

SAIT STUDENT LEARNING

Student Affairs Information Technology



University Career Services



University Career Services offers mock interview services to students as an opportunity to develop and enhance professional interviewing skills, practice interviewing techniques in



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

“deep involvement”? The result was 42 pages (single spaced in 10pt font) of student feedback. The survey was conducted in 2013 and 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 - Experiential



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 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 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



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.

SUSTAINED DIALOGUE

Campus Connection and Community



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

FRIENDSHIP MISSION TRIP TO EL SALVADOR

Religious Life



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 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 and illuminated by their travel experience. The reality of 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 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



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 (e)4clme5oi l/tatimāhis <0057004C0059>5<004800085 470044>on <0057004400085 4C00515 47