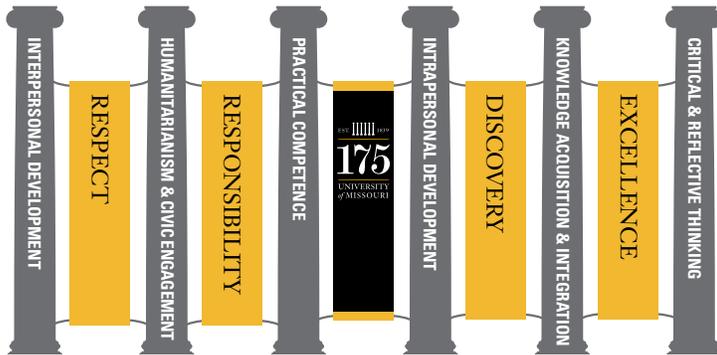




# Columns of Student Learning and Development

2013-14 DEPARTMENT PROJECT BRIEFS



Mizzou Student Affairs professionals care deeply about maximizing student success in and outside the classroom. We have defined the following learning outcomes as essential to student success.

Columns of Student Learning and Development:

- Interpersonal development
- Intrapersonal development
- Practical competence
- Knowledge acquisition and integration
- Critical and reflective thinking
- 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 exactly makes a difference for students today, and in the future.

Thank you to our assessment champions who led the 2013-14 studies listed here. These studies provide results that showcase our students' learning in columns: interpersonal development and practical competence.

Catherine C. Scroggs  
Vice Chancellor for Student Affairs

## BRIDGE TO MU Disability Center *Justin Lozano, Becca Terry*

Learning Dimensions: Meaningful Relationships, Managing Personal Affairs, Collaboration & Team Work, Maintaining Health & Wellness

Bridge to MU is a transition program for incoming freshmen registered with the Disability Center. It is designed to provide students with the best strategies, tools and resources that students need to thrive in the university environment. Assessment was conducted during the second year of the program.

Assessment methods included program evaluations (pre and post), session evaluations (pre and post), a scavenger hunt checklist and a focus group at the end of participants' first semester at Mizzou.

Key findings:

- Four of the seven participants were able to identify three barriers they might encounter during their college career. Five of the seven identified that they needed help from the Student Success Center related to their academic work. Furthermore, four participants were able to express how to self-advocate for themselves and what it looks like after a session led by a Mizzou professor.
- Based on the overall findings, the program as a whole improved student learning by covering information about disability related topics. However, data indicates a need to focus on the students' holistic college experience. The Disability Center will partner with the Wellness Resource Center and Student Financial Aid to address the holistic college experience in a new session, "Everything Wellness."

## STUDENT CONDUCT HEARINGS

Residential Life

*Tyler Page*

Learning Dimensions: Maintaining Health & Wellness, Meaningful Relationships, Sense of Belonging, Managing Personal Affairs

The Department of Residential Life and Office of Student Conduct partnered to develop learning outcomes based on six effective sanctioning guidelines: (a) self reflection, (b) impact on others, (c) impact on university community and/or society, (d) impact on personal being, (e) impact on personal future and (f) strong deterrence and awareness raising (Olshak, 2008). Assessment was conducted to provide insight into areas that students are having difficulty learning about, or that hearing officers are having difficulty educating students on.

Hearing officers evaluated students after conduct hearings from Oct. 15, 2013, to May 15, 2014. Evaluation rubrics were completed for approximately 680 hearings, or 41 percent of all cases during the evaluation period. Additionally, all professional staff hearing officers from Residential Life and the Office of Student Conduct were solicited for feedback on use of the rubric.

Key findings:

- Office of Student Conduct hearing officers consistently

scored students higher than Residential Life hearing officers. This difference in hearing department scoring requires further examination.

- Potentially the most notable benefit of this study was the development of mutually agreed upon learning outcomes that are now used by all hearing officers at MU. This has increased intentionality and consistency of hearing officers. “I think outcomes have given me more intentionality for my conversations with students,” said one hearing officer. Another officer said the outcomes are a “reminder of best practices.”
- Data suggests students’ experienced greater learning in the areas of deterrence and awareness raising, and self-reflection, and that students learned the least in the dimension of impact on personal future.

## STUDENT MANAGEMENT

### Campus Dining Services

*Kim Stonecipher, Monelle Hausbeer*

Learning Dimensions: Collaboration & Team Work, Meaningful Relationships, Managing Career Development, Managing Personal Affairs

It is the goal of the Campus Dining Services student management program that student management staff hone transferable skills including time management, organization, conflict resolution and respectful working relationship techniques. The department is collecting learning outcomes data with the goal to provide feedback and implement changes to strengthen the student management program.

Assessment methods included position charts, shift summaries, rubrics, checklists, focus groups and interviews.

Key findings:

- Student management staff learned how to manage time, effectively organize team tasks, incorporate others’ point of view, explain respectful working relationship techniques, formulate solutions to conflicts and describe transferable skills acquired.
- Student management employees were able to use checklists or agendas to help them develop time management skills by learning and prioritizing tasks throughout their shifts. Students were then able to apply this skill to prioritizing tasks related to academic work. Still, the group requested additional, voluntary time management training throughout the semester.
- A theme of being proactive emerged from focus groups. Students realized that being proactive for work related tasks allowed them to ensure deadlines and tasks did not accumulate and were more easily managed throughout the year. Students were able to apply this to academics and also identified this as a skill that can be used in their future professional careers.

## VENTURE OUT

### Student Life

*Bryan Goers*

Learning Dimension: Collaboration & Team Work

Venture Out provides campus and the community with experiential learning opportunities. Over the course of 2013–14, Venture Out utilized indirect methods to collect key data to measure the program’s impact on the groups who use the program for team-building. Participants were given paper evaluations after each course, Venture Out staff completed a rubric immediately following each course, and group leaders completed a follow-up survey to measure three key outcomes:

- 1) After completing a Venture Out course, students will be able to identify their top three strengths.
- 2) After participating in the low stakes portion of a Venture Out course, students will have practiced collaboration techniques.
- 3) Students will be able to apply collaboration skills to their group upon completing a Venture Out course.

Key findings:

- Ninety-two percent of participants said they could identify three individual strengths after completing Venture Out training.
- One-hundred percent of group leaders said their group practiced collaborating techniques during a Venture Out course.
- Ninety-one percent of group leaders felt their participants applied collaboration skills learned at Venture Out to working in their group after the course.

## INVOLVEMENT TO CAREER

### Student Life

*Michelle Murphy, Kathleen Duffy*

Learning Dimension: Managing Career Development

The Department of Student Life encourages students to make meaning of their involvement experiences. The Involvement to Career initiative provides students tools and resources to reflect upon their experiences in leadership and student employment roles. Through the program, students will identify at least three transferable skills that they gained through their participation and learn how to articulate these skills to prospective employers.

Assessment methods included exit interviews with student leaders and student employees, and a post-workshop evaluation with a pilot group of student leaders.

Key findings:

- One hundred percent of workshop participants were able to identify at least three transferable skills as a result of the workshop, and all participants reported an increase in knowledge of how involvement can benefit them as they prepare for a future career.

- Student employees self-identified having developed or enhanced a variety of skills including being able to prioritize, understand and apply research information, manage time, and communicate with people of varying age levels.
- Exit interviews revealed students are learning and gaining skills from their involvement experiences, but they do not always have the language to accurately articulate what they are learning. Results indicate there is a need to enhance and expand this program to a wider audience to set more students up for success.
- By increasing the student touch points, students will have more of an ongoing process for reflecting on their involvement and be better prepared to share what they have learned with others, including potential employers.

## TEAM MIZZOU

MizzouRec

*Amy Tesch, Laura Salerno*

Learning Dimensions: Meaningful Relationships, Managing Career Development, Managing Personal Affairs, Sense of Belonging

The 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 substantial career advantage.

The assessment project identifies and measures the learning outcomes of the student employment experience and the impact of Team Mizzou on gaining valuable real-life skills necessary for substantial career advantage.

Assessment methods included quizzes and discussion per program and service area, focus groups, surveys, and Team Mizzou retention and demographic statistical data.

Key findings:

- Overall findings suggest Team Mizzou students identify themselves as building strong, meaningful relationships and recognize their experience as purposeful in developing transferable skills, preparing them for their future career path post-graduation.
- Assessment findings concluded 96 percent of Team Mizzou members were able to restate the department mission; 89 percent were able to restate the department vision. This indicates they understand the role they play in the MizzouRec operation and the experience.
- Feedback from Team Mizzou members suggested they want to develop stronger Team Mizzou Alumni Connections and seek additional leadership development opportunities within the department.

## PRACTICUM AND GRADUATE STUDENT TRAINING Counseling Center

*David Wallace*

Learning Dimensions: Managing Career Development, Sense of Belonging, Collaboration & Team Work

The Counseling Center provides practical counseling training for graduate students at all levels who are preparing for work as counselors and psychologists.

The assessment project addressed how the training process for graduate trainees clarifies their professional development in the field of counseling and their sense of belonging in the Counseling Center work environment. These experiences were related in written form as a larger part of their semester and year-end evaluation process. In addition, a rubric measuring collaboration and teamwork was completed by the graduate trainees' clinical team leaders.

Key findings:

- Students noted their learning in several areas, including clinical skills, comfort with clients and work with diversity. The area noted most often for students in impacting their professional development was their relationship with their supervisor and with other more experienced staff. The primary conclusion is that the nuts and bolts of "learning how," which is significant in professional development, appear to be in many ways tied to the relationships with those more experienced who provided guidance and support.
- On describing their sense of belonging, student responses continually referred to the "human touch" through supervision, support from colleagues and more experienced staff, appreciation expressed for accomplishments, support specifically in times of difficulty, experiences in team, being validated as a person, opportunities for social interaction and availability of more experienced staff for consultation and informal interaction.
- All trainees surveyed scored at an acceptable level or higher for collaboration and team work within their clinical team experiences. Graduate assistants, who are in all cases either former practicum students or have had other previous practical experience, scored higher overall. While this is not a longitudinal study, it reflects that students with more experience in training will likely tend to be more comfortable, engaged and involved in collaboration and team work.

## 'MOST OF US' HEALTH PROMOTION CAMPAIGN Student Life

*Dan Reilly*

Learning Dimensions: Maintaining Health & Wellness, Proactive and Preventative, Harm Reduction, Meaningful Relationships, Sense of Belonging, Managing Personal Affairs

The "Most of Us" campaign is the social norming media campaign of the Wellness Resource Center's harm-reduction

approach to high-risk alcohol use among MU students. Prevention theory and research supports that college students tend to drink about as much as they perceive their peers drink. In addition, national, state and MU-specific data support that students overestimate how much others students drink. The social norms approach seeks to break down the misperceptions of high-risk drinking among college students.

By providing media campaign messages highlighting the healthy behavior of “most students,” the Wellness Resource Center hopes to share the truth of actual campus behavior and help MU students make decisions that are healthy, safe and smart.

The primary assessment method is an annual online survey, the Missouri College Health Behavior Survey, distributed every spring semester for undergraduate students.

Key outcomes include:

- Decrease percentage and severity of student misperceptions regarding high-risk drinking. High-risk drinking is defined as those who report consuming five or more drinks within a two-hour period any time within the past two weeks.
- Decrease percentage of students who partake in high-risk drinking behaviors.

Key findings:

- Results indicated a 6 percent reduction in the perceived number of drinks other students consumed on a typical night of drinking from 5.21 drinks in 2011 to 4.88 drinks in 2013.
- Results also indicated a 19 percent reduction in high-risk drinking from 46 percent in 2011 to 37 percent in 2013.

## INTERNSHIP PROGRAM

Student and Auxiliary Services

*Amanda Roberts, Heath Immel, Lory Arnold*

Learning Dimensions: Collaboration & Team Work, Managing Career Development

The SAS internship program, established in 2008, is intended to provide students professional experiences within an educational setting. The internships offer students opportunities to gain transferable skills, develop meaningful relationships, grow as professionals and narrow in on career goals.

Departments and professional staff propose project-based internship opportunities based on challenges or needs the department is seeking to rectify. Student employees are also encouraged to submit proposals based on projects they believe will benefit the department and skills they are hoping to gain in a professional setting.

The typical responsibilities of an intern vary depending on the project; however, all interns are expected to determine goals for their internship projects, participate in professional development opportunities, and reflect on their experiences through final presentations.

Assessment methods included a focus group with the interns and final presentations using a rubric to evaluate the students' learning.

Key findings:

- The internships and presentations provide an educational experience that allows students to develop professionally; however, the level of professional development is dependent on the supervisor, student's developmental stage, and the intentional professional development provided by the Student Development Coordinator.
- The internship program must include specific requirements of the students and supervisors to guide the student's development, including professional development activities and evaluations.
- The data indicates the internship program must include well-defined, intentional components to assist students in developing professionally, gaining a sense of belonging, learning from each other, and identifying and articulating goals achieved throughout their internship experiences.

## STUDENT PROGRAMS AND ORGANIZATIONS

Student Health Center

*Heather Eastman-Mueller*

Learning Dimensions: Managing Career Development, Meaningful Relationships, Sense of Belonging, Maintaining Health & Wellness

This project focused primarily internally on the development across four different learning dimensions of various student leaders who volunteer at the Student Health Center. This included undergraduate and graduate students associated with our recognized student organizations SHAPE, SHAC, SBS and BREATHE; the graduate students and volunteers who coordinate each of these programs; a research assistant; and the biofeedback coaches that provide services on behalf of the Student Health Center.

Assessment methods included a graduate student survey at the beginning and end of each semester to gauge their sense of belonging to the Student Health Center and to the university as a whole. SHAPE peer educators completed an online assessment after each event and at the beginning and end of each semester to determine goal attainment.

Key findings:

- Although the overall emphasis is patient/clinical services, the Student Health Center provides students several different learning and development opportunities.
- Unfortunately, due to the diversity of student roles and responsibilities, it was challenging to develop one cohesive, comprehensive tool that would assess all aspects of development.

For more information, contact:

Ashli A. Grabau, Assessment Coordinator  
Division of Student Affairs  
University of Missouri  
573-882-2014  
grabauash@missouri.edu