Evaluation Results

Office of Student Academic Success

2013-2014
Executive Summary

Formerly known as Soup and Success, Edible Education is a series of mid-day workshops held during the first six weeks of each semester. Edible Education aims to increase student retention and academic success by providing a convenient and accessible method for providing students with strategies, skills, and resources to deal with the most common student issues. Students receive a free lunch while participating in the program. Here is a brief summary of the highlights from the 2013-2014 Edible Education workshops:

- **New Name**: In an attempt to broaden food selections, as well as rebrand the event in coordination with several other major changes, the decision was made to change the name from Soup and Success to Edible Education.

- **Additional Topics**: Using MAP-Works data, several new sessions were added to the previous lineup of sessions, including resume building, finding an internship, exploring undergraduate research opportunities, and major/career selection.

- **New Locations**: In addition to the Holmes Student Center, workshops were held in several new locations across campus, including Campus Life Building and Stevenson Hall.

- **Support from Campus Partners**: Edible Education would not be successful without the collaborative efforts of several campus partners, including but not limited to ACCESS, Career Services, Department of Communication, Office of Student Engagement & Experiential Learning, and the Academic Advising Center.

- **Increased Attendance**: In total, 153 students attended Edible Education workshops, including 107 students in the fall 2013 semester and 46 students in the spring 2014 semester. This was nearly triple the total from the 2012-2013 academic year.

- **Positive Student Feedback**: Student evaluations from Edible Education indicate high levels of overall satisfaction and achievement of learning outcomes:
  - 93% of students felt the sessions would help them to be successful at NIU
  - 93% of students recommend their sessions for next year’s event
  - 95% of students achieved the learning outcomes from the sessions in some form
Event Description

Edible Education is a series of mid-day workshops held during the first month of each semester. Edible Education aims to increase student retention and success. For each event, a different topic is selected and students receive information from a presenter with expertise in the particular subject area.

As was the case in previous years, the series contained five workshops each semester that were held approximately each week beginning at the third week of the semester. This timing coincides with the OSAS’s proactive case management style, which is based on the ideals of intrusive advising (Garing, 1993) that call for assistance and strategic interventions are specified times throughout the semester, including the third week period when students have started their adjustment process and intervention can assist in connecting students to relevant campus services.

For the 2013-2014 academic year (AY 2013-2014), several changes were made to the workshops. First, in an attempt to broaden food selections, as well as rebrand the event in coordination with several other major changes, the decision was made to change the name from Soup and Success to Edible Education. The new branding also came with a new logo for the event.

Additionally, the OSAS refreshed the topics for the workshops. Staff assessed student interest and needs, particularly by using MAP-Works survey results. The fall transition survey results were used over the other two surveys because of the number of questions included and the student response (49% of all first-year freshmen and first-year transfer students responded to the survey.

Upon assessing these results, the OSAS noticed a gap between what topics were being provided to students and what students were expressing interest in. Table 1 summarizes the MAP-Works results by areas of interest. The rows highlighted in red indicate topics included in AY 2012-2013, while the green rows indicate topics that were added for AY 2013-2014 based on the results. An additional session on helping students generally navigate campus resources, titled NIU 411, was also added.

Furthermore, the OSAS also changed the locations of some of the sessions, in order to provide more convenience for students, more variety in terms of food selection, and more flexibility in terms of space. Traditionally, all sessions were held in the Illinois Room of the Holmes Student Center. However, students reported in feedback that the room was difficult to find. However, students liked the general location of the Holmes Student Center in the middle of campus. The decision was made to hold some
sessions still in the Holmes Student Center, and other sessions in the Campus Life Building and Stevenson Hall. Changing locations also allowed for more diverse food options, with vendors such as Papa Johns and Hyvee being utilized for food in addition to the Holmes Student Center.

Finally, the OSAS increased marketing efforts for the Edible Education workshops. In addition to traditional flyers and social media, handbills were distributed outside on the day of all fall workshops. MAP-Works was utilized to send targeted emails to students who indicated through the survey that they were interested in certain topics. Finally, all events were included in the First Year Success Series and marketed heavily to UNIV 101 and 201 course sections.

As a result of these changes, attendance at the workshops increased substantially over AY 2012-2013. Figure 1 to the left shows the total attendance at Edible Education by academic year. AY 2013-2014 saw a 278% increase in attendance over AY 2012-2013, including a 428% increase from fall 2012 to fall 2013.

Demographic Information

In all, 156 students attended an Edible Education workshop in AY 2013-2014. These students were from a variety of backgrounds and majors. However, upon looking at the demographic information, broken down into several charts below, a few patterns are quickly noticed:

- The majority of students who attended Edible Education workshops were first-year students. 52% of students attending were freshmen and 76% were first enrolled at NIU during the fall 2013 semester. Figure 2 outlines attendance by academic level.
- Of the students who first attended NIU during the fall 2013 semester, 66% were freshmen and 34% were transfer students, as shown in figure 3. In addition, 71% of these students were enrolled in either a UNIV 101 or 201 section during the fall 2013 semester.

Figure 1: Edible Education Attendance by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>42</td>
<td>25</td>
</tr>
<tr>
<td>2011-2012</td>
<td>53</td>
<td>66</td>
</tr>
<tr>
<td>2012-2013</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>2013-2014</td>
<td>46</td>
<td>107</td>
</tr>
</tbody>
</table>

Figure 2: Attendance by Academic Level

- Freshman: 52%
- Sophomore: 12%
- Junior: 25%
- Senior: 10%
- Post Bac: 1%
• An opportunity to increase future attendance exists in targeting special populations on campus. For example, only 1 CHANCE student, 1 student-athlete, 5 veterans, and 14 Honors students attended Edible Education during AY 2013-2014.

• Table 2 breaks down attendance by academic college. Opportunities exist for increasing attendance in several areas, including the Academic Advising Center (undecided students).

Table 2: Attendance by Academic College

<table>
<thead>
<tr>
<th>College</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising Center</td>
<td>2</td>
<td>1.32%</td>
</tr>
<tr>
<td>Business</td>
<td>16</td>
<td>10.60%</td>
</tr>
<tr>
<td>Education</td>
<td>28</td>
<td>18.54%</td>
</tr>
<tr>
<td>Engineering &amp; Engineering Technology</td>
<td>10</td>
<td>6.62%</td>
</tr>
<tr>
<td>Health &amp; Human Sciences</td>
<td>37</td>
<td>24.50%</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences</td>
<td>57</td>
<td>37.75%</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>1</td>
<td>0.66%</td>
</tr>
</tbody>
</table>

Session Attendance

Edible Education during AY 2013-2014 featured ten sessions (five per semester) with a total of nine different topics. New topics for this year included NIU 411 and Exploring Undergraduate Research Opportunities in the fall semester, and Internships 101, Building Your Resume, and Which Major? Which Career? in the spring semester. Table 3 below shows the attendance at each of the sessions.

Table 3: Edible Education Attendance by Session

<table>
<thead>
<tr>
<th></th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management</td>
<td>50</td>
<td>27</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>25</td>
<td>x</td>
</tr>
<tr>
<td>Test Anxiety</td>
<td>17</td>
<td>x</td>
</tr>
<tr>
<td>Internship 101</td>
<td>x</td>
<td>16</td>
</tr>
<tr>
<td>Research Opportunities</td>
<td>15</td>
<td>x</td>
</tr>
<tr>
<td>Building Your Resume</td>
<td>x</td>
<td>2</td>
</tr>
<tr>
<td>Major/Career Exploration</td>
<td>x</td>
<td>1</td>
</tr>
<tr>
<td>Reading Strategies</td>
<td>x</td>
<td>0</td>
</tr>
<tr>
<td>NIU 411</td>
<td>0</td>
<td>x</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>107</td>
<td>46</td>
</tr>
</tbody>
</table>

Attendance was particularly strong during the spring semester due to interest from UNIV 101 and 201 courses, with 5 entire course sections showing up for sessions during the fall semester. Likewise, a section of KNPE 331 attended the spring time management workshop.

While attendance at some sessions was very high (including the fall time management session, which had more attendees than nearly all 10 workshops in AY 2012-2013 combined), there were several sessions that showed weak attendance. Some can be attributed to scheduling factors. For example, NIU
411 was held the morning after a three-day weekend, and the Building Your Resume was held after NIU was closed for 2 consecutive days due to inclement weather. Furthermore, both sessions in Stevenson Hall had weak attendance.

Evaluation Methodology

Evaluations were provided to students upon the completion of each workshop. Each evaluation featured two sets of questions. The first set of six questions were the same for all evaluations and asked about the content of the presentation, how it helped them to be successful students, the effectiveness of the presenter, and whether they would recommend having the session at a future Edible Education workshop.

The second set of questions measured learning outcomes. Specific learning outcomes were developed for each of the Edible Education topics. These learning outcomes not only help presenters to shape their presentation content, but also allow the OSAS to measure the effectiveness of the workshops in terms of the content provided to students. These learning outcomes also are designed to align with the broader mission and vision of OSAS by empowering students to achieve academic and personal goals through the effective utilization of campus resources and services.

Evaluation Results

A total of 118 student evaluations were received over seven sessions. Two sessions had no students attend, and one session was attended by only one student who did not complete an evaluation form.

For the first set of questions asked of all sessions, the feedback which was received was incredibly positive, both for the event as a whole and for each individual session. Over 90% of respondents, on average, responded positively to each of the four questions in the first set. The lowest average for any question on any session was 82 percent. Table 4 below shows the percent of students responding favorably, by session, to each question asked by session. Figures 3-8 on following page (page 7) break down the response options for each of the six questions, with all session’s responses combined.

<table>
<thead>
<tr>
<th>Session</th>
<th>Relevant Content</th>
<th>More Successful</th>
<th>Presenter Knowledgeable</th>
<th>Recommend Presenter</th>
<th>Overall Satisfaction</th>
<th>Overall Recommend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management</td>
<td>92.59%</td>
<td>88.89%</td>
<td>98.15%</td>
<td>94.44%</td>
<td>87.04%</td>
<td>81.48%</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>95.45%</td>
<td>95.45%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Test Preparation</td>
<td>94.12%</td>
<td>94.12%</td>
<td>100.00%</td>
<td>94.12%</td>
<td>94.12%</td>
<td>94.12%</td>
</tr>
<tr>
<td>Exploring Research</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Internship 101</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Building Your Resume</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>94.92%</td>
<td>93.22%</td>
<td>99.15%</td>
<td>96.61%</td>
<td>96.61%</td>
<td>93.22%</td>
</tr>
</tbody>
</table>
Edible Education Evaluation Results
2013-2014

Question 1: The content of the workshop was relevant to my needs as a student at NIU.
- Strongly Agree: 65%
- Agree: 28%
- Disagree: 5%
- Strongly Disagree: 2%

Question 2: This workshop will help me to be more successful as a student at NIU.
- Strongly Agree: 52%
- Agree: 37%
- Disagree: 9%
- Strongly Disagree: 2%

Question 3: The presenter was knowledgeable about the subject.
- Strongly Agree: 83%
- Agree: 15%
- Disagree: 2%
- Strongly Disagree: 4%

Question 4: I would recommend that this presenter be invited to run this workshop again.
- Strongly Agree: 76%
- Agree: 18%
- Disagree: 6%
- Strongly Disagree: 2%

Question 5: Overall, I was satisfied with this workshop.
- Strongly Agree: 59%
- Agree: 28%
- Disagree: 9%
- Strongly Disagree: 4%

Question 6: I would recommend this workshop to other students.
- Strongly Agree: 56%
- Agree: 29%
- Disagree: 13%
- Strongly Disagree: 2%
The second set of questions was unique to each individual workshop. As part of the planning process for Edible Education, 3-4 learning outcomes were set for each session, and section 2 of each evaluation was designed to assess how these learning outcomes were achieved. Table 5 shows the percentage of students who achieved the learning outcomes, broken down by each session. These figures are an average of the 3-4 learning outcomes for each session.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management</td>
<td>49.31%</td>
<td>36.89%</td>
<td>86.20%</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>71.43%</td>
<td>22.22%</td>
<td>93.65%</td>
</tr>
<tr>
<td>Test Preparation</td>
<td>80.39%</td>
<td>13.73%</td>
<td>94.12%</td>
</tr>
<tr>
<td>Exploring Research</td>
<td>92.13%</td>
<td>7.87%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Internship 101</td>
<td>95.05%</td>
<td>4.95%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Building Your Resume</td>
<td>100.00%</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>81.39%</strong></td>
<td><strong>14.28%</strong></td>
<td><strong>95.66%</strong></td>
</tr>
</tbody>
</table>

Learning outcomes for each Edible Education session are included in Appendix 1. Evaluation reports for each session are included in Appendix 2.
Appendix 1: Learning Outcomes

Title: NIU 411

Student Learning Outcomes:

1. Student will be able to articulate strategies to effectively communicate with faculty and staff in both oral and written communication.
2. Student will be able to define appropriate email etiquette.
3. Student will be able to identify relevant campus resources.

Title: Time Management

Student Learning Outcomes:

1. Student will be able to describe the importance of budgeting their time.
2. Student will be able to prioritize responsibilities.
3. Student will be able to differentiate between long term and short term time management strategies.

Title: Public Speaking 101

Student Learning Outcomes:

1. Student will be able to identify effective oral presentation delivery skills.
2. Student will be able to describe strengths and areas that need improvement related to their public speaking skills.
3. Student will be able to identify strategies to strengthen their public speaking skills.
4. Student will be able to define strategies to alleviate fears of public speaking.

Title: Test Preparation

Student Learning Outcomes:

1. Student will be able to describe the most frequently used test formats.
2. Student will be able to identify the appropriate test preparation strategies for each common test format.
3. Student will be able to articulate effective study habits.

Title: Exploring Research Opportunities

Student Learning Outcomes:

1. Student will be able to identify the different research opportunities available to undergraduate students at NIU.
2. Student will be able to articulate the benefits of participating in undergraduate research.
3. Student will be able to describe the appropriate steps to pursue undergraduate research opportunities at NIU.

Title: Building Your Resume

Student Learning Outcomes:

1. Student will be able to describe the essential components of a resume and cover letter.
2. Student will be able to identify what style of resume best meets their individual experiences and chosen career path.
3. Student will be able to identify campus resources available to assist with resume and cover letter preparation during their undergraduate and post-graduate years.
4. Student will be able to describe three ways that they can tailor their resume and cover letter to match the job description.

Title: Internships 101

Student Learning Outcomes:

1. Student will be able to identify campus resources that will assist them with the internship search process.
2. Student will be able to identify ways in which internships are beneficial to their future academic and career aspirations.
3. Student will be able to describe materials and steps to successfully apply for an internship.

Title: Reading Strategies

Student Learning Outcomes:

1. Student will be able to differentiate between reading for pleasure and reading for class.
2. Student will be able to articulate pre-reading strategies to make their reading experience more efficient.
3. Student will be able to list three strategies for active reading.

Title: Which Major? Which Career?

Student Learning Outcomes:

1. Student will be able to locate materials related to his/her degree path.
2. Student will be able to articulate areas of study that are most appealing.
3. Student will be able to define steps that can be taken to aid in his/her career development.