

Student Learning Outcomes

2015-16 ASSESSMENT PROJECT BRIEFS



Columns of Student Learning and Development

Student affairs professionals care deeply about maximizing student success in and outside the classroom. The Division of Student Affairs at the University of Missouri has defined the following learning outcomes as essential to student success.

1. Interpersonal development
2. Intrapersonal development
3. Practical competence
4. Knowledge acquisition and integration
5. Critical and reflective thinking
6. Humanitarianism and civic engagement

The Division of Student Affairs systematically gathers learning data in support of these Columns of Student Learning and Development each academic year. The results from these studies inform continuous improvement and strategically determine what makes a difference for students today, and in the future.

STUDENT MANAGEMENT

Campus Dining Services

Kristen Hasan and Melissa Riley

Learning dimensions: Collaboration and team work, effective leadership, managing career development, meaningful relationships, recognizing and valuing cultural and human differences

Campus Dining Services continued assessment of learning through the student management program for the purpose of providing feedback and suggestions to full-time management staff to improve and further develop the program. Another desired outcome is to increase the student supervisors' and student managers' perception of benefits from the student management program to their academic and professional careers. Assessment methods and tools included position charts, surveys, rubrics and focus groups.

KEY FINDINGS

- Students felt that full-time management staff at Campus Dining Services supported them in pursuing their careers.
- Students reported that allowing them to master the cash register and interact one-on-one with customers gave them an opportunity to develop the skill of presenting information to others in a clear, logical and interesting way.
- Students were strongly interested in further developing skills related to understanding and practicing ethics and integrity in the workplace. Tasks such as supervision of clocking in and out as well as monitoring employee meal use help to maintain integrity and follow the rules at work. Students recognized these opportunities but wanted more development in this area.
- Student managers demonstrated higher levels of development in conducting effective performance evaluations with their peers including scheduling appointments in advance, explaining the scoring system and the reason for various scores. Overall, through training and review of evaluations before the discussion, student managers were able to conduct evaluations that provided valuable feedback to their student employee co-workers.
- Ninety-five percent of Campus Dining Services student managers report that they had an understanding of how they individually play a role in the dynamics of privilege and power as a result of training and on-the-job experience.

IMPLICATIONS

Building meaningful work relationships and recognizing and valuing cultural and human differences will continue to be themes addressed with student managers. Full-time managers

will discuss ways to make the training guide an effective tool for student learning. By using the training guide as a resource to supplement training already done in units, we expect scores to increase for conflict resolution and transferable skills.

RESPOND TRAINING

Counseling Center

Kerri Schafer

Learning dimension: Proactive and preventive harm reduction

The Counseling Center provides RESPOND, an eight-hour training that includes a basic overview of mental health symptoms and offers an action plan for effectively responding to someone who is experiencing a mental health problem or emotional distress, for faculty, staff and graduate students.

The center provided a pre/post-test to graduate student participants to measure learning as a result of the program, including participants' confidence in recognizing someone experiencing a mental health problem, confidence in their ability to assist someone in emotional distress, and their willingness to assist someone who appears to be in emotional distress.

KEY FINDINGS AND IMPLICATIONS

- RESPOND had the immediate effect of increasing students' willingness and confidence in assisting someone who is in emotional distress, including talking directly about suicide. Students also appeared aware of campus mental health resources after the training.
- A notable finding was that students were already willing to assist someone in emotional distress before participating in the training, though they were uncertain of their ability to be helpful. This suggests that our campus community wants to take care of one another but may be lacking the confidence or skill to do so. The findings of the assessment suggest that this training improves confidence. Further, the willingness to approach someone and inquire about their mental well-being, paired with knowledge of appropriate campus resources is sufficient to be an effective "first responder."
- Another interesting finding was that this group of graduate students was fairly aware of campus mental health services before attending the training (perhaps unsurprising given that they voluntarily chose to attend a mental health training). They were significantly less aware of the Counseling Center's crisis intervention services, suggesting that continued efforts to educate the campus about our crisis services is important.

TEAM MIZZOU

MizzouRec

Emily Bach

Learning dimensions: Sense of belonging, demonstrating professionalism, managing career development

MizzouRec's student development program, Team Mizzou, creates and reinforces a value-based service culture of excellence, responsibility and lifetime relationships. Through experiences as a Team Mizzou member, students should graduate from the program with important skills and experiences necessary for career advantage.

This assessment project identified and measured student employees' connection with one another and their ability to articulate what they learned through their employment and how it relates to their career goals.

KEY FINDINGS

- A majority of the participants stated they feel like their peers care about them as people, and not just co-workers.
- Most of the students reported that feeling close with professional staff members was an important element in building the sense of belonging throughout the facility and helps them feel comfortable being pushed to improve and work hard without being worried about making mistakes.
- Many of the participants suggested holding more cross-area or whole departmental meetings so that there are more opportunities to build relationships with other areas and learn about the entire facility.
- Many of the staff stated that working at MizzouRec has helped them develop an understanding of how to work with people from diverse backgrounds, and that this experience will be important in their future careers. In addition, some students suggested including more developmental opportunities and diversity trainings so staff can continue to learn how to be welcoming to individuals from all backgrounds.
- Most of the participants stated that they feel more comfortable applying for internships and jobs in the future because of their experience going through the hiring process at MizzouRec.
- Many of the staff were able to describe different transferable skills they have developed while being a member of Team Mizzou that will help them in their future career. Some of these skills include leadership skills, teamwork, time management, conflict management and communication skills.

IMPLICATIONS

- The department plans to implement more cross-area activities and meetings where individuals can have the opportunity to build relationships with staff across the department. These can include staff meetings, sport leagues and aquatic activities.
- The department will continue to build upon the different career development opportunities it offers by providing more programs such as customer service training and resume help for students who are graduating and applying for jobs.

STUDENT LEADERS

Residential Life

Luke Gorham

Learning dimensions: Effective leadership, social responsibility, resilience

The Department of Residential Life in conjunction with the Center for Leadership and Service in the Department of Student Life participated in the national Multi-institutional Study of Leadership in March 2015. The study examines student leadership values at both the institutional and national levels while paying specific attention to the campus experience factors that influence leadership development in college students.

The MU sample included 4,000 students plus a comparative sample of 1,500 students living in residential halls. The response rate was 17 percent (n=679). The Department of Residential Life plans to use this information to inform leadership trainings and development opportunities to residential life student leaders.

KEY FINDINGS

- Students who are involved in college organizations "much of the time" scored significantly higher on resiliency and all eight of the Socially Responsible Leadership Scale (SRLS) outcome measures than their peers who reported involvement "never," "once," and "sometimes."
- Students who reported living off campus scored significantly higher on "Controversy with Civility" than students living on campus.
- Students who participate in service student groups scored significantly higher in all eight SRLS outcome measures than students who do not participate in these groups.
- Students who report having socio-cultural conversations "often" scored significantly higher than students who reported having these conversations "never," "one time,"

or “sometimes” on all eight SRLS outcome measures except for growth in commitment for students who engage in these conversations “sometimes.”

- Mentoring and high impact practices resulted in significantly higher scores on the majority of the SRLS outcome measures.
- Leadership activities resulted in significantly higher scores in several SRLS outcome measures.

IMPLICATIONS

- Explore these concepts more with marginalized students
- Frequency of involvement matters
- Work to get students to at least one leadership program

INTERFRATERNITY COUNCIL PEER EDUCATORS Relationship & Sexual Violence Prevention Center *Kim Scates*

Learning dimensions: Communication skills, gaining and understanding new knowledge

Interfraternity Council executives resurrected a peer education program to help educate fraternity men about sexual assault and sexual misconduct. In preparation to educate and answer questions from peers, an additional 14 students (for a total of 28) completed training this year on topics including consent, alcohol and drugs, men and masculinity, and Title IX. In addition, students received extensive training on facilitation skills. Assessment of facilitation skill development included direct methods of learning based on ratings on a rubric measuring facilitation skills.

KEY FINDINGS AND IMPLICATIONS

- In regard to the peer educators’ content knowledge and organization for presentation, the students did well. However, many students lacked the ability to keep an audience engaged while sharing their knowledge.
- More training is needed in self-compassion and empathy in order for the students to be able to give compassionate and empathetic responses to comments from presentation participants that disagree with the narrative of our peer educators.

PROJECT-BASED INTERNSHIPS Student and Auxiliary Services *Amanda Purchase Roberts*

Learning dimension: Communication skills

Student & Auxiliary Services offers internships in varying career fields, including marketing, retail, information

technology, event planning, interior design and general business. Interns are assigned a specific project and present to professional staff at the end of their internship, which is assessed utilizing a rubric and pre/post evaluation.

KEY FINDINGS

- The results of the pre, post and final evaluation indicated that students are gaining transferable skills. They are communicating these skills in their final presentations and sharing the goals they are accomplishing through their internship experiences.
- More than 90 percent of participants accomplished or mastered various presentation skills including organization, delivery, supporting material and central message. The results show continued growth in presentation skills based on interns’ self-assessment, and the continued growth is backed by rubrics completed by those observing the interns’ final presentations. Strategies that are contributing to this growth include practicing presentations, current interns attending other internship presentations, and a session on presentation skills.

IMPLICATIONS

- Based on results regarding skills gained from employment, Student & Auxiliary Services will examine components of the internship program that could be expanded to all of the department’s student employees. It will take time to evaluate feasibility based on the number of student employees.
- The strategies utilized to help students learn effective presentation skills will be continued.

Student Health Center *Andrea Kimura and Heather Eastman-Mueller*

The Student Health Center announced budget cuts in spring 2016, which eliminated positions for graduate assistants whose primary roles were to support three of the four student organizations. Due to this unforeseen impact, data collection for the student learning objects was inadequate for analysis. Student Health Center student groups are reorganizing and redefining their role as they move forward into the next academic year.

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