

Northwestern | STUDENT AFFAIRS

11TH

# ANNUAL STUDENT AFFAIRS ASSESSMENT CONFERENCE

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Wednesday, June 26, 2024 | Norris University Center

# WEDNESDAY 06.26.24

## LEARNING LOCATION

Nb

### **NORTHWESTERN | ROOM 202**

TRACK 1: IDENTITY, NEEDS,  
AND INVESTIGATION

Claritza Maldonado, *Multicultural Student Affairs*  
Aaron Golding, *Multicultural Student Affairs*  
Eric Budzynski and Maddie Kerr,  
*Religious and Spiritual Life*

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### **ARCH | ROOM 206**

TRACK 2: WELL-BEING  
AND BELONGING

Dr. Rachael Collins, *Counseling  
and Psychological Services*  
Dr. Manisha Rustagi, *Counseling  
and Psychological Services*  
Jesus Galvan, *Student Enrichment Services*

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### **ROCK | ROOM 207**

TRACK 3: CENTERING STUDENT  
NEEDS IN PROGRAMMING

Jeff Jenkins,  
*Northwestern Career Advancement*  
Taylor Nelson,  
*Office of Student Transition Experiences*  
Cayce Pasko-Stanley,  
*Fraternity and Sorority Life*

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### **LAKE | ROOM 203**

TRACK 4: JOURNEY MAPPING  
AND RESOURCES

Bradley Pearson, *Student Assistance and  
Support Services*  
AJ Delaire, *Strategic Initiatives and  
Campus Inclusion and Community*  
Dr. Kelly Schaefer, *Strategic Initiatives*

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### **LOUIS | ROOM 205**

PLENARY

Keith D. Garcia,  
*Director, Fraternity & Sorority Life,  
Northwestern University*

Dr. Steve Veldkamp,  
*Director, Piazza Center for Fraternity  
and Sorority Research,  
Penn State University*

Dr. Rob Aaron,  
*Executive Director, Student Affairs  
Assessment & Planning,  
Northwestern University*

## 8:30 - 9:15 a.m. Introduction

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### **CONTINENTAL BREAKFAST**

#### **WELCOME**

Robert Aaron, *Executive Director of Student Affairs Assessment and Planning*

#### **LAND ACKNOWLEDGEMENT**

Valerie Buchanan, *Assistant Director, Leadership Development and Community Engagement*

#### **OPENING REMARKS**

Susan Davis, *Vice President for Student Affairs*

## 9:20 - 9:55 a.m. Concurrent Sessions Round 1

Nb

### **“IT FEELS LIKE 4%”: UNDERSTANDING LATINX/E STUDENT EXPERIENCES, LOCALITY, AND DATA FRAMING**

Claritza Maldonado, *Multicultural Student Affairs*

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### **AN OUNCE OF PREVENTION: EXPANDING AND MEASURING THE IMPACT OF A “BURNOUT BALM” WORKSHOP FOR GRADUATE AND PROFESSIONAL STUDENTS**

Rachael Collins, PhD, LCP, *Counseling and Psychological Services*

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### **DISCLOSING A DISABILITY DURING THE INTERNSHIP AND JOB SEARCH PROCESS**

Jeff Jenkins, *Northwestern Career Advancement*

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### **NON-MLOA STUDENT SUPPORTS: COMMUNICATION AND TAKE-A-WAYS**

Bradley Pearson, *Student Assistance and Support Services*

## 10:00 - 10:35 a.m. Plenary Session

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### **THE USE OF DATA TRIANGULATION IN STRATEGIC PLANNING FOR FRATERNITY & SORORITY LIFE**

Keith D. Garcia, *Director of Fraternity & Sorority Life, Northwestern University*  
Dr. Steve Veldkamp, *Director of the Piazza Center for Fraternity and Sorority Research, Penn State University*  
Dr. Rob Aaron, *Executive Director, Student Affairs Assessment & Planning, Northwestern University*

## 10:40 - 11:15 a.m. Concurrent Sessions Round 2

**Nb**

### **LEARNING FROM THEIR STORIES: USING QUALITATIVE AND QUANTITATIVE METHODS TO CENTER INDIGENOUS STUDENT EXPERIENCE AT NORTHWESTERN**

Aaron Golding, *Multicultural Student Affairs*

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### **SELF-ASSESSMENT AS A MENTAL HEALTH INTERVENTION: DEVELOPING THE MENTAL HEALTH CLIMATE SURVEY**

Manisha Rustagi, Ph.D., LPC, *Counseling and Psychological Services*

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### **EVALUATING SECOND-YEAR STUDENT DEVELOPMENT OF SELF IN RELATION TO THE NORTHWESTERN TRANSITION FRAMEWORK**

Taylor Nelson, *Office of Student Transition Experiences*

**La**

### **LET'S TALK ABOUT SEX: CENTERING LGBTQIA+ STUDENTS' SEXUAL HEALTH EDUCATION**

AJ Delaire, *Strategic Initiatives & Campus Inclusion & Community*

## 11:15 - 11:30 a.m.

**BREAK**

## 11:30 - 12:05 p.m. Concurrent Sessions Round 3

**Nb**

### **SPIRITUAL YEARNING: UNDERSTANDING THE SPIRITUAL BUT NOT RELIGIOUS STUDENT COMMUNITY AT NORTHWESTERN UNIVERSITY (A FIVE-YEAR LONGITUDINAL STUDY)**

Eric Budzynski & Maddie Kerr, *Religious & Spiritual Life*

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### **PLUGGED IN: SUPPORTING KCS SCHOLARS' WELLNESS THROUGH CONNECTION**

Jesus Galvan, *Student Enrichment Services*

**R**

### **FRATERNITY SORORITY MEMBERS PERCEPTIONS OF RECOGNITION AND ACHIEVEMENT**

Cayce Pasko Stanley, *Fraternity Sorority Life*

**La**

### **MAPPING THE UNDERGRADUATE JOURNEY: A SYSTEMATIC LITERATURE REVIEW AND NORTHWESTERN DATA REVIEW PROJECT TO DEFINE, IDENTIFY, AND MEASURE LOWER-INCOME STUDENT EXPERIENCES IN STUDENT AFFAIRS**

Dr. Kelly Schaefer, *Strategic Initiatives*

## 12:05 - 12:15 p.m. Break

**BOX LUNCH AVAILABLE (LOUIS ROOM LOBBY)**

## 12:15 - 1:00 p.m. Conclusion

**Lo**

### **ASSESSMENT OF TOMORROW**

Amy Huntington, *Student Affairs Assessment and Planning*

Qile Chen, *Student Affairs Assessment and Planning*

### **WRAP-UP & GRATITUDE**

Robert Aaron, *Student Affairs Assessment and Planning*

### **GROUP PHOTOS**

Group Photos of Present and Past SAAG Participants

## “IT FEELS LIKE 4%”: UNDERSTANDING LATINX/E STUDENT EXPERIENCES, LOCALITY, AND DATA FRAMING

*Claritza Maldonado*

### Multicultural Student Affairs

Northwestern University’s admissions website states 17% of their student population is Latinx/e. However, students hear that number thrown around and anecdotally, Latinx/e students share they don’t understand how that’s possible. Instead, saying, “it feels more like 4%.” The questions of this research project stem from this experiential disconnect and the stories that may be behind them. This research aims to (1) better understand the experiences and locality of students who identify as Latinx/e/a/o at Northwestern University and (2) identify the inconsistencies and/or fallbacks of how this type of data is collected. In turn, this research may inform the future potential reframing of how data is collected around complex racialized identity categories such as Latinx/e to provide more nuances and specificity on the experiences and needs of BIPOC students. This project uses archival materials, literature, and quantitative data to explore these questions.

*Strategic Themes: Pursue Equity, Justice, and Belonging; Foster Meaningful Student Engagement; Champion Holistic Wellbeing*

## AN OUNCE OF PREVENTION: EXPANDING AND MEASURING THE IMPACT OF A “BURNOUT BALM” WORKSHOP FOR GRADUATE AND PROFESSIONAL STUDENTS

*Rachael Collins, PhD, LCP*

### Counseling and Psychological Services

The World Health Organization (WHO) defines burnout as “resulting from chronic workplace stress that has not been successfully managed.” This “occupational phenomenon” is characterized by “exhaustion, cynicism or feelings of negativism, and reduced professional efficacy” (WHO, 2019). The research literature also indicates that burnout can occur in academic settings, such as with graduate and professional students across disciplines (NAM, 2017; Tulili et al., 2023).

Continuing from last academic year, research by a CAPS Staff Psychologist (and liaison to Feinberg School of Medicine, MD program) expanded the delivery of a 90-minute workshop addressing burnout and promotion of overall well-being to include Northwestern graduate and professional students. Over the course of Fall 2023 and Winter 2024 quarters, the applicability and efficacy of the “Burnout Balm” workshop was tested three times and across two distinct student populations—i.e., medical students and master’s students in the Machine Learning and Data Science (MLDS) program. Each workshop consisted of didactic instruction, experiential activities, and discussion and personal reflection. The workshop was tailored to equip participants with the knowledge to identify personal and structural factors which can contribute to burnout, describe a variety of short- and longer-term strategies to prevent and reduce burnout, and complete personalized Burnout Prevention Plans to apply the workshop content to their daily lives.

Qualitative and quantitative data was collected via pre- and post-test evaluations, personalized prevention plans, direct and indirect, and formative and summative sources. A review of the workshop, of students’ Burnout Prevention Plans, results from the program

evaluation data analysis, and comparisons between student groups will be shared in this presentation. Student feedback on post-workshop evaluations and implications for future “Burnout Balm” workshops will also be discussed.

*Strategic Themes: Pursue Equity, Justice, and Belonging; Foster Meaningful Student Engagement; Champion Holistic Wellbeing*

## DISCLOSING A DISABILITY DURING THE INTERNSHIP AND JOB SEARCH PROCESS

*Jeff Jenkins*

### Northwestern Career Advancement

Disclosing a disability during the internship or job search can be a difficult decision for students. Often, they are not sure if they should disclose their disability to an employer or the timing of when it may be right to disclose their disability during the application process.

The Disclosing a Disability (DaD) workshop was developed after a student needs assessments in collaboration with ANU Fall quarter, 2023. An initial workshop was piloted in the Spring of 2023 after an initial needs assessment was administered (Winter, 2023). Students provided feedback after attending the pilot workshop. The feedback was integrated enabling the development of learning outcomes for the current series of DaD workshops. Competencies assessment was integrated into the workshop content (developed in a prior SAARG cohort with Jose Santos) allowing students to identify top skills to translate to strengths. Pre/post assessment data was also collected measuring students learning about the timing of disability disclosure and how to disclose a disability to an employer during the job search. Results of the first year of the workshop will be shared and implications for future work will be discussed.

*Strategic Themes: Personal Development, Cognitive and Practical Skills*

## NON-MLOA STUDENT SUPPORTS: COMMUNICATION AND TAKE-A-WAYS

*Bradley Pearson*

### Religious & Spiritual Life

Student Assistance and Support Services is a unit of the Dean of Students Office that works with high-risk students to “navigate complex challenges and remove barriers that impede their ability to thrive at Northwestern.” Typical outreach from SASS includes case or crisis management, MLOA follow up, hospitalization protocol outreach, and safety checks. While previous assessments in SASS have focused on the MLOA process, this project attempts to dive more deeply into the impacts of non-MLOA outreach and supports in the office. Specifically, this project intends to examine the experience of non-MLOA students and the impacts of supportive measures to assist students. The results of this project will look at the communication channels in the process, the “Personal Development” of students, and examine impacts on “Cognitive and Practical Skills” building while working with SASS. The findings from this project will then be discussed in regarding how data driven improvements can be made in processes/supports of students in SASS.

*Learning Outcomes: Personal Development, Cognitive and Practical Skills*

## THE USE OF DATA TRIANGULATION IN STRATEGIC PLANNING FOR FRATERNITY & SORORITY LIFE

*Keith D. Garcia, Dr. Steve Veldkamp, Dr. Rob Aaron,*

### **Fraternity & Sorority Life**

Strategic planning is a vital process for enhancing the quality and impact of fraternity and sorority life on any college campus. However, strategic planning can be challenging without sufficient and reliable data to inform decision-making and goal setting. In this presentation, we will share how we used data triangulation, a method of comparing multiple sources of data, to develop a strategic plan for fraternity and sorority life at Northwestern University. We used the Fraternity-Sorority Experiences Survey (FSES) from the Piazza Center for Fraternity and Sorority Research; a home-grown Survey of Unaffiliated or Disaffiliated Students (SUDS); and a series of focus groups with affiliated community members to establish triangulation. We will explain the benefits and challenges of the triangulation approach, and attendees will learn practical examples and tools for using data triangulation for strategic planning in their own contexts. We are joined by guest speaker Dr. Steve Veldkamp, Director of the Piazza Center, for this informative session.

*Strategic Themes: Invest in Organizational Development*

PLENARY

## LEARNING FROM THEIR STORIES: USING QUALITATIVE AND QUANTITATIVE METHODS TO CENTER INDIGENOUS STUDENT EXPERIENCE AT NORTHWESTERN

*Aaron Golding*

### Multicultural Student Affairs

Last year a Native and Indigenous-Centered Race variable was created which categorized students who indicated any Native and Indigenous race or ethnicity as Native or Indigenous (NAI) and yielded a dramatic increase in the identifiable number of Native and Indigenous students across the Northwestern population. This increase enabled re-analysis of existing survey data indicating NAI students experience greater suicidal ideation rates, decreases in hopefulness while at Northwestern, and enter graduate school at higher rates than their peers. Armed with information about what NAI students were experiencing at Northwestern, results served as the foundation to build a structured interview protocol diving deeper into why discrepancies exist for Native and Indigenous students in these key areas. This presentation will further our collective understanding of how our individual offices and units can best support the success of this community on campus by utilizing recent data from the American College Health Association's Well-Being Assessment (WBA) gathered in the Fall of 2023, as well as themes gathered from structured interviews with Indigenous students.

*Strategic Themes: Pursue Equity, Justice, and Belonging; Foster Meaningful Student Engagement; Champion Holistic Wellbeing; Invest in Organizational Development*

## SELF-ASSESSMENT AS A MENTAL HEALTH INTERVENTION: DEVELOPING THE MENTAL HEALTH CLIMATE SURVEY

*Manisha Rustagi, Ph.D., LPC*

### Northwestern Career Advancement

Northwestern University strives to create a climate of wellness, inclusion, and connection on campus for all students. However, there exists a culture of busyness interwoven in the fabric of what it means to be a part of this university. Northwestern University students juggle several responsibilities that may include personal life, relationships, friendships, academic workload, curricular and extra-curricular activities, internships/jobs, and social life. Research indicates that stress experienced by university students has a direct impact on their quality of life and ability to maintain a school-life balance (Ribeiro, et al., 2018, Sprung & Rogers, 2021). Increased stress, school-life imbalance, and dissatisfaction with quality of life is further linked to mental health concerns, sleep issues, physical health concerns, and social well-being (Ribeiro, et al., 2018, Wang, & Biró, 2021).

Chen, Chang, and Stuart (2020) found that access to a mental health assessment tool can help empower students to monitor and improve their well-being. Given the confluence of stressors and the ameliorating affect that self-assessments can have according to Chen et al. (2020), a home-grown mental health self-assessment tool, the Mental Health Climate Survey, was developed. The Mental Health Climate Survey is comprised of two major instruments for measuring quality of life: the Work-

Life Balance Scale which measures how work and personal life influence each other. Students are given their individual scores and how to interpret them, which should help students reflect on their current self-care practices and make some changes if needed. Towards the end of the survey, students will also learn about a few campus resources that can help support their well-being. Preliminary results of this new self-assessment tool will be shared and implications for future wellness programming will be discussed.

*Learning Outcomes: Personal Development*

## EVALUATING SECOND-YEAR STUDENT DEVELOPMENT OF SELF IN RELATION TO THE NORTHWESTERN TRANSITION FRAMEWORK

*Taylor Nelson*

### Office of Student Transition Experiences

The True Northwestern Framework, utilized by the Office of Student Transition Experiences, defines "Self" as the opportunity to "reflect on personal identities, areas of interest, and engage in dialogue related to differences within your community." By utilizing survey data and focus groups, we will work to discover if second-year students have felt they have been challenged in the area of self and define that category from a second-year experience lens to create meaningful learning outcomes and improve transition program opportunities. As we gathered data, we realized that second-year students self-report a lack of comfort around engaging in civil dialogue and confidence in administrator responsiveness to student concerns. Focus groups began to analyze these concerns through more qualitative methods, pulling out specific demographics for further explanation of discrepancies. The results of the findings and suggestions for improvement will be presented.

*Strategic Themes: Foster Meaningful Student Engagement & Pursue Equity Justice and Belonging*

## LET'S TALK ABOUT SEX: CENTERING LGBTQIA+ STUDENTS' SEXUAL HEALTH EDUCATION

*AJ Delaire*

### Strategic Initiatives & Campus Inclusion & Community

The current population of LGBTQIA+ NU students are all members of Gen Z, the largest generation to identify as queer with numbers continuing to rise. Despite the growing shift, sexual health education in middle school and high school continues to marginalize individuals who do not identify as heteronormative, typically in the form of erasure from curriculum. Additionally, the content of sexual health education can vary widely across school districts, states, and countries. How and when LGBTQIA+ students learn about relevant sexual health practices prior to coming to Northwestern is not known. To support program development for this population, a needs assessment was created to establish baseline information on pre-matriculation sexual education trends, utilization of sexually explicit media, and on-going sexual health education needs of the NU LGBTQIA+ population. Results will be shared and implications for programming will be discussed.

*Strategic Themes: Champion holistic well-being and foster meaningful student engagement*

## SPIRITUAL YEARNING: UNDERSTANDING THE SPIRITUAL BUT NOT RELIGIOUS STUDENT COMMUNITY AT NORTHWESTERN UNIVERSITY (A FIVE-YEAR LONGITUDINAL STUDY)

*Eric Budzynski & Maddie Kerr*

### Religious & Spiritual Life

Religious & Spiritual Life is engaged in a five-year longitudinal study to discover what environmental, behavioral, and psychological factors influence the intersection of students who identify through institutional surveys as “spiritual but not religious (SBNR),” “atheist,” “agnostic,” or “none”. Previous years’ findings indicated that there was a significant increase from first year to fourth year in the SBNR population and an increasing curiosity in exploring spirituality from the atheist, agnostic, or none categories. Focus groups conducted last academic year with a first-year cohort indicated that students in this developmental phase had a diverse understanding of and definition for spirituality, as well as a yearning for interconnected community and relevant programming. Currently in year two, this project has expanded to include seventeen structured, peer-led student interviews. These interviews aim to deepen the understanding of students’ evolving spiritual development, how they access campus resources and community, and how they perceive their own spiritual identities. Through careful coding, the researchers are developing potential student phenotypes of spiritual engagement and development unique to Northwestern. Ultimately, this project offers innovative paradigms of engagement and understanding with this large and growing population. Themes will be shared, and future impacts of programming and assessment will be discussed.

**Divisional Strategic Themes:** *Champion Holistic Well-Being, Foster Meaningful Student Engagement, Pursue Equity, Justice, and Belonging*

## PLUGGED IN: SUPPORTING KCS SCHOLARS’ WELLNESS THROUGH CONNECTION

*Jesus Galvan*

### Student Enrichment Services

Higher education literature indicates that first-generation, low-income, and/or undocumented/DACA (FGLI) college students often navigate their higher education experience with little to no cultural and social capital compared to their non-FGLI peers, which can create obstacles to their persistence and completion (Patton, et al., 2016). The Knight Community Scholars (KCS) program is dedicated to supporting a selected cohort of FGLI Northwestern students via advising, peer-leader support, community-building, identity development, and programming opportunities throughout their undergraduate journey at the university.

Since its inception in 2019, unexpected circumstances (i.e., remote learning, staff turnover, and renovation of physical space) impacted how students understood access to resources and engaged with the campus community. In order to better understand the influence of KCS, a mixed-methods survey was developed and distributed with a focus on sense of belonging, experience in KCS, and help-seeking behaviors. The survey was completed by 81 current KCS scholars. Findings will highlight how

the KCS program supports its respective scholars’ understanding of and connection to our campus resources and services to sustain holistic wellness. Successes of and modifications to our programmatic structures based on the results of this assessment will be shared.

**Strategic Themes:** *Champion Holistic Well-being, Foster Meaningful Student Engagement, Pursue Equity, Justice, and Belonging*

## FRATERNITY SORORITY MEMBERS PERCEPTIONS OF RECOGNITION AND ACHIEVEMENT

*Cayce Pasko Stanley*

### Fraternity Sorority Life

Fraternity Sorority Life has experienced rapid changes over the past 5 years. From extreme membership attrition to soaring growth, groups exiting or joining the university community, Fraternity Sorority members have learned to be adaptable. As the community has navigated these major changes, one question has always been at the center: why are we only recognized for our challenges and not celebrated for our strengths? This project explores Fraternity Sorority Members’ perceptions of recognition and achievement to assess the ways students want to be recognized. Students from across all 4 FSL Councils were provided the opportunity to participate in a reflective worksheet activity to explore the association with recognition. Additionally, 3 focus groups were held to collect students’ opinions. Members from all 4 councils discussed current recognition opportunities, barriers to recognition, and types of recognition they would like to see from both Northwestern University and their National Organizations. The findings aim to help the Fraternity Sorority Life team better understand what students in 2024 hope to be recognized for, and how they wish to be recognized.

**Learning Outcomes:** *Personal Development, Social Responsibility, Interpersonal Competence, Cognitive and Practical Skills*

## MAPPING THE UNDERGRADUATE JOURNEY: A SYSTEMATIC LITERATURE REVIEW AND NORTHWESTERN DATA REVIEW PROJECT TO DEFINE, IDENTIFY, AND MEASURE LOWER-INCOME STUDENT EXPERIENCES IN STUDENT AFFAIRS

*Dr. Kelly Schaefer*

### Strategic Initiatives

This study aims to leverage literature with Northwestern’s student data to map lower-income students’ experiences in Student Affairs throughout their undergraduate experience. Jose Santos’ previous findings (2023) showed that while outcomes for BIPOC and FGLI students are like those of their peers, BIPOC and FGLI students have higher rates of involvement across events, student employment, and internships.

The purpose of mapping these Student Affairs experiences for low-income students is to research and assess how specific points throughout the undergraduate experience may or may not differ from their higher-income peers. Northwestern data shows that students have similar outcomes, but the journey to the outcomes can be fraught with added steps and layers to achieve the same or similar outcomes.

**Strategic Theme:** *Pursue equity, justice, and belonging*

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