

10TH



WEDNESDAY

9:20 - 9:55 a.m. Concurrent Sessions Round 1

11:15 - 11:30 a.m.



ASSESSMENT OF TOMORROW
Student Affairs Assessment and Planning Team

WRAP-UP & GRATITUDE
Robert Aaron, Executive Director of Student Affairs Assessment & Planning

BOX LUNCH & GROUP PHOTOS
SAAG Cohort 10, and then a larger-group photo of any present SAAG/SLWG Alumni

CULTURAL CLARITY: EXAMINING WORKPLACE CULTURE THROUGH THE EMPLOYMENT CYCLE

Travis Schilla

“Workplace culture” can be difficult to define, yet it has a significant impact on the experience of working in a department. It is the personality of the department as viewed by the employees, and encompasses the people, leadership, policies and practices of a unit. This assessment sheds light on what candidates for hall staff positions (live-on graduate and full-time staff) learn about the workplace culture of Residential Community and Support (RCS) – an office within Residential Services – during their hiring and initial training processes (i.e., onboarding), and how those perceptions are reinforced or altered through their experiences on the job. Data collection involved a survey administered in the spring quarter, followed by individual interviews to gauge staff members’ experiences. The aim of this project is to prepare RCS staff members for success starting in the recruitment process, improve the staff experience, and increase investment in the job and department.

Strategic Themes: I e t i O ga i, a t i a De e u e t

CENTERING INDIGENOUS STUDENT VOICES: UTILIZING A NEW DEMOGRAPHIC APPROACH TO UNDERSTAND THE EXPERIENCE OF NATIVE AND INDIGENOUS STUDENTS AT NORTHWESTERN

Aaron Golding

In the reporting of institutional surveys and assessments, the responses of Native American and Indigenous students are often hidden due to smaller populations and low response rates. Through revisiting who is counted as Native or Indigenous, we have recompiled existing demographic data and are now able to center and report on the experiences of Native and Indigenous students at Northwestern University without compromising student anonymity. In re-reviewing multiple years of data from the Multi-Institutional Study of Leadership (MSL), Consortium on Financing Higher Education (COFHE) surveys, Post-Graduate Survey, and others, we can provide insights into the ways we can support Indigenous students through our collective work as a division. Findings will highlight what Indigenous students have been telling us all along, but we were unable to report on until now. Using the Division of Student Affairs Strategic Themes as a lens to understand the needs of Native and Indigenous students, we will all be able to better see the ways our individual offices and units collectively work to supporting the success of this community on campus.

Strategic Themes: R t e E t i, f t i c e, a d B e g i g; F t e Mea i g f S t d e t E g a g e, e t; Ch a i H i t i c We b e i g; I e t i O ga i, a t i a De e u e t

ASSESSING STUDENTS’ LEADERSHIP DEVELOPMENT THROUGH COMMUNITY PARTNER RACIAL EQUITY PROJECTS

Daniella Feijoo

The inaugural Leadership for Racial Equity cohort program is an opportunity for Northwestern students (18 in Winter Quarter 2023) to learn about grassroots racial equity efforts and engage in hands-on community engagement initiatives focused on racial justice led by four nonprofit organizations and schools in Evanston and Chicago. This presentation is a summary of the key findings from the Leadership for Racial Equity cohort program by examining the results from weekly written reflections as well as both a pre- and post- test administered to students and will inform the 2nd iteration of the program in the next academic year. A discussion of findings will demonstrate student learning regarding racial equity and how to apply these strategies in practice, the context of the local communities of both Evanston and Chicago, and links between students’ academic studies, their co-curricular experiences, and career development.

Divisional Learning Outcome(s): C g t i e a d P a c t i c a S i, I t e e a C, e t e c e, P e a De e u e t; S c i a R e i b i t

SPIRITUAL YEARNING: UNDERSTANDING THE SPIRITUAL BUT NOT RELIGIOUS STUDENT COMMUNITY AT NORTHWESTERN UNIVERSITY

Eric Budzynski & Ricky Klavon

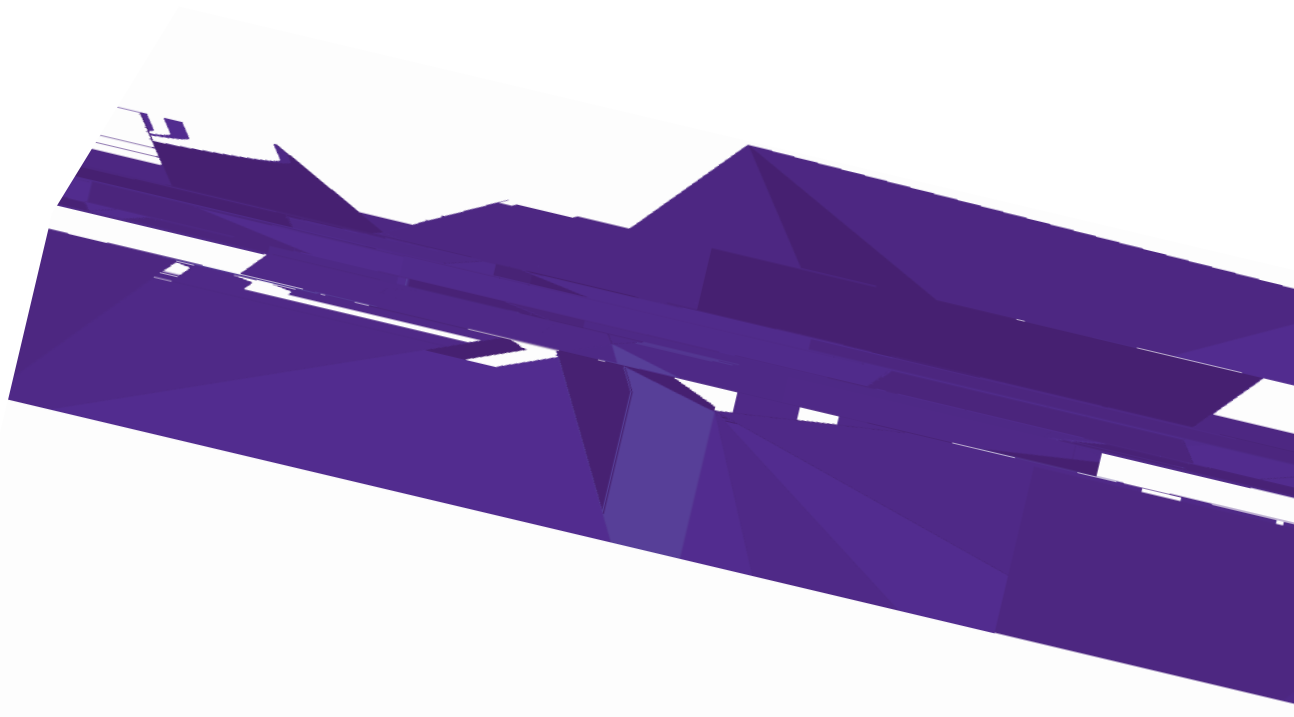
Multi-school surveys are utilized at Northwestern in conjunction with the Consortium on Financing Higher Education (COFHE) and the Big 10 Network. This multi-year assessment critically engages the utility of these surveys, including the Survey of New Students, Enrolled Student Survey, and the Senior Survey, in describing the needs of the religious and spiritual student communities. Data collected in the past 24 months from these surveys indicated a need to examine a previously understudied student community on campus, appointed “spiritual but not religious” (SBNR) by the research team. Data indicates that 3 percent of students entering Northwestern identify as SBNR, but this population increases to more than 1 in 10 students (or 14%) by the time students graduate. Thus, the research team set out to find what environmental, behavioral, and psychological factors influence the collegiate transformation to SBNR and what practice and support systems are necessary to ensure SBNR students thrive during their collegiate experience. To answer these questions, the research team conducted the first set of focus groups of a four-year longitudinal study in April 2023. Three focus groups with various student populations on campus were conducted; two were first-year students at Northwestern University, and the third was non-first-year students at Northwestern. The resulting data was coded for themes. The results of the thematic coding as well as programmatic implications will be discussed.

Strategic Themes: Ch a i H i t i c We -B e i g, F t e Mea i g f S t d e t E g a g e, e t; R t e E t i, f t i c e, a d B e g i g

BEYOND LEARNING: REDEFINING COMMUNITY TO UNDERSTAND BELONGING AT NORTHWESTERN

Amanda Mueller & Dr. Brent Turner

Institutions across the country are striving to answer the following: Do students feel they belong on campus? Where and how are students finding that belonging? Northwestern's Division of Student Affairs is no different, we strive to develop experiential programs, services, and spaces to foster an individual and collective sense of belonging. But how do the students uniquely define belonging at Northwestern? Utilizing the student engagement database, which captures attendance as a measure of student engagement, the division collects data in three defined domains: community, learning, and support. To assess how students uniquely define belonging, the research team engaged undergraduate student leaders in a reflective activity to define belonging in their own words. The findings aim to





RENOVATING FOR RESILIENCE: ASSESSING THE IMPACT OF INVESTMENT IN FIRST-GEN, LOW-INCOME SPACES

Jack Day

Student Enrichment Services (SES) partners with first-generation, low-income (FGLI) students to foster identity development, navigate campus resources, and build community. The SES space serves to be a safe space for FGLI students to come together, yet its location in an old student housing building has caused issues with its ability to promote this kind of community in years past. Between the summer of 2022 and the spring of 2023, SES was closed to the public as its office underwent extensive renovations. With the office now reopening its doors this Spring Quarter, assessments have been created which measure how the improvements to the space impact the FGLI students who use it. This assessment, which is designed to be used frequently as students use the space, examines FGLI students use of the space, satisfaction and perception of the space, and how that use impacts their sense of self, sense of belonging, and perception of Northwestern. Results and implications of Spring data will be discussed.

Strategic Themes: Chicago, Health, Well-being, Research, Equity, Justice, Academic Excellence

AN OUNCE OF PREVENTION: MEASURING THE IMPACT OF A "BURNOUT BALM" WORKSHOP FOR MEDICAL STUDENTS

Rachael Collins, PhD, LCP

The World Health Organization (WHO) defines burnout as "resulting from chronic workplace stress that has not been successfully managed." This "occupational phenomenon" is characterized by "exhaustion, cynicism or feelings of negativism, and reduced professional efficacy (WHO, 2019)." According to the National Academy of Medicine (2017), 45-60% of medical students and trainees experience "crisis levels" of burnout. As such, this topic became the focus of this assessment project. To support their overall mental health and well-being, the CAPS Liaison to MD students created a 90-minute workshop to address burnout among this at-risk student population. In April 2023, "Burnout Balm for MD Students" was conducted using a blend of didactic instruction, experiential activities, and opportunities for personal reflection. The workshop aimed to equip participants with the knowledge to identify personal and structural factors which can contribute to burnout, describe a variety of short- and longer-term strategies to prevent and reduce burnout, and complete personalized Burnout Prevention Plans to apply the workshop content to their daily lives. Qualitative and quantitative data was collected via pre- and post-test evaluations, and personalized prevention plans. Assessment approaches included both direct and indirect, and formative and summative sources. Results of the program evaluation will be shared and implications for future "Burnout Balm" workshops will be discussed.

Divisional Learning Outcome(s): Cognitive, Pedagogical, Professional, and Personal Development



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