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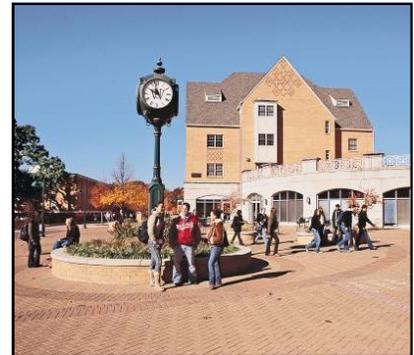
CAUSE and EFFECT

2012-2013 Impact Report

May, 2013

Welcome to our inaugural edition of CAUSE and EFFECT, an annual report that will highlight assessment projects relevant to the undergraduate student experience at Washington University.

The reason why I get excited about assessment is because the students at Washington University—and the experiences they pursue here—are extraordinary. They lead organizations that effect social change, they teach photography classes in India, they create gardens that promote sustainable urban agriculture, and they tutor underprivileged children in St. Louis. Just to name a few.



Here's where assessment comes into play: assessment allows us not only to know these students and to know their stories, but it allows us a mechanism to measure the impact our work has on their ability to pursue these remarkable opportunities.

Very often we'll share anecdotes or stories about individual students who have benefited from the services we provide. Certainly anecdotes and stories have value, but when we can use data to back our claims with real evidence, our story becomes much more compelling. It allows the claims that we make about the undergraduate experience to rest on an empirical foundation, thereby strengthening our credibility.

To this end, an assessment committee was convened in February, 2012, which is comprised of faculty and administrators from across campus (see page 2 for the full committee roster). We meet bi-weekly throughout the school year and in many ways we function as an "assessment think tank." Our discussions center on strengthening the assessments being developed and implemented by committee members, opportunities for making our work more collaborative and efficient across campus, as well as tying our work into larger university priorities like the upcoming Reaccreditation visit. Departments represented on the committee also take turn discussing their assessment work and getting feedback from others.

I invite you to explore the reports compiled in this document to get a sense of the kind of assessment taking place at Washington University. This is by no means exhaustive, but it does provide a sampling of the ways campus administrators use assessment to strengthen their work. If you are interested in learning more about any of these projects or about developing an assessment in your own department, please do not hesitate to contact me or any other member of CAUSE. We will be happy to assist you.

Sincerely,



Tim Bono
CAUSE Chair



The Mission of CAUSE

The Committee for the Assessment of the Undergraduate Student Experience (CAUSE) supports the measurement of student growth, development, and learning both inside and outside the classroom at Washington University.

By coordinating data collection from relevant services and programs, we aim to advance a culture of continuous improvement for the undergraduate experience.

2012-2013 Assessment Committee

Cris Baldwin

Assistant Dean and Registrar
Sam Fox School of Design & Visual Arts

Tim Bono (Chair)*

Assistant Dean and Lecturer in Psychology
College of Arts & Sciences

Danielle Bristow*

Director of First Year Programs
First Year Center

Jim Davis*

Professor Emeritus of Political Science and
Interim Director of Cornerstone

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Olin Business School

Holly Tasker

Production Editor
Office of Undergraduate Research

Annette Unser

Market Research Director
Public Affairs

Shiloh Venable

Assistant Director
Community Service Office

Aimee Wittman

Director of Career Services
Career Center

**Steering Committee Member*



Assessment Committee Meetings

The Assessment Committee meets biweekly to discuss assessment initiatives taking place across campus. Meetings focus on best practices in assessment, and opportunities for collaboration between departments.

Assessment Resources

Assessment Website

Visit us online at <<http://cause.wustl.edu>>. Our website is a resources for anyone interested in learning more about assessment. Among its features are:

- The **full committee roster** with contact information for each member
- A **“Getting Started” section** with a step-by-step guide for anyone new to assessment
- An **Assessment Glossary** and FAQ page
- Links to **national assessment resources**, along with scholarly articles on assessment.
- An **interactive assessment calendar** that allows viewers to upload information on their own assessments and view others’. The intent is to minimize the number of surveys that go out at the same time and also to give university community members a sense of services and resources that recently have been assessed.

Campus BEAT

The Campus BEAT (Bundled Evaluation and Assessment Tool) was developed to minimize the number of surveys that distributed to the undergraduate population. Each Campus BEAT consists of questions submitted from individual departments and is sent out periodically throughout the semester instead of several smaller surveys going out all more frequently from individual departments.

Undergraduate Database

In collaboration with Sue Hosack, University Registrar, we have developed a mechanism for tracking which undergraduates have received which assessments throughout the year. When requests to contact undergraduates are made, we pull a random sample of students who have not recently been asked to complete a survey, which minimizes the number of requests any one student receives.



Workshop Series

Each semester, the following workshops are offered. These sessions are open to all students, faculty, and staff. Check <<http://cause.wustl.edu>> for exact dates and times.

Assessment 101

This presentation introduces the key elements of assessment including writing learning outcomes, “dos” and don’ts” of survey questions, and other effective ways to capture student learning and development.

Intro to Focus Groups

This session will provide you with the basics of how to run a focus group, including defining your purpose, developing questions, recruiting and preparing participants, conducting the session and analyzing the data.

Using Swipe Card Systems To Track Students Services and Activity

This session will explore how to use swipe card systems to track student services and activities allowing you to monitor student interaction and quantify the level of services being delivered.

Intro to Campus Labs

In this session, we will go over the logistics associated with creating an account, setting up surveys, and collecting data online using Campus Labs, the university’s online data collection service.



Washington University in St. Louis

CAREER CENTER



The Career Center at Washington University supports students and alumni as they transform their passions, education, and skills into purposeful career paths by teaching lifelong career development strategies and by connecting our diverse students, alumni, and employers.

Major services for undergraduates provided by The Career Center

- Individualized career advising in person, over email, phone, and Skype (Including Pre-Law, Pre-Health, Pre-Graduate advising)
- 100+ programs, workshops, industry panels, and events to educate students about jobs, industries, and career development skills
- 4 on-campus and 5 off-campus Career Fairs each year
- CAREERlink: internship and job postings database
- UCAN: national university consortium database of internships
- Internship Book & Success Stories
- Internship/Research Stipend Program
- Internship and Job Work Groups
- Class-specific programs (by academic year and through collaborations with academic departments)
- Summer and Winter city-specific gatherings
- On-campus recruiting for internships & full-time jobs
- Road Shows to Chicago, Los Angeles, New York, Silicon Valley, and Washington, D.C.
- Alumni career mentoring programs
- Tailored marketing of career-building opportunities based on student industry preferences
- Skill and interest assessments

Program Assessment in The Career Center

- **Career Core Competencies Assessment**
Assessments used to measure pre- and post-event learning outcomes at Career Camp and Sophomore GPS.
- **Workshop Evaluations & Post-Event Surveys**
Used after Work Groups, guest speakers (panels, Lunch with a Pro) and events (Career Fairs) to assess student satisfaction and gather general feedback.
- **Graduation Day Cards**
Used to capture information about post-graduation plans – distributed to seniors.
- **Report Your Plans**
Fall Semester: Used to capture information about summer experiences AND career-related interests, distributed to all undergraduates.
Spring Semester: Used to capture information about summer experiences – distributed to all undergraduates.
- **Smile and Dial Initiative**
Conducted during the summer and used to capture information about summer experiences and internship/job landings. Also used to inform students and young alumni that Career Center services are still available to them.
- **Four-Year Advisor Cards**
Cards distributed to four-year advisors to capture summer plans of academic advisees.
- **Outreach to Departments and Four-Year Advisors**
Sharing graduation plans with departments and advisors.
- **Satisfaction Surveys**
Surveys distributed after initial advising appointments to assess student satisfaction and learning outcomes.
- **Focus Groups**
All members of the sophomore and junior classes are invited to a series of lunches with Mark Smith to provide feedback about the Career Center.

The Career Center's Annual Report is available here:
<http://careercenter.wustl.edu/about/Documents/annualreport11-12.final.pdf>





At Cornerstone, undergraduates have access to the support services they need to succeed academically. When students want to take that extra step to move from comprehension to mastery, they can find the support they need at Cornerstone. Cornerstone provides access to academic peer mentoring, giving highly motivated students structured assistance that improves comprehension, as well as grades. In addition, Cornerstone assists students with essential study and test-taking skills, disability resources, and even financial aid in specific circumstances. Cornerstone connects first-generation college students to leadership programs and offers academic, research and career opportunities.

Background

Cornerstone conducted a study on student migration from Science, Technology, Engineering and Math (STEM) fields with several similar institutions. The effort was designed to determine the numbers of students migrating from STEM fields at elite institutions where students were of the highest quality. The data here address only Washington University's migration patterns.

Design

The sample below consists of 7,622 undergraduate students from entering fall cohorts from 1998 to 2004 from Washington University. Students indicate an initial interest in a field of study on their application. The fields were then placed in broad areas of study.

A student is considered to have migrated if the student indicates an interest in a major under one of the broad area of study, but graduates with a degree under a different broad area of study.

The table below identifies the total number of anticipated majors from student applications, along with the number of those who then go on to graduate in that area.

Table 1: Initial Academic Interest as Expressed on Application for Admission and Eventual Degree Field 1998 – 2004 by Gender

	STEM	Professional	Social Science	Humanities	Fine Arts
All Anticipated Majors at the time of application	3929	1258	1421	1712	788
All who complete the major they anticipated	2154 55 %	952 76 %	731 51 %	759 44 %	336 43 %
Female Anticipated Majors	1814	595	844	1101	558
Females who complete the major they anticipated	829 46 %	429 72 %	432 51 %	501 46 %	251 45 %
Male Anticipated Majors	2115	663	577	611	230
Males who complete the major they anticipated	1325 63 %	523 79 %	299 52 %	258 42 %	85 37 %

Table 2. All Students Who Anticipated a Major by Graduating Area of Study 1998 - 2004

	STEM	Professional	Social Science	Humanities	Fine Arts
Anticipated Majors at the time of application	3929	1258	1421	1712	788
All who complete the major they anticipated	2154 55 %	952 76 %	731 51 %	759 44 %	336 43 %
Migrated to a STEM Field	--	67 5 %	184 13 %	260 15 %	82 10 %
Migrated to a Professional Field	355 9 %	--	160 11 %	112 7 %	57 7 %
Migrated to a Social Sciences Field	848 22 %	158 13 %	--	581 34 %	141 18 %
Migrated to Humanities Field	508 13 %	148 12 %	411 29 %	--	173 22 %
Migrated to a Fine Arts Field	51 1 %	17 1 %	12 1 %	24 1 %	--

Results

Retention is highest in professional areas which can easily be explained because students generally apply for entrance to the Business or Architecture Schools during the admission process. The next highest rate of retention is in STEM fields where 55 % of those identifying an interest in STEM complete a degree in STEM.

Fine Arts and Humanities show the lowest rates of retention overall. While the Fine Arts finding may seem counter-intuitive given the professional findings, many students indicate a Fine Arts field as a potential second major. 869 of the 7622 did not indicate an academic interest. 2914 students did not indicate a second interest.

Discussion

While most national discussions center on the need to decrease STEM migration, it is important to note that at Washington University a high proportion of students migrated regardless of the areas they indicate interest in upon matriculation.

A liberal arts education necessarily involves students exploring and often changing their interests as they are exposed to broad areas of knowledge they may have never been exposed to before. The challenge that persists in STEM migration is still very serious as other work analyzing Washington University's students demonstrates sharply higher STEM outmigration rates out of STEM by students who are women and students who are members of underrepresented minorities. The disparity between underrepresented minorities and women are concerning given the commitment to diversity and equality at the university.



The First Year Center (FYC) supports new students through their transition into the Washington University community to assure they build and sustain their academic and personal goals. The Center brings together people, programs, and resources to provide an undergraduate experience of exceptional quality where all students are known by name and story and where they prepare themselves for lives of purpose and meaning.

Background

Developed in 2008, the Washington University Student Associate (WUSA) Program assists new students with their academic, social, cultural, and personal transition to the University. In this structure, WUSAs serve in a dual role, as orientation leaders during welcome week and then as academic peer mentors throughout the academic year.

Due to the significant role the WUSAs play in assisting the FYC to meet set goals and outcomes, as well as the importance of skill and leadership development of student leaders, WUSA training is a particularly important undertaking in the First Year Center.



Questions the FYC had this year

The primary goal of the WUSA Training Evaluation is to assess the effectiveness of five-day training in August. The day after August training ended, we administered a survey to gauge the experiences WUSAs had and their confidence in pursuing their work over the year.

The survey was administered to WUSAs via email the day after August training ended.

WUSAs were asked to rate their agreement with a series of statements about their experiences during training. Sample survey statements include:

- The WUSA Summer Newsletter provided information to help me prepare for my role as a WUSA.
- By participating in WUSA Training, I feel that I can discern and describe my personal leadership style, strengths and limitations.
- By participating in WUSA Training, I feel that I will be able to assist First Year Programs in running all orientation programs and events

Results

Nearly all items had 97%-100% of respondents “Agree” or “Strongly Agree.” One item in particular caught the attention of the First Year Center Staff due to the relatively low proportion of students in agreement:

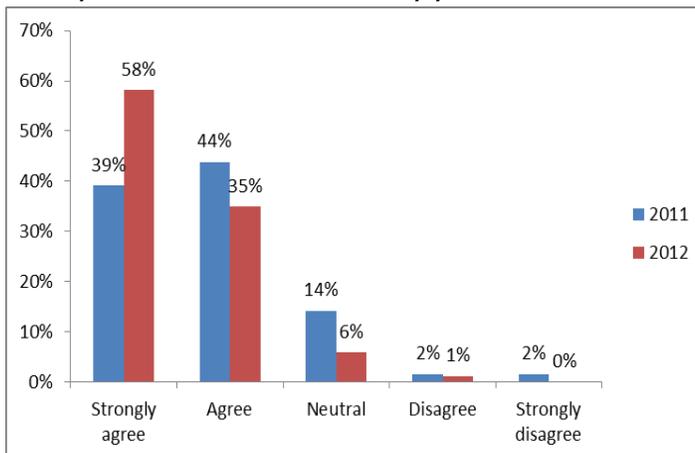
“The WUSA Summer Newsletter provided information to help me prepare for my role as a WUSA”

Only 83% of WUSAs indicated some level of agreement with this statement, which prompted us to pair quizzes with the weekly summer online training modules.

Training Modification

The changes to the WUSA Summer Newsletters/WUSA Insider implemented were found to be effective. The agreement level of the WUSAs increased from 83% to 93% (See Graph below). Additionally, the weekly newsletter quiz results indicate WUSAs were retaining the information covered in the training modules.

Responses to the statement “The WUSA Summer Newsletter provided information to help me prepare for my role as a WUSA,” coded by year.



Results

In 2011 (red bars), **83%** of students stated they “Agree” or “Strongly Agree”

In 2012 (blue bars), **93%** of students stated they “Agree” or “Strongly Agree”

Hence, students felt the WUSA Summer Newsletter better prepared them for their roles after changes were implemented in 2011.

Implications for the Future

The WUSA evaluation results resolved that interactive delivery methods are vital to the dissemination and retention of training content. While the quantitative data indicates a 90% level of agreement of agree or strongly agree, there are still areas for improvement for passive training modules, including summer online training modules and resource manuals.

Improvements to summer online training modules such as length of content, including a cumulative exam at the end of the summer, and adjusting the distribution date and time of the modules are treatments to be implemented in 2013. The success of the role-playing scenarios indicated a greater need to use pedagogy that includes interactive components where skills are learned and developed through practice for additional training sessions.

For 2013, a practical-based component will be added to the following training sessions:

- *How to make best use of floor time*
- *Conversation starters for 1-1 dialogues with new students*
- *Having appropriate and developmental conversations about the use of alcohol and drugs, and sexual assault*





Washington University in St. Louis

GEPHARDT INSTITUTE FOR PUBLIC SERVICE



The Gephardt Institute for Public Service Civic Scholars Program

is Washington University's flagship civic leadership program. Scholars receive two years of intensive leadership training and mentorship in preparation for a life dedicated to public service.

Background

Research suggests that service-learning is an effective pedagogy for producing civic-minded graduates. However, there has been little research done to define the most effective models of service-learning programming.

The purpose of this evaluation is to assess the impact of the Civic Scholars Program on graduating scholars' civic-mindedness and to establish a protocol for evaluating the Civic Scholars program yearly. The Goldman Fellows program, a summer program sponsored by the Gephardt Institute, was used as a comparison group.

Evaluation Tool

This evaluation utilized the Civic-Minded Graduate Scale developed at Indiana University-Purdue University Indianapolis. Students in the Civic Scholars program and a comparison group of students in another service-learning program, the Goldman Fellows program, were given a modified version of the Civic-Minded Graduate scale in the form of an electronic survey. Participants were asked to rate their agreement with a number of statements about their civic development. They were also asked to reflect and respond to the same set of statements as they would have before their service-learning program began.

Findings

On all measures except one (where no change was observed) Civic Scholars reported an increase in civic learning from pre-test to post-test. Furthermore, Civic scholars reported "moderate agreement" or higher on all post-test statements. Civic Scholars reported a lower level of agreement with pre-test statements than the Goldman Fellows cohort indicating that Civic Scholars experienced a greater degree of civic learning and developed greater civic skills as a result of their participation in the Civic Scholars program than the Goldman Fellows.

Areas of greatest civic learning for Civic Scholars included:

- 1) Development of professional skills to impact communities
- 2) Development of a sense of self that includes a desire to be of service to others
- 3) Ability to apply coursework to "real-world" problem solving

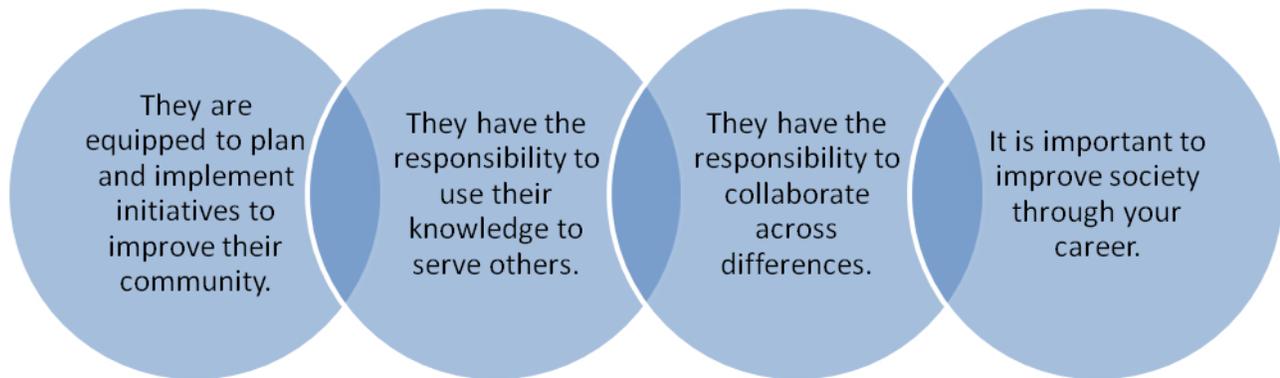
Research Questions:

What impact does the Civic Scholars Program have on graduating scholars' civic knowledge, skills, dispositions, and behavior?

And, is there a difference in impact on graduation students between the Civic Scholars Program and the Goldman Fellows Program?

Civic Scholars are graduating with well-developed civic identities.

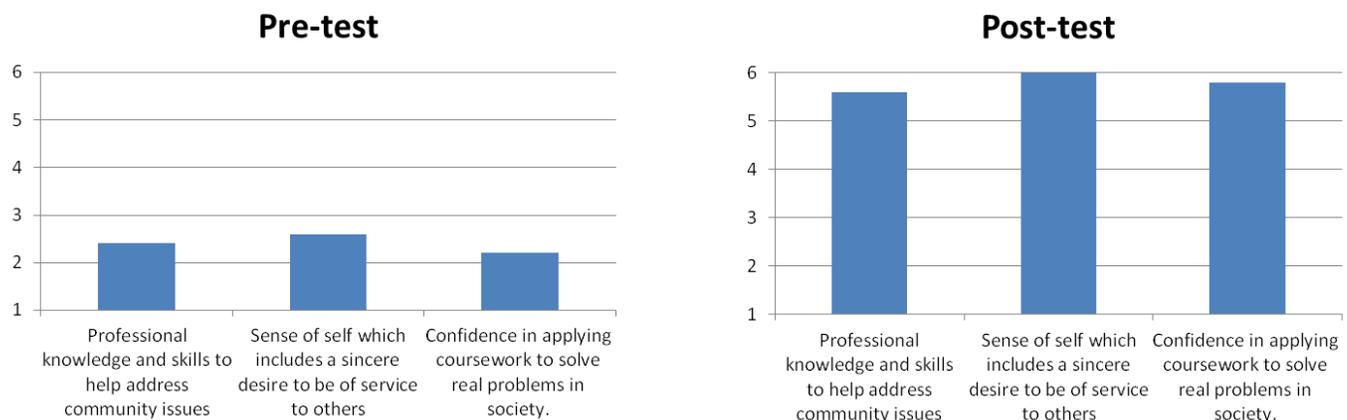
Scholars “strongly agree” the program has taught them that:



“I always believed in the responsibility and commitment to use the knowledge and skills I’ve gained as a college student to help address issues in society. The gap is in how to do this. It was only through the Civic Scholars Program that the question of how was discussed and answers were generated.”

Civic Scholars experienced significant growth in key competencies.

Average responses for key civic-mindedness indicators



“Civic Scholars... has elevated my understanding of civic engagement and help me gain skills in public service that will benefit me and others for years to come.”

Modifications for Future Evaluations:

- (1) Incorporate a pre, midpoint, and post-test design
- (2) Create a random sample of students to serve as a comparison group
- (3) Include open-ended questions into the survey to better assess *why* scholars are reporting growth and *what aspects* of the program structure are producing the observed results

For additional information about assessment in the Civic Scholars Program, contact Jenni Harpring: JHarpring@wustl.edu



Mental Health staff members work with students to resolve personal and interpersonal difficulties, many of which can affect their academic experience

The Habif Health and Wellness Center supports the academic mission of Washington University by providing the student community with premiere, student-centered health and health promotion services.

Major services for undergraduates provided by The Habif Health and Wellness Center

- Evaluation and treatment of an illness or injury
- preventative health care
- health education
- clinical laboratory services
- radiology
- in house pharmacy
- physical therapy
- women's health services
- travel health services
- allergy immunizations
- men's health services
- nutritionist
- substance abuse specialist
- individual and groups counseling
- couples counseling
- crisis counseling
- psychiatric care
- sexual assault services



The Habif Health and Wellness Center Assesses Services in the Following Ways:

American College Health Association National College Health Assessment

Every few years The Habif Health and Wellness Center administers a survey to a large random sample of students to obtain valuable insight into our students' current health habits in ten different areas (sleep, exercise, alcohol and drug use, stress, mental health, eating etc). This provides us with information on how student health services can provide prevention and related services that focus on these behaviors.

Patient Satisfaction Survey Mental Health

This survey is given twice a year, at the end of each semester, to all students seen by counseling or psychiatry. This provides information about how student health services is responding with regard to patient satisfaction and helps to evaluate if any changes are warranted.

Patient Satisfaction Survey Medical Clinics

A percentage of students seen in the medicine area are emailed a patient satisfaction survey the day after their visit. This provides information on the level of satisfaction.

Praises and Problems

An area of our website allows students to communicate with administrative personnel to make any comments or suggestions they have about our services.

AlcoholWise

A survey is given each Fall to incoming freshman that measures their alcohol use and knowledge of facts about alcohol prior to coming to campus. The survey is then repeated 6 weeks into the semester. This gives us information on how our students' alcohol use changes during the first 6 weeks of school.

Accreditation Association for Ambulatory Health Care (AAAHC)

Every 3 years our entire organization is reaccredited through a national accreditation organization, AAAHC. We submit an application followed by an onsite visit from an accreditation team over a 2 day period. We provide numerous documents and have in-depth discussions with the accreditor related to all aspects of our services. At the end of this process, we are given a survey report detailing the strengths of our organization and also any areas where improvement might be needed. Included in our documentation is a variety of Quality Improvement studies conducted throughout each 3 year period.



For additional information about program assessment in The Habif Health and Wellness Center, contact Betsy Foy: betsy_foy@wustl.edu



Washington University Libraries



The mission of the Washington University Libraries' Assessment Program is to build a culture of assessment, where decisions are based on facts, research and analysis, and where services are planned and delivered in ways which maximize positive outcomes for students, faculty and staff. In 2008, the Libraries established the full time role of Assessment Coordinator. This position acts as an internal consultant and chairs the Assessment Team of 8-10 library staff from across the organization.

Formal Assessment in the Library

The Library has a number of formal, recurring assessments, which allow comparisons over time:

Library Service Quality Survey (2004, 2007, 2010, 2013)

The target audience for the survey is all students (undergraduate and graduate) and faculty on the Danforth Campus. It is a springboard for dozens of further investigations and service improvements. For example, in the 2010 survey users spoke loudly about the need for improvements in Wi-Fi coverage, more spaces for collaboration, more study seating during peak times, and longer hours in the libraries.

Libraries Indirect Cost Survey

This survey is required by the government to capture indirect costs (use of library databases) for federally funded projects. It occurs usually every 2-3 years, and is delivered online, and via student workers with clipboards at the front of Olin library.

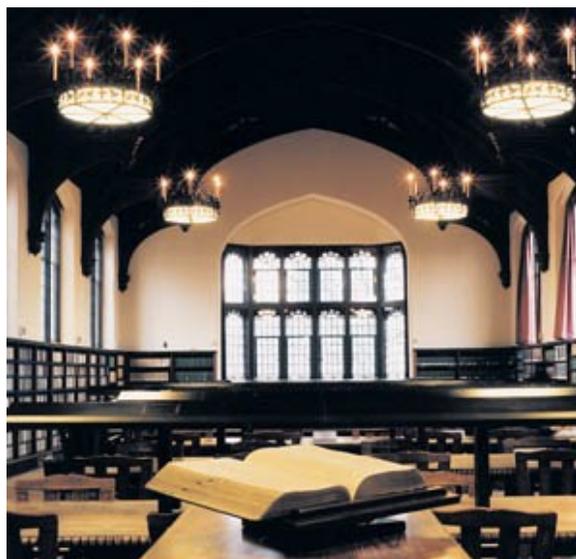
Exit surveys from Writing I, and Library training sessions.

“Assessment Lite” Projects

In the last five years, we have made a conscious effort to balance the value of information against the cost of gathering it. This very quick and simple testing approach offers less interruption to the normal flow of a student's day.

Examples of this streamlined approach included:

- Positioning a library staffer and a laptop in the library lobby during the change of classes in order to check which of two navigation styles they preferred.
- White boards scattered through the main library building asking a short question about what software students need in the library.
- Library staff meeting students at the Student Union during lunch time to interact on the fly concerning upcoming library technology classes.





The Office of Residential Life at Washington University seek to provide a safe environment that encourages learning and personal growth in an inclusive community that empowers and challenges our residents. We continually strive to improve our services to meet the needs of our students and guests and reflect the high standards of Washington University in St. Louis.

Residential Life assesses its programs and services in the following ways:

RA Training occurs in early August for two weeks followed by training one Monday of every month during the academic year. Training is also held over two days at the start of the Spring Semester.

○ **Fall and Winter Training**

- A satisfaction survey is sent out at the completion of RA training.
- A pre and posttest is completed for two day diversity training.
- Quizzes are given at the start of each training day on the prior day's content.
- A rubric is used in Behind Closed Doors (a simulation activity in which RAs role play responses in situations they will face).
- RCDs provide feedback after training.
- Minute papers are also done at two points during training.



○ **Academic Year Training**

- A satisfaction survey is sent to RAs.
- RAs that serve on the RA training committee serve as a focus group.

The Community Engagement Model is a foundation that RCDs utilize to create visions and development plans for their communities. First and second year students learning outcomes focus around interpersonal skills, self-awareness, diversity, personal wellness, and citizenship. Upperclassmen learning outcomes focus on vocation, life skills, citizenship, and diversity. Faculty involvement is a critical portion of the community engagement model.

- Each residential college holds focus groups on learning outcomes, programmatic experiences, traditions, and faculty involvement.
- A survey is sent to all residential life students in November asking for feedback on RAs, programmatic efforts, RCDs, the Residential Peer Mentor program, Residential Peer Health Educator program and overall satisfaction with their residential life and Wash U experience.
- Individual RCDs have their RAs fill out program evaluations.
- A survey is sent in April to a random population of open-ended questions asking about overall thoughts on their experience, what was missing from their experience, as well as information on their community, faculty, and programmatic experiences.

Facilities

- A survey is sent every other year to a sample of students asking about a variety of items in regards to physical space (trash bins, furniture, common spaces, etc) as well as feedback on housekeeping and maintenance staff.

Highlights of Findings from 2012-2013 Assessments

Fall and Winter Training

- Strongest confidence levels in addressing incidents of bias, the alcohol and drug policy, and readiness to handle emergencies.
- Lowest confidence levels in addressing alcohol and drug and mental health incidents.
- Fall training on MBTI received the highest reviews followed by the overall efficiency of training.
- 85% of RAs answered the quizzes on content correctly
- The areas of strength for diversity training were equipping residents to challenge one another, reporting a bias related incident, and facilitating discussion.
- The areas of growth for diversity training were RAs listening to music with racist or homophobic lyrics as well as using jargon and slang in front of those from a different background
- Winter training can be more efficient and proved to be redundant for returners.
- The diversity training on religious backgrounds was received with high satisfaction.

Community Engagement Model

- **November Survey:** 89% Know RCD, 90% Believe Their RCD is Present and Available in the Community, 86% Know How To Contact Their RCD, 93% State RAs Exhibit Positive Behavior Consistent with Residential Life Policy
- **November Survey:** 75% Strongly or Moderately Agree that RAs encourage them to be engaged, 61% Strongly or Moderately Agree that RAs provide programs to learn about diversity related topics, 55% Strongly or Moderately Agree that RAs help to develop interpersonal skills, 66% Strongly or Moderately Agree that RAs provide programs that meet needs and interests
- **November Survey:** .499 correlation between Wash U satisfaction and residential life satisfaction
- **November Survey:** Asian, African-American, and Latino students are less satisfied with their residential life experience when compared to White students.
- **Focus Groups on Faculty:** Most interaction happens through floor programming, but residents want less formal interactions.
- **Focus Groups on Faculty:** The most successful programs take students off campus.
- **Focus Groups on Faculty:** The First Year Reader Program received many comments on it being a great chance to get to know faculty.
- **Focus Groups on Community:** Most of students friends come from their first-year floors.
- **Focus Groups on Community:** WUSAs, Res Life Staff, and physical space most impact community
- **Focus Groups on CEM:** Freshmen think CEM is working and provides good programming (Happy Hour); sophomores have decreased involvement
- **Focus Groups on CEM:** Programming is an important part of maintaining community.
- **April Survey:** Data are still being analyzed. We will let you know!

Facilities

A facilities survey was not conducted this year, but will be conducted next year.

The Res Life Assessment Committee

The Assessment Committee in Residential Life consists of Rob Brown, Shruti Desai, Tyler DeShon, Nate Rosenblum





Student Involvement and Leadership

Explore • Connect • Lead

Student Involvement and Leadership (SIL) is a resource center for involvement and leadership at Washington University in St. Louis for students, faculty, and staff. SIL's principle function is to engage students to determine their co-curricular experiences. This is achieved through advising students and student organizations; creating innovative leadership opportunities; and promoting involvement in the campus community. Student Involvement and Leadership values and encourages all forms of leadership to cultivate an inclusive, socially responsible, and vibrant campus community.

SIL's Overarching Goals

Leadership

Provide a robust set of opportunities to promote learning and application of the leadership principles and competencies as defined by the Leadership Initiative.

Diversity and Inclusion

Create an open and inclusive community where students explore their own identities and value diverse perspectives and cultures.

Involvement and Engagement

Inform and empower students to invest in meaningful co-curricular experiences.

Resources and Infrastructure

Provide and allocate the resources necessary to further the vision and mission of Student Involvement and Leadership.



The Leadership Initiative

Central to the efforts of SIL is the **Leadership Initiative**. Created in 2009, the Initiative is a framework that includes principles, competencies and learning outcomes related to the above goals. We are attempting to infuse and tie our efforts to appropriate principles and outcomes by mapping our programming interventions and measuring student learning, in addition to their satisfaction. In addition, many of our campus partners have chosen to use this framework as a lens to view their efforts with students.

Leadership Initiative Competencies and Learning Outcomes



Self-Awareness - Student leaders develop a thorough understanding of themselves across multiple dimensions. Through formal and informal reflection, they will recognize how their leadership practice and beliefs are influenced by their values and experiences as well as how their personal behavior affects their ability to build trust and credibility as leaders.



Vision & Strategy - Leaders understand the importance of challenging the status quo and applying creative and innovative solutions to affect positive change. To do this, students will develop a vision for change and successfully formulate goals and action steps necessary to bring their vision to reality.



Communication - Student leaders understand that effective communication is a crucial component of successful leadership. They will demonstrate proficiency across multiple modes of communication and effectively and appropriately utilize technology. They are able to engage in meaningful conversations and interactions with others.



Valuing Others - Student leaders understand the value of having diverse perspectives within a community. They seek opportunities to develop cultural competency and understand themselves as contributing to the improvement of a global society. Student leaders create opportunities for the inclusion of multiple perspectives to develop synergistic results.



Integration and Meaningful Action - Effective leaders translate ideas into action. They develop critical thinking skills that allow them to make decisions, solve problems, and respond to the needs of their community. Student leaders develop the confidence and resilience to take appropriate risks that lead to positive change.



Ethics and Integrity - Student leaders understand their actions, both public and private, are reflective of their values. When faced with ethical issues, student leaders challenge themselves and others to act in ways congruent with their personal and shared values. Student leaders will demonstrate the highest level of integrity in all aspects of their lives.



Connection and Collaboration - Student leaders seek out meaningful relationships to foster positive change. They understand these relationships not simply as a means to an end, but as an integral component of creating an effective community. They find ways to motivate, utilize and incorporate others to move a vision forward.

Selected SIL Assessments in 2012-13

Bold words tied to the Leadership Initiative

- **Self-Awareness** and **Valuing Others** growth from participation in the Redefining Community Experience
- **Self-Awareness** and **Connection and Collaboration** understanding and growth in the inaugural Emerging Leaders program
- Pre and Post test of understanding and application of the following leadership competencies: **Vision and Strategy, Connection and Collaboration, Self-Awareness and Valuing Others** as a result of participating in the LeaderShape Institute
- Pre and Post Test assessing leadership efficacy in Greek Emerging Leaders participants
- Focus Group centering on the overall value and meaning of the Women's Leadership Experience program and the impact participation had on one's student experience
- Participants in the Women's Leadership Experience explored self-authorship when evaluating their growth in the Leadership Initiative
- Student perception survey in Campus Beat related to Student Media
- Three specific questions related to hazing behavior on the Washington University campus within the American College Health Association (ACHA) Survey
- Focus groups and surveys related to student's perceptions of sexual misconduct related to Title IX efforts on campus

Office of Undergraduate Research



The Office of Undergraduate Research (OUR) facilitates undergraduate research in all disciplines by helping students discern their own research paths, awarding Summer Undergraduate Research Awards to support undergraduates who undertake faculty-mentored research projects over the summer, and promoting undergraduate research through symposia and publications.

The Growing Demand for Undergraduate Research

Various markers indicate a rise in interest in undergraduate research at Washington University over the past three years. Applications for the Summer Undergraduate Research Award (SURA) have seen a steady increase, with 67 undergraduates receiving awards in 2012, nearly twice the number as in 2010. Additionally, SURA recipients represent only a fraction of undergraduates pursuing research projects, many of whom receive no financial support from the OUR. Finally, the recognition and promotion of undergraduate research on an institutional level has resulted in a student body that expects to participate in research as undergraduates.

In this climate of growing interest in and demand for undergraduate research opportunities, the OUR seeks to assess its role in providing structure, community, and resources to recipients of the Summer Undergraduate Research Award.



Assessment Questions

In August 2012, SURA recipients completed a post-research survey, administered through Campus Labs with a response rate of 98.4%. The survey included Likert scale questions based on reported goals and expectations from a pre-research survey administered in May 2012. Questions asked the students:

- to evaluate aspects in which their research experiences contributed to their academic and personal development, and
- to evaluate the role of the OUR in promoting the SURA, informing students of OUR services and resources, and administering funds.

As a follow-up, in September 2012 the OUR convened a focus group of five SURA recipients who were asked to elaborate on data gathered from the post-research survey.

FINDINGS

Intellectual Experience

Overwhelmingly, the students surveyed reported that their research experiences served them well intellectually, with 80 to 100% of students agreeing (strongly to moderately) that their experiences helped them learn about the process of research, learn more about their disciplines, and prepare them for future endeavors. Responses from the focus group corroborate these findings: 100% indicated that their research experiences gave them a glimpse into how the “real world” works, giving them practical experience in their discipline while also exposing them to the challenges of a work environment and collegial relationships.

Office Marketing and Communication

When asked to indicate the most challenging aspect of their research experiences, 46.03% listed either getting started in the process, identifying an area of research, or finding a mentor—all of which take place well before developing a research project, let alone beginning the actual research.

Funding

Making it clear that SURA recipients depend on funding from the OUR either to stay in St. Louis or to travel to undertake research projects, over 84% indicated that the financial award was either extremely or very important in facilitating their research project. No respondents replied that it was not at all important.

IMPLICATIONS

Intellectual Experience

Data indicate that students are receiving intellectual stimulation and preparation for future work through their summer research experiences. The OUR will investigate other initiatives to direct possible assessment of SURA recipients, including a faculty focus group to determine the most effective partnerships between academic departments and the OUR, and how the OUR (or these partnerships) can best measure student learning outcomes.

Office Marketing and Communication

Despite a complete overhaul of the OUR website in Fall 2011, with the aim of providing students with more detailed information about the logistics of getting started in research and finding a mentor, data reveal continuing challenges in the pre-research stage. The OUR has partnered with student leadership (Student Union, Council of the South 40) to address the disconnect between perceived and actual student needs. Sharing these findings on the departmental level will also be important so that advisors understand potential stumbling blocks in student project development and can implement other messaging to help students work toward successful research experiences.

Funding

Because of the importance of funding from the OUR to student researchers and of the continuing growth in interest in undergraduate research, the OUR must investigate how to create a sustainable model for funding that includes all stakeholders. The risk going forward is that, with limited funds and increased participation, worthy applicants will not be able to afford to undertake summer undergraduate research projects.



From the
Strategic Plan for Excellence in the Undergraduate Experience:

The Mission

To build and sustain an undergraduate experience of exceptional quality where students, known by name and story, prepare themselves for lives of purpose and meaning.

The Vision

Washington University represents excellence in undergraduate education. Its students are diverse, talented, and actively engaged in University life, and its faculty members are involved, effective, and dedicated to undergraduate students. Inside and outside of the classroom, faculty and students work together easily in a culture of creative problem solving and healthy decision making. Facilities, equipment, and services support high quality instruction and research, contribute to out-of-class learning, and encourage active recreation. Students graduate unburdened by debt, committed to lifelong learning, and well-prepared for life beyond the University as local and global citizens.



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