

9:00 – 9:15 a.m. WELCOME & OPENING REMARKS

9:15 – 9:50 a.m. Concurrent Session 1

MASCULINITY, (OP) 11.60 OHIP

9:55 – 10:25 a.m. Data Dashboard Showcase Block 1

10:35 – 11:05 a.m. Concurrent Session 2

THE CASE FOR BOTH AND NOT JUST ONE: A LONGITUDINAL STUDY OF A PROGRAM THAT CENTERS LEADERSHIP DEVELOPMENT AND BLACK IDENTITY DEVELOPMENT

- *Alyscia Raines, Multicultural Student Affairs*

NEED, CONNECTION, AND PERCEPTION: ASSESSING THE IMPACT OF NON-PROGRAMMATIC INTERACTIONS ON STUDENT EXPERIENCE

- *Michael Masters, Student Enrichment Services*

"I DIDN'T KNOW ABOUT THIS POLICY": ASSESSING WHERE AND HOW STUDENTS CAME TO LEARN ABOUT THE COVID-19 STUDENT CODE OF CONDUCT & EXPECTATIONS

- *Ron Alexander, Office of Community Standards and Residential Services*

11:10 – 11:40 a.m. Data Dashboard Showcase Block 2

AAU SEXUAL MISCONDUCT SURVEY

- *Colleen Johnston, Office of Equity, with Amy Huntington, Assessment & Planning*

COVID-19 DATA IN RESIDENTIAL SERVICES AND BEYOND

- *Brad Zakarin, Residential Services, with Robert Aaron, Assessment & Planning*

11:45 a.m. – 12:30 p.m. Panel Discussion on COVID-19 Decision-Making

- *Moderator: Robert Aaron, Assessment & Planning*
- *Panelists: Stacy Brown, Dining; Lucas Christain, Community Standards; Carlos Gonzalez, Residential Services; Alejandro Magaña, Multicultural Student Affairs; Anita Opdycke, Health Service; Kelly Schaefer, Student Engagement*

12:35 – 1:00 p.m. CLOSING/WRAP-UP

- *Assessment of Tomorrow: Amy Huntington, Assessment & Planning*
Closing Remarks: Robert Aaron, Executive Director, Student Affairs
Assessment & Planning

PROGRAM DESCRIPTIONS

DATA DASHBOARD SHOWCASES

A new feature in the Student Affairs Assessment Conference this year, Data Dashboard Showcases are just how they sound: an opportunity to show off sets of visualized data related to a common thematic area. The Assessment and Planning area supports numerous departments with a variety of data sources. This is an opportunity to understand the scope of these data sources and how they relate to the decisions administrators

9:55 - 10:25 a.m.

BLOCK 1

HEALTH AND WELLNESS

Kevin Meier, Health Promotion and Wellness, with Amy Huntington, Assessment & Planning

CAREER OUTCOMES

Mark Presnell, Northwestern Career Advancement

11:10 - 11:40 a.m.

BLOCK 2

AAU SEXUAL MISCONDUCT SURVEY DATA

Colleen Johnston, Office of Equity, with Amy Huntington, Assessment & Planning

COVID-19 DATA IN RESIDENTIAL SERVICES AND BEYOND

Brad Zakarin, Residential Services, with Robert Aaron, Assessment & Planning

MASCULINITY, ALLYSHIP, REFLECTION, AND SOLIDARITY: HOW NU'S HEALTHY MASCULINITY ORGANIZATION IS IMPACTING ITS STUDENTS AND THE CAMPUS AT LARGE

M A S C U L I N I T Y , A L L Y S H I P , R E F L E C T I O N , S O L I D A R I T Y , & E N G A G E M E N T (MARS)

Masculinity, Allyship, Reflection, Solidarity (MARS) is an all-masculine identifying peer education and violence prevention student group supported by the Center for Awareness, Response, and Education (CARE), and supervised by the Assistant Director of Prevention and Masculine Engagement. MARS promotes healthy masculinity as a means of combatting rape culture and restrictive masculinity around campus through self-reflection, peer-led discussion, outreach, and advocacy. In Fall of 2019 MARS underwent a name change to better reflect the values and goals of the organization. This name change prompted a desire to better understand not only what attracts students to MARS, but what MARS members are learning during their time in the organization. As a result, this project aims to develop learning outcomes associated with MARS membership. A series of structured interviews were conducted with current and graduated members of MARS to examine four main areas of interest and learning outcomes: MARS' impact on interpersonal relationships and social justice, application of MARS concepts, limitations of the organization, and professional development beyond the MARS experience. Interviews were coded and based on Social Norms Theory (Berkowitz, 2005) and Edwards and Jones (2009) College Men's Gender and Identity Development Model. Student learning, potential campus impact, and programming implications are discussed.

R E S U L T S : Interpersonal Competency, Social Responsibility

STARTING TO DIG DEEPER INTO DATA: WHAT DOES DATA SAY ABOUT THE BLIrBTO.03 Tc - 10 3

CONCURRENT SESSION 2

THE CASE FOR BOTH AND NOT JUST ONE: A LONGITUDINAL STUDY OF A PROGRAM THAT CENTERS LEADERSHIP DEVELOPMENT AND BLACK IDENTITY DEVELOPMENT

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Association of Black Leaders (ABL) is a series-based program, sponsored by Multicultural Student Affairs (MSA), that serves the leaders of Black student organizations on campus. This collective was birthed out of a need to provide a space for student support that meets the intersections of Black racial identity development and leadership development, understanding the unique needs for Black student leaders at Northwestern. This study seeks to establish data-informed and data-supported learning outcomes for such a space as ABL by utilizing previously collected survey data. The three main sources of data for this project were the Consortium on Financing Higher Education (COFHE) Enrolled Student Survey, the COFHE New Student Survey and the Multi-Institutional Study of Leadership (MSL). Incoming student expectations, perceptions of leadership, and engagement opportunities were gleaned from the black respondents of the New Student Survey (2011-2021) which focuses on rising First Year students. Northwestern-specific experiences of black student leadership development and climate were gathered from both the MSL (2015-2017) and ESS (2015-2019). In addition to developing stronger programmatic learning outcomes for ABL going forward, our secondary aim was to establish a roadmap of metrics for departments across the division to reference and utilize in their own strategic planning around leadership development and the black student community. Findings, implications and limitations will be discussed.

R D : Advance Social Justice, Foster Student Wellness, Further Student Learning

NEED, CONNECTION, AND PERCEPTION: ASSESSING THE IMPACT OF NON-PROGRAMMATIC INTERACTIONS ON STUDENT EXPERIENCE

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