



Student Affairs

Co-Curricular Connections

Spring 2014

Welcome to the Spring 2014 edition of Co-Curricular Connections!

As the economy continues to struggle, or at least very slowly improve, the decision to enter or return to college has never been more difficult.

Given this, gifts like those that were recently made to DePaul by the Mazza Foundation and John and Rita Canning to provide \$10,000, 4-year renewing scholarships to Big Shoulders students over the next decade are particularly notable. At their height, the two scholarships will benefit 28 students in one year, and over the next decade, almost 70 students will benefit from the significant donations made by these friends of DePaul. It can take a lot of work on the part of many to secure large donations like these (\$920,000 from the Mazza Foundation and \$1 million from John and Rita Canning), and the students who will benefit and the division, which administers the scholarship, are so very grateful for those efforts.

While we single out the Mazza and Canning gifts in this edition of Co-Curricular Connections, I want to take this opportunity to thank everyone who has ever contributed anything to help fund the education of a DePaul student. Every month, I am honored to write thank you notes to the many generous donors who found it in their hearts to write a check and contribute to one of the several scholarship and emergency funds that the division of Student Affairs established, awards or administers. I never cease to be genuinely touched by each donor's generosity, and can only imagine the stories behind each decision to invest in our DePaul students, and I remain forever grateful.

In addition to an article on the Mazza and Canning scholarships, this edition of Co-Curricular Connections also celebrates the success of the first-ever Graduate Thesis and Dissertation Conference, reviews a new assessment of learning workshop series for faculty and staff and introduces our free, confidential HIV testing program. I hope you can take a moment to read this edition of Co-Curricular Connections.

Sincerely,

Cynthia Summers
Interim Vice President for Student Affairs



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Student Affairs News

DePaul secures 2 major gifts for scholarships for Big Shoulders students

Nearly 70 incoming freshmen will now receive \$10,000, 4-year renewing scholarships annually over the next decade, thanks to nearly \$2 million in gifts recently secured by the Offices of Foundation Relations and Multicultural Student Success. A \$920,000 gift from the Mazza foundation will support six incoming freshmen from Big Shoulders schools for each of the next six years, and a \$1 million gift from John and Rita Canning will support three incoming freshmen each of the next 11 years.

The Big Shoulders Fund is a Chicago-based non-profit that provides scholarships, school funding and faculty support to inner-city Catholic schools. DePaul's Mazza and Canning scholarships support former Big Shoulders students who demonstrate interest and leadership in social issues and community service.

The scholars work closely with Jeff Brown and Nydia Santana in the Office of Multicultural Student Success (OMSS) during their time at DePaul. Each year the scholars pick a social issue to address, and are required to meet monthly for 2 hours and take turns presenting on the topic. In addition, students must meet monthly with the program coordinator, visit their academic advisors regularly and be enrolled in academic progress reporting.

Valeria Guerrero, a Mazza scholar and 5th year student in the 5-year combined bachelor's and master's program in the College of Communication, noted that the scholarship was very helpful for her academically, professionally and personally. She credits the scholarship with allowing her to study abroad and to engage in community service, which has had a significant impact on her. "Coming to DePaul really changed my understanding of community service, as I no longer feel like it is optional, but something that should be part of my life," Guerrero stated in an email. She noted that the OMSS staff

members were always available and very helpful. "OMSS is more than just an office, it is a place where students feel comfortable and are able to turn to when they need assistance," she said.

Student development and staff intervention is built into the program, and a leadership curriculum consisting of six workshops and a spring break service immersion trip are new this year. Nydia Santana, coordinator in OMSS and of the Mazza and Canning programs, noted that the clear structure of the program, together with the development and intervention pieces, is a key to the scholars' success at DePaul. "Students are also directly connected to a single staff member, and can turn to that person whenever something comes up—whether it's a question about a process or procedure at DePaul, or a crisis at home," Santana said.

A collaborative relationship between staff in the Office of Multicultural Student Success and Foundation Relations was integral to securing the gifts. The Mazza and Canning scholarship programs together are the largest ones administered by OMSS, and will support 28 students at their height. If you would like to know more about the Mazza and Canning scholarship programs, contact [Nydia Santana](#) at 773.325.7325.



Some of the Mazza Scholars on a spring break 2014 service immersion trip to St. Louis

Student Affairs News

Student Affairs implements free, quarterly HIV testing program

Over 100 students on DePaul's Loop and Lincoln Park campuses have taken advantage of a new, free HIV testing program since it was established in May 2013. The program is the product of a collaborative effort between the Office of Health Promotion and Wellness, LGBTQA Student Services and the student organization Student Health Advocates. The new collaboration increases the frequency of testing dates, and coordinates and focuses the communications around the effort. Local HIV testing agencies the AIDS Foundation of Chicago and Test Positive Aware Network conduct confidential testing on the two campuses.

The next free, confidential HIV testing will take place on Wednesday, May 28 in the Loop, DePaul Center 11001, and Thursday, May 29 in the Lincoln Park Student Center, rooms 315 & 316.



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First-ever Graduate Thesis and Dissertation Conference a big success

Almost 80 students attended a conference on Feb. 8, organized by Adult, Veteran and Commuter Student Affairs, that aimed to help students better understand the process of developing a dissertation, thesis or large-scale graduate project.



Students at one of the Graduate Thesis and Dissertation Conference workshops

The conference brought together partners from across the university to conduct workshops on a variety of topics related to the development of this kind of work. Collaborations between university partners and Adult, Veteran and Commuter Student Affairs helped university leaders see disparities in how different departments and colleges prepared students for their thesis or dissertation. From those interactions, the Graduate Thesis and Dissertation Conference was born.

David Gitomer, PhD, Director

of the Master of Arts in Liberal Studies/Interdisciplinary Studies Program and presenter at the conference, stated in an email that the conference was necessary in order to “demystify this thing called a thesis, and to reduce the anxiety that comes with it.” Even experienced writers can struggle with the level of conceptualization, research and execution required of a thesis or dissertation, Gitomer noted, and the conference offered another layer of support. “Even though I’ve done a lot of writing since

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Rima Shah, Sexual Health and Violence Prevention Coordinator in the Office of Health Promotion and Wellness, noted that prior to establishing this program, student organizations would organize free HIV testing and offer it during health fairs. However, the testing was not offered regularly and promotion of the program was limited, so few students took advantage of this service. Shah said the establishment of the Office of Health Promotion and Wellness in the spring of 2013 enabled DePaul to identify gaps and develop new programs. The HIV testing initiative was one of those new programs. “We thought, why not provide students [free, confidential HIV] testing in a more regular, ongoing way, and market the service and the dates it was available in a big way so students were aware about the dates testing was available throughout the year?” Shah stated in an email.

The initiative supports Objective 1a of Vision2018

“We thought, why not provide students [free, confidential HIV] testing in a more regular way, and market the service and the dates it was available in a big way?”

and also lines up with the various educational workshops that the Office of Health Promotion & Wellness conducts regarding safer sex, sexually transmitted infections and healthy relationships, among others.

For more information about this program or Sexual Health and Violence prevention, contact [Rima Shah](#) at 773.325.7295. For more information about the Office of Health Promotion and Wellness, contact [Shannon Lengerich](#) at 773.325.5653.



Student Affairs News, Graduate Thesis and Dissertation Conference, *continued from page 3*

my graduate student days, I still remember the confusion and the mistakes I made when working on my master’s thesis and my doctoral dissertation,” Gitomer continued. He participated in the conference in order to share his knowledge and experience, and help make the process a little easier for students.

Joe Ferrari, psychology professor in the College of Science and Health, was the keynote speaker and talked about his area of expertise, procrastination. Additional topics covered included Getting Started, Human Subjects and IRB and Manage Your Stress, among others. The conference also gave students an opportunity to network with

other graduate students embarking on the thesis or dissertation process, and discuss their similar challenges and available resources. “I think that fellowship and networking can’t be undersold as a value” of the conference, stated James Stewart, of Adult Veteran and Commuter Student Affairs and a primary organizer of the event, in an email.

Adult, Veteran and Commuter Student Affairs received a lot of positive feedback from attendees about the conference. They intend to hold it again next year, with a few changes based on that feedback. For more information about the conference, contact [James Stewart](#) in Adult, Veteran and Commuter Student Affairs at 312.362.5998.

Student Learning and Engagement

New partnership delivers assessment workshops for faculty, staff

Five assessment workshops for faculty and staff have been offered since the fall of 2013 thanks to a newly formed partnership between Student Affairs and the Office for Teaching, Learning and Assessment (TLA). The collaboration is an expansion of workshops initially developed by Student Affairs, and were designed to support faculty and other university staff who assess student learning. The workshops have included Cultural Competency in Assessment, Direct Assessment of Learning and Developing an Assessment Plan, among others, and include information relevant to curricular and co-curricular learning.

“The workshops are a great opportunity for faculty and staff to come together to talk about the assessment of student learning, think about how it can be done, and discuss the different ways in which it is currently being done,” said Ellen Meents-DeCaigny, assistant vice president for assessment, planning and communication in Student Affairs. The collaboration allows Student Affairs and TLA to offer workshops on a broader range of topics, and has also sparked the

development of an assessment training certificate, which will kick off in fall 2014.

The proposed structure for the assessment training certificate will ask faculty and staff to complete a sequence of six workshops over the course of one or two years. The program will somewhat mirror the teaching and learning certificate that TLA currently offers, but will focus on understanding the key components of the assessment of student learning. “The assessment of learning is important because it demonstrates for us and others, such as higher education accreditation agencies, how effective we are in helping students achieve learning related to curricular and co-curricular outcomes,” Meents-DeCaigny said.

The next workshop, Writing Effective Reports, will take place on April 11 at 10:00 a.m. in Lincoln Park. Interested faculty and staff can sign up on the [Teaching Commons website](#). For more information about the current workshops or the upcoming certificate program, contact [Ellen Meents-DeCaigny](#) at 312.362.7298 or [Jen Sweet](#) at 312.362.7177.

Assessment as an Inquiry Process



Non-traditional student populations show notable growth

There are a number of trends at the national level that have a significant impact on the university's and the division's work with students. In this edition, we highlight the growth of non-traditional student populations.

The National Center for Education Statistics loosely defines “non-traditional” students as those that meet one or more of the following criteria: delays enrollment (does not enter postsecondary education in the same calendar year that he or she finished high school), attends part time for at least part of the year, works 35 hours or more per week while enrolled, is considered financially independent for purposes of determining eligibility for financial aid, has dependents other than a spouse (usually children), is a single parent, or completed secondary education with a GED or other high school completion certificate or did not finish high school.

National Trends

- According to the National Center of Education Statistics (NCES), of students enrolled in four-year programs, more than one in five attend school part-time (http://nces.ed.gov/programs/digest/2012menu_tables.asp).
- A report by the American Council on Education states that only 15 percent of students in higher education today are considered traditional students. That means that 85% of undergraduate students are non-traditional (Soares, 2013). In addition, this report states that the vast majority of students are employed while in school, with more than one-third working full time and about 44% working part time.
- Adult student enrollment in postsecondary programs is expected to continue to grow through 2021 according to National Center for Education Statistics. The greatest growth is expected in the 25-34 year old category at 25% growth, compared to 20% growth in over 35 and 10% growth in under 25.
- Non-traditional students face unique challenges to completing a degree: financial hardship caused by student loans, working while attending classes, familial support obligations, dependent care concern, and competing work and academic commitments (Goodwin, 2012).
- According to an American Council of Education survey, more than half of responding institutions (57 percent) currently provide programs and services specifically designed for service members and veterans, and nearly 60 percent of respondents indicated that such programs and services for military service members and veterans are part of their institution's long-term strategic plan (Cook and Kim 2009).

And at DePaul:

- Almost thirty-two percent of undergraduate students at DePaul are 24 years of age or older: 13.3% are 24 to 29 years of age, 12.4% are 30 to 44 years of age, and 5.9% are 45 or older.
- The number of undergraduate students at DePaul who are over 45 years of age has increased by 14% since 2009, and the number in the 24 to 29 year age range has increased by almost 11% between 2009 and 2012.
- While the overall enrollment in undergraduate, graduate and law programs has remained relatively flat over the last five years, the number of undergraduate students who are veterans, a group that typically meets at least one of the NCES criteria for non-traditional students, has increased by nearly 250%.
- In fall 2012, 328 veterans were enrolled as undergraduates at DePaul, which represents a 36% increase from fall 2011 and a 245% increase from fall 2008.

Get to Know Our Team

In this edition of Co-Curricular Connections we are profiling new staff in University Counseling Services and the Dean of Students Office. Both departments are in Student Advocacy and Community Relations area of Student Affairs.



*Shenay Bridges,
Assistant Dean of
Community Resources*

Shenay Bridges joined the Dean of Students in March 2014. In her role as the assistant dean for community resources, she helps connect students who are experiencing difficulties to the services and support that they need. She works within the campus community and the greater Chicago area to connect students with resources for concerns from housing to finances and in between.

Shenay is a licensed clinical psychologist and prior to joining DePaul University she was a therapist at Loyola University Chicago in the Wellness Center, and has worked in universities as a clinician for over nine years.

Shenay received her PhD in counseling psychology from The Pennsylvania State University, her MA in community counseling from Hampden University in Virginia and a BS in psychology at the University of Illinois Urbana-Champaign.



*Anmol Satiani,
Assistant Director for
Clinical Training*

Anmol Satiani joined University Counseling Services (UCS) in January 2014. In her role as assistant director for Clinical Training, she oversees the Advanced Therapy Practicum program within UCS. Trainees come to University Counseling Services from local academic programs and have advanced training in clinical or counseling psychology. Training with UCS helps to prepare them for their next steps in their careers.

Prior to coming to University Counseling Services, Anmol was teaching masters and doctoral students in psychology and had a clinical practice. She was also a staff psychologist at the University of Illinois at Chicago Counseling Center. Her areas of interest include: clinical supervision and training, multicultural psychology, and psychological trauma.

Anmol earned her MA and PhD in counseling psychology from Boston College and her BS in psychology from Kenyon College.

Important Dates

Spring events presented by the Division of Student Affairs and our partners

[Sexual Assault Awareness Month](#), April

The Office of Sexual Health and Violence Prevention has coordinated a number of programs and events throughout the month of April for [Sexual Assault Awareness Month](#).

[LGBTQA Awareness Month](#), May

LGBTQA Student Services has coordinated a number of programs and events throughout the month of May for [LGBTQA Awareness month](#).

[DemonTHON](#)

Friday, May 16 to Saturday May 17, 2014
5:00 p.m. to 5:00 p.m.

Lincoln Park, McGrath-Phillips Arena

DemonTHON is a year-long fundraising organization benefiting Ann & Robert H. Lurie Children's Hospital of Chicago. The 24-hour dance marathon on May 16-17 is the celebration of the year-long fund raising efforts done by students at DePaul. [Donate online](#), or to volunteer, email the recruitment director, [Anna Schneider](#).

[Vincentian Service Day](#), Saturday, May 3

8:00 a.m. to 3:30 p.m.

Join the Vincentian Community Service Office and over 1,400 students for a day of service in and around Chicago. Culminates with a Service and Justice Fair from 1:30 to 3:30 on the Lincoln Park Campus Quad.



DEPAUL UNIVERSITY

DIVISION OF STUDENT AFFAIRS

Co-Curricular Connections is a publication of the Division of Student Affairs at DePaul University. Inquiries and comments are welcome. Please contact us at 25 E. Jackson Blvd Suite 1400 or via e-mail at depaulsaneeds@depaul.edu. Please take a moment to [tell us how we are doing](#).