSA programs and activities are the most educational, or which part(s) of the Northwestern experience, if any, influence their self-esteem / self-confidence.

## Multicultural Student Affairs Departmental Learning Outcomes

Students who participate in the programs, activities and services offered by Multicultural Student Affairs will:

- Celebrate and appraise the intersectionality of their individual identities and how they contribute to personal success (Division Outcome 1. Personal Development).
- Utilize university and community resources to help navigate the Northwestern experience (Division Outcome 1. Personal Development).
- Develop empathy, understanding, and acceptance of cultural differences to create a more socially just campus community (Division Outcome 3. Social Responsibility).

## What type of learning happens the most in each department?

**AASA (N = 21)**  
**Identifying university and community resources (3.19)**

**A/AASA (N = 13)**  
**Developing self-esteem / self-confidence & Developing empathy, understanding, and acceptance of cultural differences (3.08)**

**H/LSA (N = 14)**  
**Identifying university and community resources (2.86)**

**LGBT RC (N = 5)**  
**Exploring various aspects of my social identities (3.25)**