



CAUSE
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EFFECT

*2013-14
Impact Report*



CAUSE

The **Committee for the Assessment of the Undergraduate Student Experience**

 **Washington University in St. Louis**

2013-14 Assessment Committee

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CAUSE and EFFECT



Washington
University
in St. Louis

Committee
for the
Assessment
of the
Undergraduate
Student
Experience

In This Edition

Career Center	2
First Year Center	4
Gephardt Institute for Public Service	6
Habif Health and Wellness Center	8
Institutional Research and Analysis	10
Libraries	12
Residential Life	14
Second Year Experience Committee	16
Student Involvement and Leadership	18
Undergraduate Research	20

2013-14 Impact Report

Summer 2014

Our second edition of CAUSE and EFFECT features another round of assessment work geared toward strengthening the undergraduate experience at Washington University.

During our monthly assessment meetings over the last year, one of our primary goals has been to find ways to “close the loop” with our assessment work by translating our data to action. Discussions have centered on ways we can use our findings to inform future practice.

For example, the Sophomore Year Experience Committee is using data it has collected on students’ psychological well-being to increase programming on academic and social support during the early part of the coming semester. Likewise, the Habif Health and Wellness Center is focusing the programming of its Peer Health Educators to address trends highlighted in last Spring’s National College Health Assessment. The Library, too, is using findings from its Library Service Quality Survey to offer improvements such as redesigns of the library website, and increased seating in its physical space.

There are many more examples like these in the pages that follow. I encourage you to peruse these reports to learn more about the assessment methods individual departments are using to improve the services they provide our undergraduates.

We look forward to advancing our assessment work in the coming year as we continue to use data to improve the work we do and to provide an empirical base to tell our story.

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.





Washington University in St. Louis

CAREER CENTER

About the 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. This year we highlight one of our innovative models for connecting academics and career aspirations – work groups, specifically the **Government and Public Policy (GPP) work group**.

Background

In January of 2012, Amy Heath-Carpentier and Anukriti Hittle returned from the Washington, DC Government and Policy Roadshow with 20+ aspiring policy wonks and a stack of business cards. Together, they mobilized resources to create a weekly, drop-in group where they combined teaching career readiness and job search skills with group informational interviews via Skype with alumni in government, policy, diplomacy, international affairs, and more. Collaborations were formed with the WUSTL DC Semester Program and departmental initiatives such as the International Relations Round Table (History department) and the International and Area Studies program, and GPP was able to feature speakers, including:

- **Thomas Countryman**, Assistant Secretary of State, US Department of State
- **John Gannon**, PhD in History, Former Deputy Director for Intelligence, CIA
- **Aurora Steinle**, JD/MSW, Special Advisor to the Chief of Staff, US Department of Education
- **Andrea Spray**, MPH, Nutrition Specialist, The World Bank



Assistant Secretary of State for Nonproliferation and WUSTL Alumnus, Thomas Countryman

Since then, GPP has grown into a loose community of over 150 participants, incorporated the DC Road Show as an optional element, launched a Blackboard community, and graduated 72 students. Students and graduates have landed internships and jobs at:

- Carnegie Endowment for International Peace
- Clinton Foundation
- Brookings Institution
- American Enterprise Institute
- US Department of State
- National Network to End Domestic Violence
- Federal Reserve Bank of Cleveland
- Congressman Tom McClintock

Further, other advisors have modified the model to create work groups on eco and sustainability careers, publishing, marketing, nonprofit, and business.



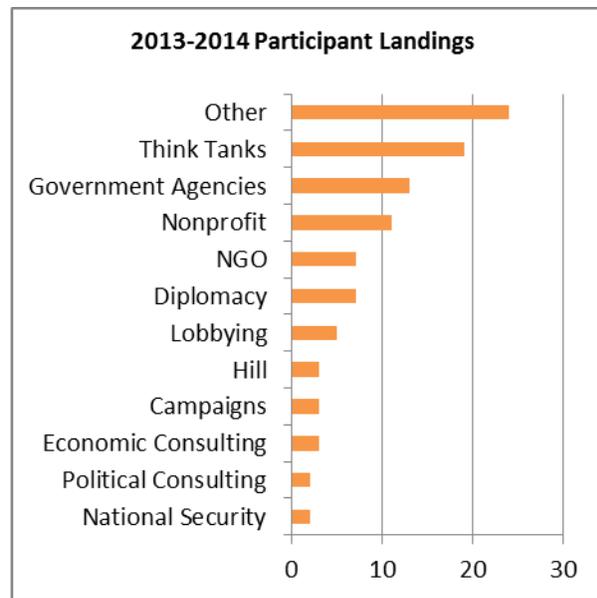
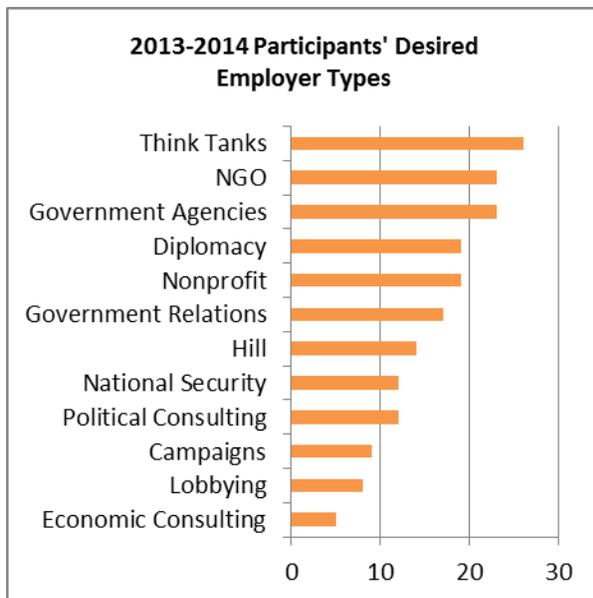
Left: CIA Visit, 2012 DC Road Show

Assessing Students to Customize Programming

At each meeting, new students completed a pre-assessment survey to identify their needs and their ideal employers. Through these surveys, we determined that students were interested in learning about:

1. Different Careers Options
2. How to Search for Internships, Jobs, and Research Opportunities
3. How to Target Organizations
4. How to Write Cover Letters
5. How to Informational Interview
6. Tips for Networking
7. How to Write a Resume
8. How to use CAREERLink
9. How to use LinkedIn

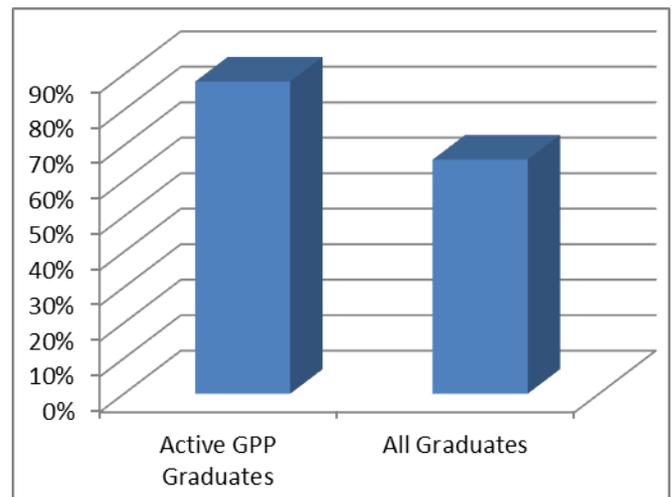
This data was utilized to recruit alumni speakers and to foster relationships with employers, which is critical as government and policy employers largely hire employees as needed rather than through the on-campus recruiting process.



Think tanks and government agencies both ranked highly in interest and outcome, while political consulting, national security, NGO's and health policy proved harder to break into. The Other category was dominated by law firms, education, and travel opportunities.

Placement Statistics for 2014 Bachelor's Degree Graduates as of July 2014

One way we assess the work group model is to determine whether participants land opportunities at a faster rate than the general population. **After our first round of assessments in July 2014, 88% of active GPP graduates landed an internship or full-time position – an increase of 22% over the general population of Washington University bachelor's degree candidates.** This work group model has proven to be highly effective from a qualitative and quantitative standpoint. Combining the on-campus work group with the DC Road Show allows students to contextualize what they have learned in the work group with what is happening on the ground in DC. Together, they provide a powerful pathway for students entering these fields.





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.



Establishing Learning Outcomes for New Students

As part of its mission to support new students during their transition, the First Year Center established intended learning outcomes for all first-year students at Washington University. From knowledge about campus resources and academic advising to off-campus opportunities and leadership skills, the First Year Learning Outcomes assessment aims to gain a greater understanding of student learning and development in the freshman year. To guide this effort, the First Year Center convened a committee of faculty and staff members from all undergraduate academic divisions and several Student Services departments to identify common areas to assess.

The committee met several times in 2013 and the assessment (at right) was developed in spring 2014. These questions were split into five separate surveys and sent to all students in summer 2014 who just completed their first year at Washington University. The First Year Center (still in the process of analyzing the data at the time of this publication), will use findings to strengthen resources and services it provides to new students.

The Committee

Georgia Binnington, Sam Fox School • Danielle Bristow, First Year Center (co-chair)
 Tim Bono, Psychology (co-chair) • Nicole Gore, College of Arts and Sciences
 Konnie Henning, Olin Business School • Zeke Hernandez, Olin Business School
 Chris Kroeger, Engineering • Katharine Pei, First Year Center
 Valronica Scales, Residential Life • Stephanie Weiskopf, Campus Life

The First Year Learning Outcomes

Finding and Exploring Community

- A. Please describe a situation in which you were globally or civically engaged.
- B. Identify two modes of transportation available to get off campus.
- C. List one St. Louis venue you have experienced off campus.
- D. Think of one peer who has provided personal support throughout your transition. Please list the person's position (e.g., roommate, suitemate, floor mate, friend back home, RA, WUSA, PLTL leader, etc., not their name.)
- E. Name one ongoing activity you are involved with outside of the classroom that provides meaning and purpose. Describe the benefits you have gained from participating in this activity.

Knowledge of Resources

- A. Who is your academic advisor? Explain the function of your academic advisor.
- B. List two resources you have used to out find information about co-curricular activities or organizations.
- C. Where can you find information on university policies and procedures, including but not limited to Residential Life, Student Judicial Code, and Academic Affairs?
- D. List two academic services provided by the University that support classroom success.
- E. List two services provided by the University that support personal, physical, or mental wellness.

Life Skills/Personal Growth

- A. How do you budget personal finances? Name people who or experiences that have assisted you in this area.
- B. What strategies have you used to effectively balance academic work with other components of college life?
- C. What strategies have you used to help to manage the college transition?
- D. Please describe your personal leadership style, strengths, and limitations. What experiences have you had that have helped you to identify these?
- E. Explain actions that are congruent with the University's expectation of community.
- F. List two things you do or have done to promote your personal health and wellness.
- G. What experiences have you had (inside or outside the classroom) that have helped you to feel more confident in independent living skills such as self-advocacy, handling disappointment, and negotiating relationships?

Academic Skills/Academic Experiences

- A. Describe the core academic requirements for degree completion in your school or college.
- B. Describe an interaction with a faculty member you have had outside of the formal classroom setting.
- C. Report an academic or intellectual experience that you have pursued even though it was not required for a course.
- D. What experiences have you had (inside or outside the classroom) that have helped you to feel more confident in your ability to complete college-level work?
- E. What experiences have you had (inside or outside the classroom) that have helped you to feel more confident in your ability to articulate thoughts and ideas coherently through written communication?
- F. What experiences have you had (inside or outside the classroom) that have helped you to feel more confident in your ability to articulate thoughts and ideas coherently through verbal communication?

Self-Reflection/Values Exploration/Self-Awareness

- A. Describe an experience, activity or conversation that has helped you further develop internal standards that guide your moral and ethical decisions.
- B. Name an academic discipline or area that is relevant to your academic or career goals.
- C. Report an experience that has offered insight into a potential career.
- D. Describe an experience that has helped you to define and articulate your personal values.
- E. Describe an experience where you engaged respectfully with others whose values and opinions are different from your own.



Washington University in St. Louis

GEPHARDT INSTITUTE FOR PUBLIC SERVICE

Data Summary: Carnegie Community Engagement Elective Classification

On April 15, 2014 WUSTL applied for the Community Engagement Elective Classification awarded by the Carnegie Foundation for the Advancement of Teaching. The Gephardt Institute for Public Service led the effort to collect data from across campus and analyze the state of community engagement at WUSTL for this application.

INDICATORS FOR COMMUNITY ENGAGEMENT

- Integrated into WUSTL's institutional identity and culture
 - ◊ Community engagement is stated in the mission statement, recognized through campus-wide awards, and emphasized in marketing materials.
- Demonstrated in the institutional commitment
 - ◊ Internal budgetary allocations are dedicated to supporting community engagement functions, conservatively valued at \$2.2 million dollars per annum.
 - ◊ Last year, WUSTL invested \$53 million dollars directly in the community for purposes of engagement and development.
 - ◊ Community engagement is included in some strategic plans and professional development activities.



TYPES OF ENGAGEMENT

- Curricular engagement
 - ◊ 80 community-based courses are offered, which is 5% the total number of courses at the institution. These courses are offered in 33 departments which is 27.7% the total number of departments.
 - ◊ 152 faculty taught community-based courses in the last academic year, which is 4.4% of the faculty.
 - ◊ 2,574, or 18% of students participated in service learning courses in the most recent academic year.
- Outreach and partnerships
 - ◊ Outreach includes co-curricular service, work/study, cultural, athletic, and educational programs for the community.
 - ◊ WUSTL has numerous partnerships with organizations throughout St. Louis and beyond; 15 were highlighted in the application.



AREAS OF OPPORTUNITY

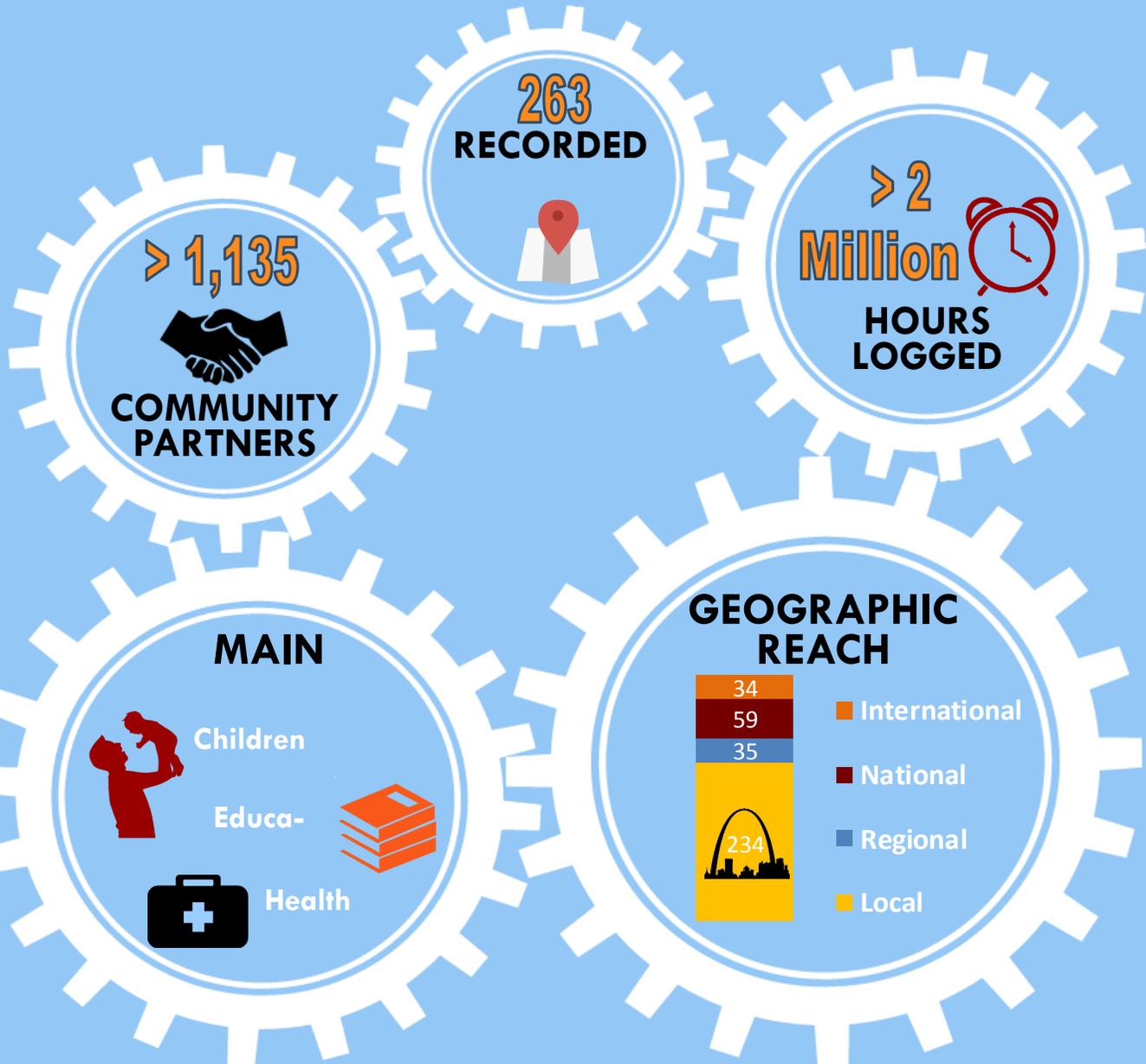
- **Systematic assessment** aggregated across the institution for the development of community engagement strategy.
- **Improving institutional level policies for promotion and tenure related to engagement.** Currently, they are only available in specific schools.
- **Expanded curricular engagement** including noting community engagement on student transcripts, developing institutional learning outcomes for engagement with community, and integrating community engagement in the curriculum on an institution-wide level.



COMMUNITY COUNTS HIGHLIGHTS

2012-2013

The Washington University Community Counts inventory is an ongoing effort to capture the breadth of civic engagement and community service initiatives undertaken by our Washington University community members.





Student Health Services provides the student community of Washington University in St. Louis with premiere, student-centered health and health promotion services. We offer a range of services from medical checkups and mental health services to wellness support and health education.

Services are Assessed in the Following Ways

- ◆ **Patient Satisfaction Surveys in Mental Health and Medical Clinics**
- ◆ **Praises and Problems**

An area of our website allows students to communicate with administrative personnel

- ◆ **Online Alcohol Use/Education program**

A survey is given each fall to incoming freshman that measures their alcohol use and knowledge of alcohol risks 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.

- ◆ **Quality Improvement Studies**

In order to remain accredited in the Accreditation Association for Ambulatory Health Care (AAAHC), a variety of Quality Improvement studies must be conducted every year.

- ◆ **American College Health Association National College Health Assessment (ACHA-NCHA-II)**

Every few years we administer a survey to a large random sample of students to obtain valuable insight into their current health habits in a variety of areas. This provides us with information on how student health services can provide prevention and related services that focus on these behaviors.



Highlights of the National College Health Assessment Spring 2013 (Undergraduate Data)

Corresponding actions SHS is taking in response to the data are noted below each finding.

The top impact to academic success:

- * Stress: 60% felt they experienced greater than average or tremendous stress

SHS will continue mindfulness boot camps and individual stress reduction sessions. We are expanding our Peer Health Educators programming to reach more students. We have added the Stressbusters app to our signature Stressbusters program. This is a customized app stocked with content so our resources and stress relief is always by Wash.U. students' sides

Alcohol and other drugs:

- * 77% reported using alcohol within the last 30 days
- * 43% engaged in high risk drinking in the last 2 weeks
- * All college students surveyed indicated that they were not interested in hearing about alcohol and other drugs.

SHS has explored and is implementing new, innovative outreach programming using our Peer Health Educators with an emphasis on student engagement. We will adopt a new mandatory on line alcohol education program starting in fall 2015 which is much more interactive and engaging.

- * 11% used prescription drugs (e.g. stimulants, pain killers, sedatives, antidepressants) that were not prescribed to them

SHS is partnering with NCADA on a 1 year grant to conduct public awareness/education activities on college campuses around prescription drug abuse. This includes conducting trainings with current and future peer educators, social media outreach, and placing flyers and advertisements around campus including using ads on social media to target students. As part of the grant a survey will be conducted at the beginning and end of the grant year related to prescription drug abuse by our students, a campus coalition will be formed to sustain the awareness/education activities after the grant is over, and posters, social media etc. will be designed and used throughout campus

Relationship/Sexual Violence

- * 17% received bystander intervention training

SHS Department of Sexual Assault and Community Health has more than doubled the number of staff trained to lead bystander intervention training in the last year. Many more students will now receive bystander intervention training in the next year. As well, sexual violence and bystander intervention education will be included in the new on line alcohol education program which will increase awareness and student interest in bystander intervention training.



Office of the Provost Institutional Research & Analysis

Our primary responsibility is to provide timely data to the Provost, for decision-making and planning by University leadership. We strive also to aid assessment efforts across the University by facilitating access to commonly requested data.

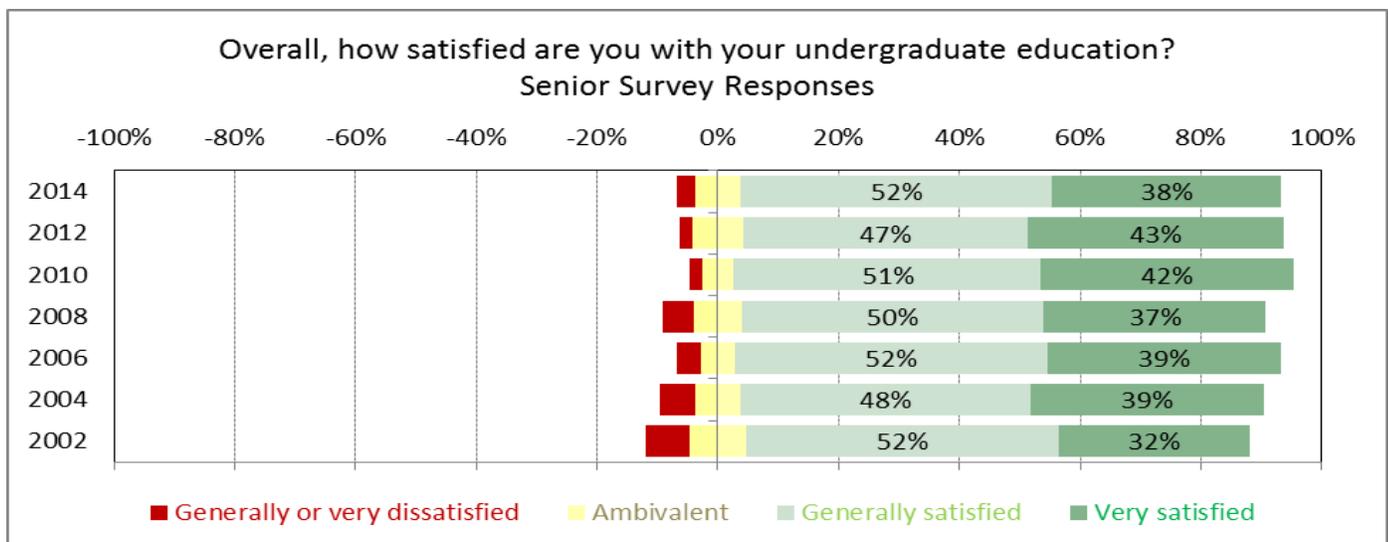
Our office periodically surveys entering freshmen, all undergraduates, graduating seniors, alumni, and parents of undergraduates. These surveys are conducted in collaboration with a set of other elite universities and colleges around the country, which gives us access to peer data for comparisons.

These surveys can provide a useful starting point for assessment efforts, permitting a wide variety of audiences to explore what is and is not going well for WU students and letting them see how Washington University compares to similar schools.

The PULSE Survey – Perceptions of Undergraduate Life and Student Experience – is conducted in the spring of odd-numbered years; we'll be conducting it in spring of 2015. A chief strength of this survey is that it lets us compare students at different points in their undergraduate career – comparing freshmen to sophomores, and so on.

	PULSE Survey 2013			
	Percentage 'generally' or 'very satisfied'			
	Freshman	Sophomore	Junior	Senior+
Social life on campus	82%	69%	73%	77%
Sense of community on campus	85%	72%	70%	71%
Sense of community where you live	84%	74%	72%	75%

The Senior Survey is conducted in the spring of even-numbered years. As the name suggests, it is administered to seniors. It invites seniors to evaluate their undergraduate experience, as well as telling us their plans for the future.





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.

Listening to Users: the Library Service Quality Survey 2013

Every three years the Libraries administer a formal survey seeking feedback from users on the quality of Library services. The current survey ran from October 7-19, 2013 and targeted the faculty and students of the Danforth Campus.

Over 2200 faculty and students responded to the survey, compared to about 1900 in 2010, and 870 in 2007. Participation in the survey climbed this year, particularly for graduate students and undergraduates.

Library strengths:

Overall satisfaction across all users remained generally high, averaging 3.98 out of 5 possible points. As in 2010, undergraduates who took the survey showed a slightly higher satisfaction (4.05) followed closely by graduate students at 3.9 points. Faculty again showed the lowest satisfaction at 3.84 out of 5.

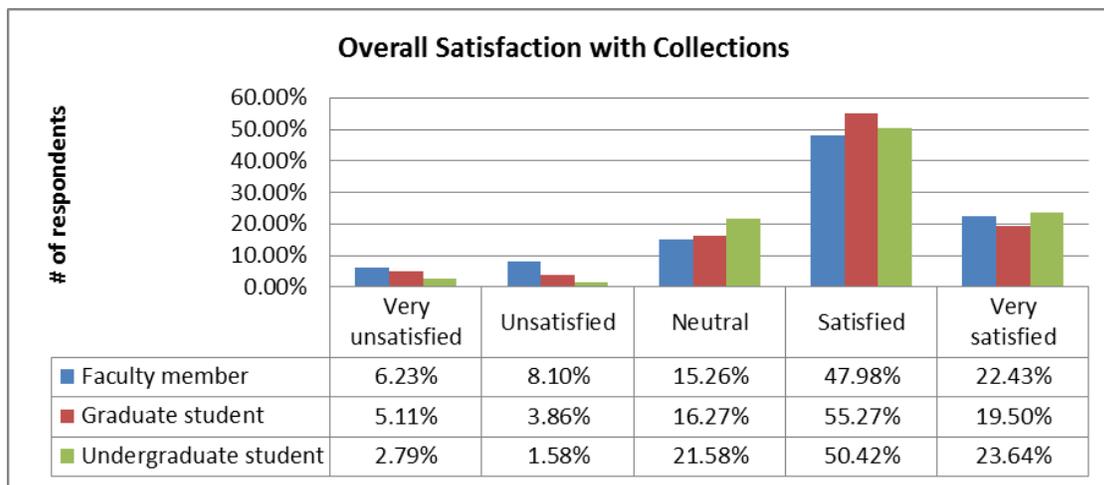
Many of the services we've been tracking in the past three surveys continue to improve. The catalog, the website, the library homepage, Interlibrary Loan and Circulation services continue to close the gap in the ranking of Importance vs. Satisfaction.

All customer service indicators remained strong, across all locations. That includes the categories of Competence/ Knowledge of Staff; Courtesy; Speed of Service and Quality of Service. Of the 169 comments about staff, the response was overwhelmingly positive, with praise and appreciation for many individual staff who helped make a difference.



Areas for Improvement:

While there was much good news in the Service Quality Survey, users also told us what areas need improvement. For instance, services were rated on two 1-5 scales, indicating importance, as well as user degree of satisfaction. By comparing the two ratings, we can identify 'gaps' in library performance. For instance, a service rated as very important that received low satisfaction scores demands immediate attention. The services with the largest gaps between importance and satisfaction included undergraduate concerns about **slow logins on library computers**, as well as the **lack of availability of computers in the libraries**. Undergraduates and graduate students were concerned about the **availability of printing and scanning** in the libraries, and faculty voiced concerns about **the scope of print collections**.



Faculty and students also voiced their concerns directly in over 2,000 comments. A number of themes emerged in the comments, including the **need for easier navigation to online resources, filling gaps in the collections (both electronic and print) and increasing library seating in peak periods** for both collaborative spaces and individual quiet study.

Library services are constantly changing in response to this survey as well as the ongoing dialogue with users. Examples of some of the ways we are addressing the concerns raised in the Service Quality Survey include:

- Redesign of the library website is underway to improve navigation
- This fall we will introduce Primo, a one-stop approach to the discovery and delivery of local and remote resources, such as books, journal articles and digital objects
- Collections expenditures have grown, including approximately \$1.8 million in new investments, - mostly in the Humanities.
- Over 50 seats have been added to Olin Library to ease the peak period demand.
- Network support for library computers and printer reliability are currently being investigated to better understand the nature of the issues and how best to resolve.

For more information on the library survey or the follow up activities, please contact Carol Mollman, Assessment Coordinator at mollman@wustl.edu.



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.

2014 Gender Inclusive Housing Survey

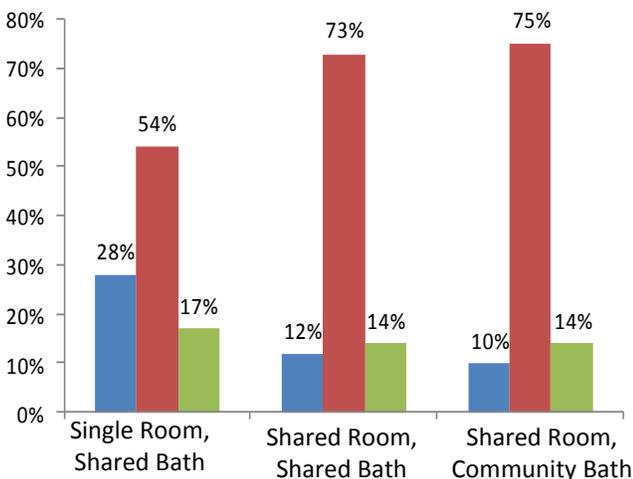
A survey seeking information and feedback about Gender Inclusive Housing was administered to all undergraduate students at Washington University in St. Louis in April of 2014. The survey garnered responses from 2,114 students, of whom 262 identified as LGBT.

The survey asked several questions seeking information about whether students would personally take or advantage of Gender Inclusive Housing, and whether they were in support of Gender Inclusive Housing on the South 40.

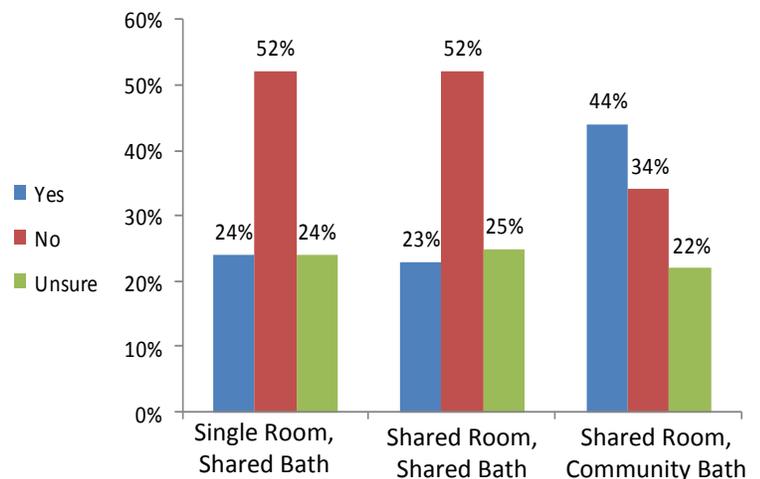
Results from this survey are currently being used to frame discussions that will inform University policies about gender-inclusive housing.



Question 1: As an incoming freshman, if the option to live with someone of a gender different than your own had been available, would you have requested it in the following living space?



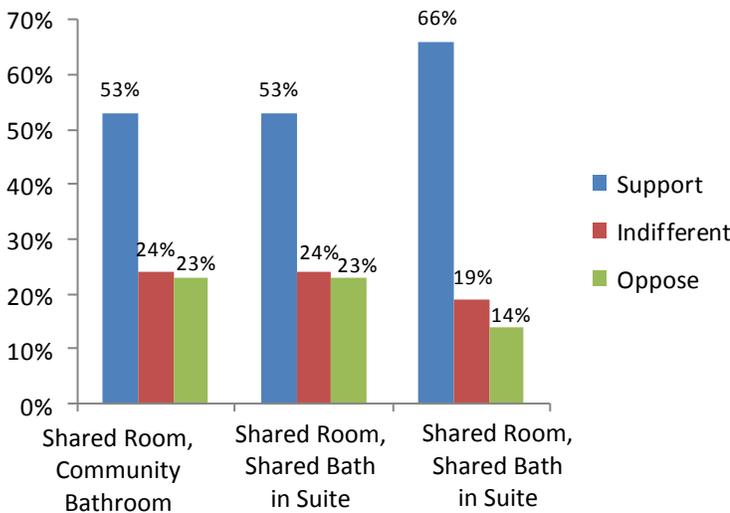
Responses from students identifying as straight.



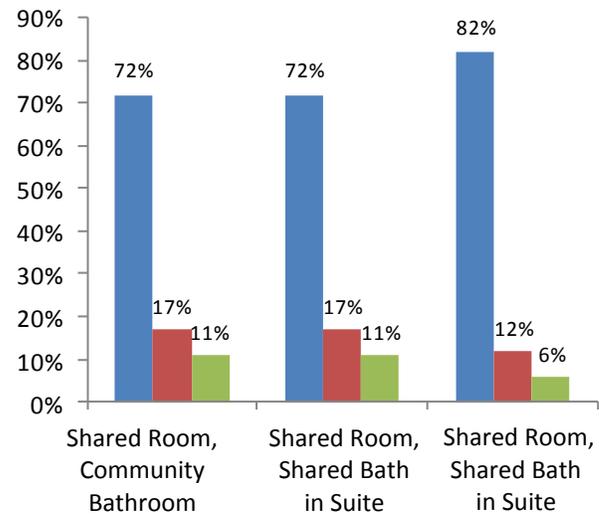
Responses from students identifying as LGBT.

2014 Gender Inclusive Housing Survey Results, Continued

Question 2: Regardless of whether you would live with someone of a different gender than your own, how do you feel about Washington University providing this option for Incoming Freshmen on the South 40?

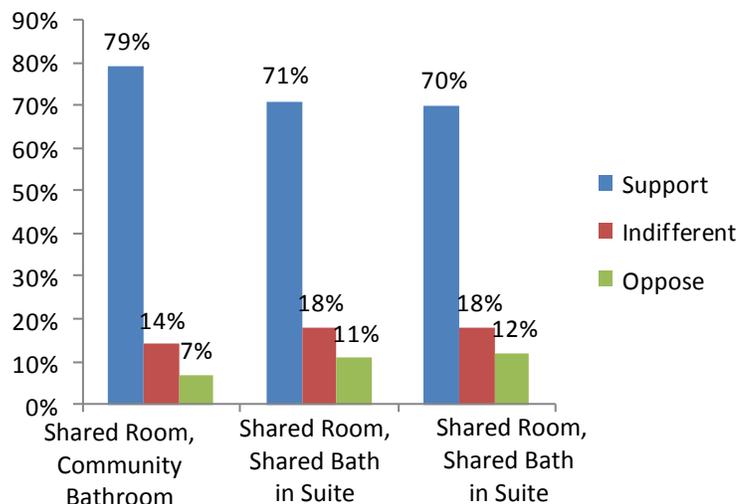


Responses from students identifying as straight.

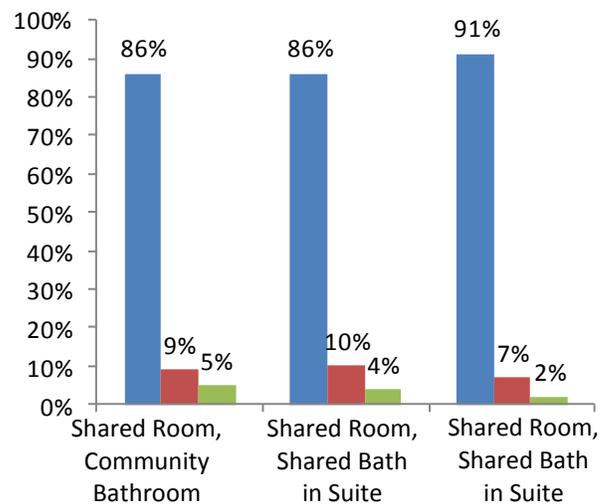


Responses from students identifying as LGBT.

Question 3: Regardless of whether you would live with someone of a different gender than your own, how do you feel about Washington University providing this option for Sophomores or Upperclassmen on the South 40?



Responses from students identifying as straight.



Responses from students identifying as LGBT.

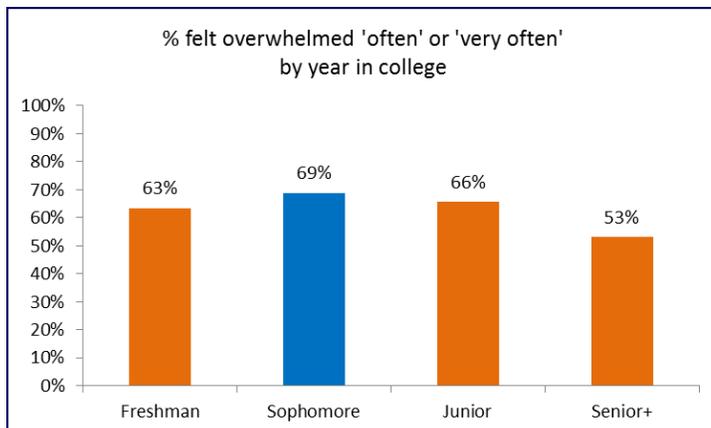
Second Year Experience Committee



Background

After operating as an *ad hoc* committee since 2010, the Second Year Experience (SYE) Committee came together as an official committee under the Vice Chancellor for Students' Office in fall 2013. Over the past year, our chief task has been to improve collaboration on and communication about programs we offer to sophomores at the start of the semester, an effort that has led to branding them as the Sophomore 60. These programs collectively offer sophomores opportunities to rejoin friends, meet new people, and tap into resources needed for important decisions later in the year.

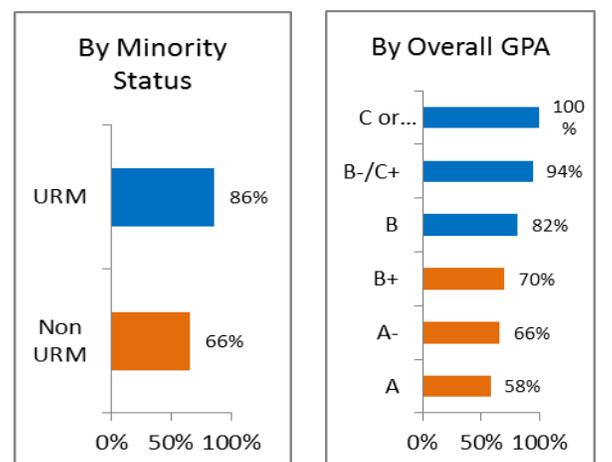
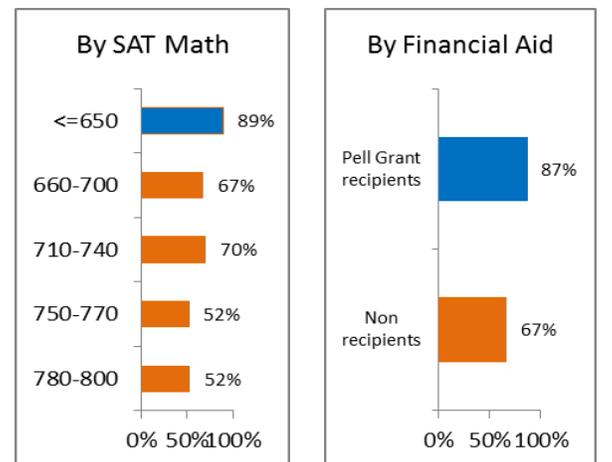
In spring 2014, the SYE Committee agreed to focus on one specific issue over the next year: the high percentage of sophomores who report feeling overwhelmed. We focused on this area for two reasons. First, according to the 2013 PULSE (Perceptions of Undergraduate Life and Student Experiences) data, 69% of sophomores reported feeling overwhelmed by all they had to do, an increase of six percentage points over the freshman year and the highest score of any year. Second, we recognized that stress derives from and impacts a wide variety of student experiences, such that a campus-wide committee like the Second Year Experience Committee would be particularly well suited to address this challenge.



Definitions

A central issue for our research is the definition of “overwhelmed.” The term comes from the PULSE Survey distributed to students at Washington University in St. Louis and peer institutions. It asks, “How often have you felt overwhelmed by all you had to do?” One particular challenge is that the survey’s phrasing begs a question: if we don’t want students to feel overwhelmed, what term captures the positive experience we do want for students? In other words, what is the opposite of “overwhelmed”? As we develop programs aimed at reducing the problem of feeling overwhelmed, we need to identify the qualities of the positive experience that we strive to create.

The following graphs show the percentage of sophomores who reported feeling overwhelmed “often” or “very often,” split by a selection of variables found statistically significant in the study:



Preliminary Data

Our first step was to analyze the 2013 PULSE data to identify who is more likely to be an overwhelmed sophomore and what variables may be correlated with feeling overwhelmed. With the assistance of the Office of Institutional Research and Analysis, we discovered the following covariates have a statistically significant relation to feeling overwhelmed:

An overwhelmed sophomore is more likely to be:

- Female
- Underrepresented minority
- From a low income family
- A Pell Grant recipient
- A GLBTQ person
- With lower SAT math scores

Feeling overwhelmed can both be a cause or a result of variables related to social integration and/or academic achievement, especially the following:

- Feeling out of place on campus
- Having fewer close friends to talk to
- Having lower overall GPA
- Having a greater likelihood of seeking tutoring/academic assistance
- Spending more time on homework or research outside class

Implications

As we enter the 2014-2015 academic year, the Second Year Experience Committee is planning to focus on understanding the sources of stress for sophomores and developing interventions, especially for students at highest risk of feeling overwhelmed.

Most immediately, with the information we have in hand, we are highlighting opportunities during the Sophomore 60 for sophomores to find academic support as well as to meet people and find a social niche through student activities.

In the long term, we plan to do more research on the PULSE data itself. First, we would like to compare data across years to see whether we find trends over time in terms of sophomores' reported levels of feeling overwhelmed. Second, we would like to look at ways in which the covariates and dependent variable in the PULSE survey are related, so we can understand better who is likely to report feeling overwhelmed and how covariates may exacerbate one another. For example, is a student from a given population with a lower GPA at a higher risk of feeling overwhelmed? Is the feeling of being overwhelmed more likely to interfere with the ability to concentrate, which may then lead to a lower GPA? Many other questions may be posed and tested as well. Further, we would like to do research through surveys, focus groups, and interviews with students. As we gather this data, our Committee will meet periodically to review scholarship, best practices, and data to discuss what interventions we may develop not only on a programmatic level, but also on an individual advising and mentoring level.

Interested in Participating?

If you have insights, questions, or otherwise would like to contribute to the efforts of the Second Year Experience Committee, please contact Dean Matt DeVoll, Chair of the Second Year Experience Committee at mwdevoll@wustl.edu.

Special Thanks

This article was produced with special assistance from Tao Zhang in the Office of Institutional Research & Analysis.



Student Involvement and Leadership

Empowering students to become remarkable leaders

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 2013-14

- Self –Awareness and Connection and Collaboration were assessed in the **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
- Participants in the **Women's Leadership Experience** explored self-authorship when evaluating their growth in the Leadership Initiative
- Focus groups and surveys related to student's perceptions of sexual misconduct related to **Title IX efforts** on campus
- **Redefining Community Experience (RCE)** participants received pre and post assessments for nine outcomes. Data showed scores of 80% or less in outcomes related to identity and community impact. In response, curriculum and programmatic changes were made to increase awareness of identity and community impact.
- **Destination Q** administered pre and post assessments that measured the following: understanding and growth in defining and articulating personal values; understanding personal identities and their impact on community; recognizing multiple personal identities, experiences, and biases and how they impact leadership; and ability to seek to understand communities.

Office of Undergraduate Research



Housed in the College of Arts & Sciences, The **Office of Undergraduate Research** (OUR) facilitates undergraduate research by maintaining a knowledge base of available opportunities, uniting students and mentors, and providing financial support. OUR promotes undergraduate research by providing forums for presentation and publication of research, assisting students in making effective presentations, and informing our community of these activities. OUR encourages broad and extensive participation so that all undergraduates can benefit from a research-rich environment and peer learning.

The OUR's flagship program is the Summer Undergraduate Research Awards (SURA), designed to support excellence in undergraduate research. Faculty mentors nominate outstanding students for the award that will enable them to pursue a summer research project. This year, OUR funded or facilitated 73 SURA students from more than 20 different disciplines, more than three times the number of students funded in 2008, the first year the awards were given.

Previous Surveys

The results from student surveys in 2012 and 2013 using Campus Labs and a 2013 focus group helped OUR understand students' goals for their summer research experience and the importance of OUR funding. The surveys and subsequent focus group also facilitated a major overhaul of our web site to better answer students' questions and provide detailed guidance on getting started in the process of identifying an area of research, finding a mentor and developing a research project.

2014 Refinements

In 2014 we have refined and added surveys to provide additional data, based on the results of our previous surveys. For example, the results of the 2013 survey helped OUR better target the weekly practical skill-building workshops offered to summer research students campus-wide. The 2014 post-research survey will help us assess the success of these changes.

In 2012, the pre-research survey asked only about students' goals for their summer research. In June we administered a redesigned pre-research survey that added questions to assess students' perceptions of their skill levels and preparedness for their research experience. The 2014 post-research survey will compare their pre-research perceptions to their actual experience. The results will allow us to further refine and update pre-research programs to ensure students are well positioned to get the most out of their summer research experience.

The availability of opportunities for undergraduates to conduct student research is dependent on willing faculty mentors. For the first time, we will conduct a post-summer 2014 research survey aimed at faculty mentors to assess how well we are supporting and facilitating their ability to provide meaningful and engaging research experiences for their undergraduates.



Long-Term Plan

Going forward, OUR is developing a detailed long-term plan in order to assess how well we are carrying out our mission of promoting and facilitating undergraduate research. We plan to assess how well we are communicating the benefits and availability of undergraduate research opportunities campus-wide and to determine the extent to which these opportunities are positive and productive co-curricular learning experiences for the students who choose to participate.



Specifically, we will be using data provided by the Office of Institutional Research from the biennial Senior Survey to assess how WUSTL students who participate in undergraduate research compare to those who don't in overall satisfaction with their undergraduate experience as well as development of critical skills such as:

- Creating original ideas and solutions
- Planning and executing complex projects
- Writing clearly and effectively

We also plan to assess specific learning outcomes from our weekly skill-building workshops for summer research students including whether they can:

- Explain the SMART ethical decision-making rubric
- Incorporate their research experience into a resume and graduate school applications
- Access subject expert librarians
- Write a thesis abstract
- Prepare a symposium poster presentation
- Find resources on these and other research-related topics if they have questions



Myriad data show that undergraduate research provides many important and long-term benefits. The Office of Undergraduate Research aims to use the assessment process to continually improve and update our programs, catalog and measure their benefits, and communicate these benefits to the campus community and other stakeholders.

For more information, visit <http://undergradresearch.wustl.edu/>

From the
Strategic Plan for Excellence in the Undergraduate Experience

- 1) Goals and strategies should be evaluated periodically.
- 2) Student satisfaction should be measured regularly.
- 3) Ongoing assessment should focus on measurable results.

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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