

Northwestern | STUDENT AFFAIRS

# LEARNING IN THE CO-CURRICULUM

---

*Fifth Annual Student Learning Assessment Conference*

Tuesday, June 26, 2018 | Norris University Center

# TUESDAY 06.26.18

## LEARNING LOCATION



**2<sup>ND</sup> FLOOR LOBBY**  
LOBBY



**LOUIS**  
ROOM 205



**NORTHWESTERN**  
ROOM 202



**LAKE**  
ROOM 203



**ARCH**  
ROOM 206



**ROCK**  
ROOM 207

**8:30 – 8:45 a.m.**



**CONTINENTAL BREAKFAST AVAILABLE**

**8:45 – 9:10 a.m.**



**WELCOME & OPENING REMARKS**

*Patricia Telles-Irvin | Vice President for Student Affairs*  
*Robert Aaron | Student Affairs Assessment & Planning*

**9:15 – 10:05 a.m. Concurrent Sessions Block 1**



**ASSESSING LEARNING IN CAMPUS LIFE**

- Assessing NU Nights' Event Planning Process  
*Jake Fields | Student Organizations & Activities*
- Assessing Learning and Leadership Development in New Fraternity and Sorority Members  
*Travis Martin, Mimi Mudd, & Marcus Cole | Fraternity & Sorority Life*



**ASSESSING LEARNING IN STUDENT EMPLOYMENT (PART I)**

- Developing a Leadership Philosophy for Student Leaders within Residential Life  
*Andre Hebert & Eric Swinehart | Residential Services*
- Student Affairs Information Technology (SAIT) Student Software Developer  
*Scott Spyrison | SAIT*



**ASSESSING LEARNING IN ALCOHOL AND OTHER DRUG PROGRAMMING**

- Assessing the Effectiveness of the Alcohol and Other Drug True Northwestern Dialogue Series for First-Year Students  
*Patti Hilkert | New Student & Family Programs*
- PEER Services Program for Second AOD Policy Violations: Assessing a New Off-Site Alcohol and Other Drug Educational Intervention for Students  
*Sam Giovannetti | Health Promotion & Wellness*

**10:05-10:45 a.m.**



**POSTER SESSION**

*Student Learning Working Group alumni will provide updates to assessment projects they have previously presented or highlight new projects.*

## POSTERS

### BOOKS & BREAKFAST

Val Buchanan & Kelly Benkert | *Leadership Development & Community Engagement*

### CARE STUDENT LEADER TRAININGS

Erin Clark | CARE

### DISCOVERING USA

Qianhui Zhang | CAPS

### NOTE-TAKING TECHNOLOGY

Jim Stachowiak | AccessibleNU

### RED WATCH BAND

Nora Maltz, Rowan Hussein, & Kevin Meier | *Health Promotion & Wellness*

### SOLIDARI-TEA

Christine Munteanu, Daphne Nwankpa, & Lilianne Tang | *Multicultural Student Affairs*

### WINTER ORGANIZATION FAIR

Joe Lattal | *Student Organizations & Activities*

### SUMMER ACADEMIC WORKSHOP

Rob Brown | *Social Justice Education*

## 10:50-11:40 a.m. Concurrent Sessions Block 2



### ASSESSING LEARNING IN CAMPUS INCLUSION & COMMUNITY

- Justice & Allyship Retreat  
*Tiffany Song & Noor Ali | Social Justice Education*
- Work the Room: Networking for Beginners  
*Christina A. Smith | Student Enrichment Services*



### ASSESSING LEARNING IN STUDENT EMPLOYMENT (PART II)

- Student Employment: Learning Across the Division  
*Julie Payne-Kirchmeier | Student Affairs Division Resources*



### ASSESSING LEARNING IN HEALTH SERVICE

- Knowing is Everything: The Chlamydia Project  
*Bridget Hannum (presented by Robert Palinkas) | Health Service*
- Patient Support Services  
*Adebola Adeniyi | Health Service*



### ASSESSING LEARNING IN WELLBEING PROGRAMMING

- Norris Mini Courses: Increasing Personal Development Through Engaging in Leisure Activities  
*Nancy Cambron Perez | Norris University Center*
- From Surviving to Thriving: Assessing the Impact of a Trauma Support Group  
*Carrie Wachter & Kanika Wadhwa | CARE & CAPS*

## 11:40-12:00 p.m.



### BOX LUNCH AVAILABLE

## 12:00 p.m.-12:50 p.m.



### KEYNOTE PANEL

*Amit Prachand | Northwestern University*  
*Ellen Meents-DeCaigny | DePaul University*  
*Mark Manderino | University of Illinois at Chicago*  
*Darren Pierre | Loyola University Chicago*

## 12:50-1:00 p.m.



### WRAP-UP & LOOKING FORWARD

*Kelly Iwanaga Becker & Amy Huntington | Student Affairs Assessment & Planning*

## ASSESSING NU NIGHTS' EVENT PLANNING PROCESS

*Jake Fields*

### Student Organizations & Activities

NU Nights is a student organization tasked with planning late night, weekend, alcohol free programming for the Northwestern campus community each week. To help NU Nights members learn critical skills for creating programming on such a frequent basis, SOA facilitated a tailored training on event planning for group members during winter quarter. The session covered strategies for implementing successful events that are informed by the mission of their organization, including schedules for procuring contracts and planning the details for each event as well as tips for advertising and promoting their various events. The assessment plan included two qualitative surveys that participants completed at the beginning and end of spring quarter in which they reflected on the steps they took to plan an event both before and after attending the training, as well as observations of the group's event planning process. This presentation will provide an overview of the assessment results and discuss how to support student organizations with their programming efforts.

***Related Learning Outcomes: Cognitive & Practical Skills, Social Responsibility***

## ASSESSING LEARNING AND LEADERSHIP DEVELOPMENT IN NEW FRATERNITY AND SORORITY MEMBERS

*Travis Martin, Mimi Mudd, & Marcus Cole*

### Fraternity & Sorority Life

The Greek Emerging Leaders (GEL) program is a six-week course taught by Fraternity and Sorority Life Graduate Assistants and Staff which meets once a week for an hour. All GEL participants are within their first year of chapter membership and represent various chapters across the four Greek-letter councils on campus. The goal of these six classes is to help new members make connections across chapters and councils, develop their leadership skills, and to work towards enacting positive change in our community. Student learning was assessed through weekly journals and a survey sent after participation.

***Related Learning Outcomes: Personal Development, Interpersonal Competence, and Social Responsibility.***

## DEVELOPING A LEADERSHIP PHILOSOPHY FOR STUDENT LEADERS WITHIN RESIDENTIAL LIFE

*Andre Hebert & Eric Swinehart*

### Residential Services

In 2018, Residential Services held their inaugural leadership summit. This institute offered opportunities and trainings for all student leaders within Residential Services team. These roles range from resident assistants, office assistants, graduate housing assistants, and programming board executive members. This assessment project focuses specifically on the following learning outcomes: identifying contributions to the mission of residential services, the 10 domains of the community development model, differentiating between the 5 departments within residential services, and constructing their personal leadership philosophy. Participants of this program will go through a 5 week Resident Assistant Spring Class which will culminate at an 8 hour leadership summit that will have sessions related to the components of the Northwestern Leadership Framework. Learning was assessed using a minute paper on leadership philosophy and a pre/post survey around the tenants of the leadership summit.

***Related Learning Outcomes: Personal Development, Social Responsibility, Interpersonal Competence, and Cognitive & Practical Skills***

## SAIT STUDENT SOFTWARE DEVELOPER

*Scott Spyrison*

### Student Affairs Information Technology

The Student Software Developer program provides a small number of students with an experiential learning opportunity related to software design and development. This is a specialized companion program to our existing student employment opportunities within SAIT. The Student Software Developer program is currently in its first year, and will ideally employ the same student(s) over multiple years.

At the beginning of the program, students focus on comprehension and practice related to core software development skills. The primary teaching mechanism is guided self-study through an SAIT wiki using practice materials. Progress is assessed via team and one-on-one check-ins for clarification and course correction as needed. In the final phase, students are expected to demonstrate these core skills by implementing a "capstone project" of their own design, incorporating all the concepts they have learned. We assess progress in this phase through check-ins and code review. Once accomplished in the core skills represented on the rubric, student(s) are integrated into existing Student Affairs projects.

The overall goal of the program is to provide students with necessary and transferrable skills related to software development. As a result of participating in this program, students will use these skills to evaluate, analyze and create solutions for real-world problems that affect institutions with ever-evolving technology needs.

***Related Learning Outcomes: Cognitive & Practical Skills, Interpersonal Competence***

## ASSESSING THE EFFECTIVENESS OF THE ALCOHOL AND OTHER DRUG TRUE NORTHWESTERN DIALOGUE SERIES FOR FIRST-YEAR STUDENTS

*Patti Hilkert*

### New Student & Family Programs

All new students are required to complete a series of True Northwestern Dialogues (TNDs) during Northwestern's new student orientation program, Wildcat Welcome. The TND series tackles topics important to the new student experience such as consent and healthy relationships, mental health and wellness, diversity and inclusion and alcohol and other drugs (AODs). Over the years, NSFP has worked closely with Health Promotion and Wellness (HPaW) to create informative and engaging programming surrounding alcohol and other drug (AOD) programming. During Wildcat Welcome 2018, a new video was featured which showcased NU students' experiences with AODs on campus combined with helpful information presented by HPaW. Following the large group presentation, students broke into small groups to participate in a facilitated conversation about AOD culture on campus with their Peer Adviser (PA). To continue the conversation that was started in the fall, PA groups were required to meet for a second AOD TND during the first half of spring quarter. Now that the students have experience with campus culture, it is important to revisit the conversation. This TND took the form of a small group conversation which was facilitated by the PA prior to Dillo Day. Once students completed both the fall and spring AODs TND, the hope was that first-year students would be able to identify three key components of the Amnesty through Responsible Action policy, identify key protective behaviors to reducing harm associated with drinking, and identify two student resources offered through HPaW. Now that students have context for AOD culture on campus, they should also be able to evaluate their interactions with alcohol and other drugs since joining the NU community and its impact on their student experience. Finally, they should be able to identify ways to engage socially on campus without alcohol and other drugs.

***Related Learning Outcomes: Personal Development, Interpersonal Competence, and Cognitive & Practical Skills***

## PEER SERVICES PROGRAM FOR SECOND AOD POLICY VIOLATIONS: ASSESSING A NEW OFF-SITE ALCOHOL AND OTHER DRUG EDUCATIONAL INTERVENTION FOR STUDENTS

*Sam Giovannetti*

### Health Promotion & Wellness

Since winter quarter of 2018, Northwestern University has collaborated with PEER Services, a community-based substance abuse prevention and treatment organization, to provide an appropriate, evidence-based educational opportunity for students who have a second alcohol or other drug violation. Students who take part in this program attend three individual sessions over a three-week period with a health educator at PEER Services. Health educators utilize Motivational Interviewing principles and a variety of educational activities, with the goal of enhancing the student's ability to identify their level of risk related to their substance use and strategies to lower their risk. By the end of the program, students should also place increased importance on and have increased confidence in their ability to make a change in their substance use and be able to identify other resources, beyond PEER Services, for seeking help regarding their substance use. After the third session, learning is assessed through a summative post-survey, which includes open-ended, structured, and rating questions. Preliminary results will be presented from the first quarter of assessments.

***Related Learning Outcomes: Personal Development, Interpersonal Competence, and Cognitive & Practical Skills***



## JUSTICE & ALLYSHIP RETREAT

*Tiffany Song & Noor Ali*

### Social Justice Education

The Justice & Allyship Retreat (JAR) is an immersive three-day experience for undergraduates to learn about allyship and learn ally behaviors. This year, JAR took place in Oregon, IL, and was brought to fruition by a cross-departmental planning committee from Social Justice Education, Leadership Development & Community Engagement, and Residential Services. This assessment measured participants' abilities to meet four learning outcomes: articulate a definition of allyship; identify troubling elements of their conceptualization of allyship related to socialization, personal bias, and prejudice; recognize areas of agency within their social identities and develop strategies to use agency as an ally; and propose three ways to enact allyship on campus. Our student learning assessment utilized a mixed methods approach, drawing on survey data collected at the end of the retreat.

**Related Learning Outcomes: Interpersonal Competence, Social Responsibility, Cognitive & Practical Skills**

## WORK THE ROOM: NETWORKING FOR BEGINNERS

*Christina A. Smith*

### Student Enrichment Services

Work the Room is a programming series designed to assist in developing tools for first-generation college students and/or low-income (FGLI) students to craft their career narrative. The purpose of this program was to provide students an opportunity to create and share elevator pitches, refine or develop resumes, learn tips for completing the Summer Internship Grant Program (SIGP) application, and network with FGLI-identified Northwestern alumni. Through attending these events, students were able to describe the connection between their individual strengths, skills, or experiences and those considered important for success in their industry; develop confidence in professional networking within their field/industry; and cite 3-5 examples of how to present one's self in a professional networking setting. Participants attended presentations about developing an elevator pitch or had a 1:1 consultation with a Northwestern Career Advancement staff member about any aspect of their career narrative. Through a comprehensive survey, we learned how the students have utilized the tools gained from the Work the Room series.

**Related Learning Outcomes: Cognitive & Practical Skills, Personal Development**

## STUDENT EMPLOYMENT: LEARNING ACROSS THE DIVISION

*Julie Payne-Kirchmeier*

### Student Affairs Division Resources

Many divisional staff have studied student employment as an experience over the past five years via a number of student learning working group projects. This project aims to look at the student employment experience collectively utilizing both existing data, and results from a newly created assessment strategy. While not a "learning project" in the manner in which our Student Learning Working Group projects have traditionally been conducted, this project was designed to help the division gain a more comprehensive understanding of the full student learning experience associated with student employment. Specifically, the project sought to identify how the division can best prepare our student employees for both their current role and their long-term career goals, and address potential training opportunities as they relate to student employment for the division.

**Related Learning Outcomes: Cognitive & Practical Skills, Interpersonal Competence**

## KNOWING IS EVERYTHING: THE CHLAMYDIA PROJECT

*Bridget A. Hannum (presented by Robert Palinkas)*

### Health Service

Chlamydia is known as a "silent" infection and is the most common bacterial sexually transmitted infection especially in young women ages 14-24. Chlamydia can have severe health repercussions if not diagnosed and treated. The purpose of this assessment project was twofold. First, to educate students regarding the basics of Chlamydia infection (for example: symptoms, routes of transmission, and methods of testing) and secondly to increase awareness for the need for routine Chlamydia screening. The assessment consisted of a pretest with 10 true/false items followed by a posttest with five multiple choice items. The pretest served as both opportunity to gather baseline information on students' knowledge as well as a learning opportunity. After each true/false question, students were provided with more detailed information on why their answer was correct or incorrect as well as website links to learn more about the topic. The posttest questions were more difficult and required a deeper understanding of the information. Female students who came into Health Service for a women's health appointment were invited to participate in the anonymous and voluntary survey, which was administered via iPad while waiting for their appointment. Results will outline baseline knowledge students already had, overall student increases in health-related knowledge after the intervention and future directions of health-based learning outcomes.

**Related Learning Outcomes: Personal Development, Cognitive & Practical Skills**

## PATIENT SUPPORT SERVICES

*Adebola Adeniyi*

### Health Service

Within Health Service, Patient Support Services assists students at Northwestern with navigating and accessing healthcare services. Through one-on-one meetings, phone calls or email interaction, students learn how to apply for financial assistance, locate providers that are within their private insurance plan, and set up expedited appointments to see specialists or get outpatient testing done. At the end of the interaction, students should have a clearer understanding of how to resolve their health- or insurance-related issue should they encounter a similar issue in the future. Student learning was assessed through a summative survey to assess the level of knowledge after interacting with patient support services.

**Related Learning Outcomes: Cognitive & Practical Skills**

## NORRIS MINI COURSES: INCREASING PERSONAL DEVELOPMENT THROUGH ENGAGEMENT IN LEISURE ACTIVITIES

*Nancy Cambron Perez*

### Norris University Center

This project will assess The Norris Mini Course program. Established in 1973, the program continues to offer over 30 recreational courses. Courses offer intense individual attention while operating in a relaxed, informal environment. For this assessment project we will be assessing multiple courses with different art and craft elements, however all the Mini Courses will follow one basic overall teaching syllabus for six weeks. I will be using a one minute paper and a 20 question survey to assess knowledge, expectations, recall, and understanding. Students who participate in the Arts and Crafts Norris Mini Courses will be able to participate in interests that contribute meaningfully to their quality of life, will be able to describe their skill development based on the Mini Course they have chosen and will be able to cultivate relationships with individuals outside of the Northwestern community within their classrooms.

**Related Learning Outcomes: Personal Development, Cognitive & Practical Skills**

## FROM SURVIVING TO THRIVING: ASSESSING THE IMPACT OF A TRAUMA SUPPORT GROUP

*Carrie Wachter & Kanika Wadhwa*

### CARE & CAPS

From Surviving to Thriving is a 9-week support group for student survivors of sexual violence. Through 90-minute meetings each week, the group offers a space for learning and restoring social connections, while creating a structure to safely put words to their experiences. During sessions, facilitators lead discussions on various topics that help group members focus on integrating past and present, grieve losses and build tools to increase self and body awareness. Group members participate in journaling and reflection with prompts, facilitated group discussion and opportunities to see others model skills and behaviors. Through participation in From Surviving to Thriving, students should be able to identify strategies to form and sustain healthy boundaries within relationships, be able to distinguish between trauma and stress reactions, apply emotional regulation or healthy coping skills during periods of activation or crisis, and to appropriately label their emotions. Through a mid-quarter survey, end-of-quarter survey, and observations scored with rubrics, we collected qualitative and quantitative data to gauge students' learning.

**Related Learning Outcomes: Personal Development, Interpersonal Competence and Cognitive & Practical Skills**





Northwestern | STUDENT AFFAIRS