



Student Affairs

Co-Curricular Connections

Fall 2013

Welcome to the fall 2013 edition of Co-Curricular Connections!

As we open the academic year, welcome students back and look forward to cooler fall weather, the Division of Student Affairs would like to share with the university community some timely news and upcoming events during the fall quarter.

Things generally slow down a bit at DePaul over the summer, but there are a number of people who are quite busy welcoming students to campus for orientation and planning for the opening weeks of the school year. New Student and Family Engagement (NSFE) not only manages Premiere and Transition DePaul all summer, but they also organize and plan many events for Welcome Week. In addition, they manage the Common Hour aspect of the Chicago Quarter courses, with Discover Chicago classes occurring the week before classes start. I hope you will take a moment to learn about Welcome Week and Chicago Quarter mentors and the hard work NSFE has put into these initiatives.

Athletics are an important part of many university communities, and DePaul is no exception. Athletics programs build pride and community, and encourage a certain kind of affinity for the university. Student-athletes work hard to excel in their sport and academics, and at DePaul, they are frequently recognized for both. The Big East has recently honored a number of teams at DePaul for academic excellence, and there's a nice article in this edition of Co-Curricular Connections that talks about all the people, including the students, who help to make this kind of success and recognition possible.

Also in this edition, we cover how the Division of Student Affairs is using e-portfolios at DePaul, discuss an important trend in higher education, share important dates to make note of and introduce new members of our team. We are looking forward to the new academic year, and are pleased to be able to share this timely news with you.

Sincerely,

Cindy Summers
Interim Vice President for Student Affairs



Cynthia Summers, Interim Vice President, Student Affairs

Points of Interest:

- ⇒ [CHICAGO QUARTER MENTORS: A WIN FOR BOTH MENTEES AND MENTORS](#)
- ⇒ [WELCOME WEEK: CONNECTING STUDENTS TO DEPAUL, CHICAGO AND EACH OTHER](#)
- ⇒ [SMART AS WELL AS TOUGH: EIGHT TEAMS AT DEPAUL HONORED FOR HIGHEST COLLECTIVE GPA IN THE BIG EAST](#)
- ⇒ [E-PORTFOLIOS PAINT BIGGER PICTURE OF STUDENT LEARNING IN AND OUT OF THE CLASSROOM](#)

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Chicago Quarter Mentorship: A win for both mentees and mentors

Every fall, around 2500 incoming first-year students are enrolled in a [Chicago Quarter](#) course at DePaul, where they will learn about the city, its neighborhoods, people and cultures, as well as learn about life at the university, available resources and success strategies. A component of the Chicago Quarter, the Common Hour, is designed to facilitate students' transition to college, and give them initial exposure to DePaul's mission. Over 100 well-trained returning students, the Chicago Quarter mentors, deliver the Common Hour curriculum, as a member of a team that includes a university staff member and a faculty member.

"When the Chicago Quarter program was developed 17 years ago, a peer mentor component was intentionally built in to the curriculum," stated Tom Menchhofer, Director of the Office of New Student and Family Engagement. New Student and Family Engagement manages the Common Hour aspect of the Chicago Quarter courses (Explore and Discover Chicago), which are part of the [Liberal Studies Program](#) (LSP).

Menchhofer noted that peer-to-peer contact early in a student's college career has been repeatedly shown to increase first-year student retention and success. "The planning committee understood [the value of peer-to-peer contact] and approached Student Affairs to flesh out this aspect of the program," he continued. Educators and staff in Student Affairs, particularly in New Student and Family Engagement, are trained and experienced in helping students manage transitions, and have developed and managed many peer mentor programs, according to Menchhofer.

Several hundred upperclassmen apply for the approximately 100 Chicago Quarter mentor positions. Mentors deliver the Common Hour curriculum for one hour each week during the fall quarter, working closely with one faculty and one staff team member to do so.



2013 Discover Chicago class with their Chicago Quarter Mentors, staff professional and faculty member

Chicago Quarter mentors are required to take two courses, LSP 320 and 321, which were developed and are taught by professional staff in the Office of New Student and Family Engagement. The courses prepare the mentors for teaching the Common Hour, and also enable the mentors to reflect on their own learning through their work as mentors. Delaney Halpin, a Chicago Quarter mentor and junior biology major, noted that the basis of the courses is active reflection on the Chicago Quarter mentor experience. "[The mentors] engage in dialogue with each other and talk about how the classes are going, where our greatest difficulties are and how we can improve," she continued.

A faculty member is responsible for delivering a majority of the course content of Discover and Explore Chicago classes and serves as a mentor to the Chicago Quarter mentor. Staff professionals in the Discover Chicago program also serve as mentors, help to facilitate the Common Hour curriculum and act as a resource for the Discover Chicago team. 63 staff members are acting as staff professionals during the fall quarter.

Getting the job, and preparing mentors for and supporting them in the job, is quite a process, but the effort is worth it. "The success of the Common Hour and the impact it has on new students is directly related to the quality of the peer-to-peer contact provided by the Chicago Quarter mentors," Menchhofer stated. "The better the selection process, training and team support is...the greater first year success and retention will be."

Each member of the Chicago Quarter teaching team contributes to the success of the mentors and first year students in the First Year Program. If you are a faculty member interested in teaching a Chicago Quarter course, contact the [First Year Program](#) office. If you are a staff member interested in participating as a staff professional, contact the [Office of New Student and Family Engagement](#).

Data Points

- ◆ The Chicago Quarter program was developed 17 years ago.
- ◆ Around 2500 incoming first-year students are enrolled in a Chicago Quarter course.
- ◆ Over 100 returning students deliver the Common Hour curriculum.
- ◆ 63 staff members are Chicago Quarter team members.

Welcome Week: Connecting students to DePaul, Chicago and each other

Welcome Week represents a coordinated effort among many of DePaul's departments to open the academic year with a bang. This year's [Welcome Week](#), which ran from September 2 to 14, continued a growing tradition of welcoming new and returning students back to school in the weeks around the first day of class. The programs and events coordinated and planned by New Student and Family Engagement, free and open to all students, serve to connect students to DePaul, Chicago and each other, and strengthen their life-long relationship with the institution.

"Welcome Week is really about bringing new students into the fold of the DePaul community," said Toni Fitzpatrick, associate director in the New Student and Family Engagement. "It builds on the momentum that was started during new student orientation, and gives students continued opportunities to connect with other new students, returning students, staff and resources" through a number of fun, interactive programs and events. Welcome Week events take place across the campuses and the city, DePaul's 'extended campus.'

The connection to the university improves students' chances of being successful during, and staying past, their first year of college at DePaul. "Students stay at an institution when they feel connected to it, and Welcome Week is a good start to building that connection," Fitzpatrick said. This year's Welcome Week activities included beach volleyball at North Avenue beach, a private tour of Wrigley Field and a performance by the comedy troupe, Second City. In addition, there were two involvement fairs that introduced students to student organizations on campus and Taste of DePaul, which hosted Lincoln Park

restaurants in the Quad who then offered free, taste-sized portions of their most popular dishes.



Students playing beach volleyball at North Avenue beach during Welcome Week 2013

Welcome Week also provides an opportunity for students to connect with programs, services and resources on campus in hopes of students coming back when they need assistance or support down the road. In addition, many student leaders, who are returning students, volunteer their services at many events. "Student leader volunteers not only provide a valuable service, but serve as models for the different ways that students can become involved, or grow in their involvement, on campus," stated Fitzpatrick.

The Office of New Student and Family Engagement plans to expand the number of Welcome Week events and to enhance existing events to increase affinity and student success, both of which are called for by the university's latest strategic plan, Vision2018. Students who attend Welcome Week events become part of a shared experience that connects them to the university community while they are here, and leaves them with fond memories of their DePaul experience once they leave. To learn more about Welcome Week and how you can become involved, contact the [Office of New Student and Family Engagement](#) at 773.325.7360.

Smart as well as tough: Eight teams at DePaul honored for highest collective GPA in the BIG EAST

DePaul won or shared 8 of 24 awards in the 2012-13 [BIG EAST Team Academic Excellence Awards](#). This represents one third of the awards, and the most that any school in the BIG EAST received. That kind of broad-based, student-athlete success doesn't happen by accident. Students, coaches, colleges, advisors and Athletic Academic Advising all work together to ensure the focus is on academics among student-athletes, and that they are winners on and off the field.

"Student-athlete success at DePaul

starts with the coaches, during the recruiting process," said Kate O'Brien, Director of Athletic Academic Advising. "[The coaches] focus on not just recruiting the best athletes, but the best student-athletes." The coaches' day-to-day involvement in students' academic progress also contributes to the athletes' success.

Support services at DePaul make the coach's and students' jobs easier. Partnerships forged between various academic and sports staff further ensure students receive the highest-quality services. For starters, advisors in Ath-

letic Academic Advising meet with every new student athlete once a week for their first year to ensure they are on track to academic success. Athletic Academic Advising also works closely with college academic advisors and the Office of Academic Advising Support to make sure that student-athletes understand their course of study and are enrolling in the classes that they need.

Student-athlete success also comes from the general show of support for the work that the athletes do on and off the

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Big East Academic Honors, continued

field, and an emphasis on academic excellence, starting at the top, with athletic director Jeanne Lenti-Ponsetto.

“Jeanne just always focuses on and encourages academic excellence,” said O’Brien. “She talks to student-athletes about their academics, and she is positive and encouraging about the work that [Athletic Academic Advising] does.” And you’ll frequently see Athletic Academic Advising staff at various athletic events. “It’s important to the students to see us be supportive of the sports that they put so much time and energy into,” O’Brien continued.

In the end, though, most of the credit for academic excellence has to go to the students: they work hard, and take advantage of the many academic support services DePaul provides.



Student Learning and Engagement

E-portfolios paint bigger picture of student learning in and out of the classroom

For most people, learning in college simply means courses, lectures and grades. But, faculty, staff and administrators in higher education have come to understand that learning is an activity that happens everywhere and at all times. To maximize the college experience, students need to make connections between different learning experiences, and students, faculty and staff need to understand and measure the impact of various activities on learning. But how do you integrate and measure all that learning? Cue e-portfolios, which, at DePaul, means [Digication](#).

“Digication structures student reflection, but also provides a space for connecting their learning and articulating exactly what they have learned,” stated Tom Menchhofer, Director of the Office of New Student and Family Engagement. Menchhofer uses Digication in the [Liberal Studies Program 320](#) course, which prepares sophomore-, junior- and senior-level peer mentors to teach the Common Hour portion of the Chicago Quarter courses. “Using Digication in LSP320 allows us to push students to see a progression in their

“Using Digication...allows us to push students to see a progression in their knowledge, and to connect their experiences to an overall growth area, such as critical thinking.”

knowledge, and to connect their experiences to an overall growth area, such as critical thinking.”

Peggy Burke, associate vice president of student development in Student Affairs, says that e-portfolios used to be merely a tool for students entering the workforce—a digital space where they could collect information about themselves and their experiences to share with potential employers. But, much research in the last 10 years has shown that structured and guided reflection on experiences can deepen and reinforce the learning that occurred because of the experience. “This caused educators to look for tools that would allow them to structure and guide reflection on, and connect, curricular and co-curricular learning,” Burke continued. E-portfolios, already on many campuses, became that tool.

Given all of this, many faculty use Digication in their courses to encourage students to connect the pieces and reflect on their learning. Beyond the classroom, several departments in Student Affairs have begun to use Digication with their student leaders, including the Office of New Student and Family Engagement, the Office of Multicultural Student Success and the Student Leadership Institute.

E-portfolios aren’t the only way to structure reflection and help students articulate what they have learned, but they are quickly becoming a powerful tool at DePaul to track, integrate and help students consider and talk about how their various college experiences, curricular and co-curricular, have contributed to their learning in important ways.

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 trend of non-medical use of prescription medication among college students.

The non-medical use of prescription medication among college students has been increasing nationally:

A number of studies have estimated nonmedical use of prescription stimulants among college students to be between 4.1% and 10.8% during 2011-12 (Garnier-Dykstra, L., Caldeira, K., Vincent, K., O'Grady, K. and Arria, A., 2012).

Prescription drug misuse has become more prevalent among college students, and misuse of prescription drugs has been related to poorer academic performance and high-risk behavior (Palmer, R., McMahon, T., Moreggi, D., Rounsaville, B., and Ball, S., 2012).

The prevalence of emergency department visits by college-aged students (18-25 years old) from adverse reactions to the non-medical use of prescription stimulants increased from 1310 visits in 2005 to 5766 visits in 2010, an increase of 77% percent (Bavarian, N., Flay, B., Ketcham,

P. and Smit, E., 2013).

At DePaul, there is evidence of increased use, but also higher than average use, in general:

Ten-and-a-half percent (76/650) of DePaul students that responded to a survey through the National College Health Assessment (NCHA, 2013) reported that they have taken a stimulant not prescribed to them in the last 12 months, compared to 7.5% of students surveyed nationally.

At DePaul, 5.2% (38/690) of students who responded to a survey via the NCHA (2013) reported that they took sedatives that were not prescribed to them in the last 12 months, while the national average was 3.7%.

DePaul University is increasing its messaging to students about illicit use of prescription drugs. This topic was presented to all incoming students at new student orientation during the summer of 2013 for the first time.

Important Dates

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

Dolores Huerta Breakfast

Tuesday, October 8, 2013

10:00 a.m.-12:00 p.m.

Lincoln Park Student Center, Room 120AB

Join the Center for Intercultural Programs for a celebration of the life and legacy of Dolores Huerta at their community breakfast event in recognition of Latino/a heritage.

For more information or to RSVP, email [Charee Holloway](mailto:Charee.Holloway), or call her at 773-325-4802.

Family Weekend

October 18-20, 2013

Various Locations, Lincoln Park and Loop campuses

Brought to you by New Student and Family Engagement.

Family Weekend Signature events:

President's Diversity Brunch

Saturday, October 19

Lincoln Park Student Center 120AB

9:00-11:30 a.m.

Brunch with New Student and Family Engagement and Fr. Holschneider

Sunday, October 20

Lincoln Park Student Center, Floor 2

10:30 a.m.-12:30 p.m.

Family Weekend Mass with Fr. Holschneider presiding

Sunday, October 20

St. Vincent DePaul Parish

10:00-11:00 a.m.

Get to Know Our Team

In this edition of *Co-Curricular Connections* we are profiling new staff in the Offices of New Student and Family Engagement and Student Involvement. Both departments are in the Student Development area of Student Affairs.

The Office of New Student and Family Engagement



Toni Fitzpatrick
Associate Director

Toni Fitzpatrick joined New Student and Family Engagement in July 2013. In her role as associate director, she partners with the First Year Program to administer the Chicago Quarter Program, working with the Chicago Quarter Mentors, staff professionals, and the Common Hour curriculum. Toni also oversees Welcome Week, Family Weekend, and several communication initiatives.

Prior to joining DePaul, she was the assistant director of New Student Programs at Columbia College in Chicago. Prior to that, she served as the assistant director of residence education at Saint Xavier University.

Toni earned her MA in education and her BA in organizational communication and Spanish at Saint Xavier University.



Ziena Miller
Assistant Director

Ziena Miller joined DePaul in 2009, and in her current role as assistant director, she is responsible for Welcome Week and Family Weekend, instruction of LSP 320/321 courses, parent and family support, and communications for the office.

Prior to becoming assistant director in July 2013, Ziena was a coordinator in Residential Education at DePaul. Prior to DePaul, she was area coordinator in Housing & Residence Life and program coordinator for Greek Life & Leadership, both at the University of Southern Indiana.

Ziena earned her BS in speech communication from Georgia Southern University and her MA in student affairs administration in higher education from Ball State University.



Kevin O'Brien
Administrative Assistant

Kevin O'Brien joined DePaul in 2008, and in his current role as administrative assistant in the Office of New Student and Family Engagement, Kevin supports and manages the administrative functions of the office, including budgets, event logistics and front desk operations.

Prior to becoming the administrative assistant in July 2013, Kevin was the Loop office manager for the Office of Student Involvement, and an office assistant and creative planner in the same office when he was a student at DePaul.

Kevin earned his BA in public relations and advertising from DePaul University.

The Office of Student Involvement



Brent Turner
Associate Director

Brent Turner joined DePaul in August 2013 as associate director, and is responsible for student involvement initiatives related to student organizations, fraternity and sorority life, and campus activities for the Lincoln Park and Loop campuses.

Prior to his role at DePaul, he served as the director of student involvement and leadership at Rollins College in Winter Park, FL and previously worked at Kenyon College, the University of Wisconsin-River Falls, and The Ohio State University.

Brent has also served as a lead facilitator for The LeaderShape Institute, Undergraduate Interfraternity Institute and CAMPUSPEAK interactive workshops.

Brent earned his MA in higher education from The Ohio State University and his BA in government from The College of William and Mary.



Lindsay Ritenbaugh
Program Coordinator

Lindsay Ritenbaugh joined DePaul in August 2013 as the program coordinator for student organizations in the Office of Student Involvement.

Prior to her role at DePaul, she worked as a leadership development consultant for her sorority's national headquarters, as a first-third grade teacher, and completed a graduate assistantship with Sorority and Fraternity Affairs in Student Activities & Involvement at The University of Florida.

Lindsay earned her MEd in student personnel in higher education from the University of Florida and her BS in elementary education from Florida Southern College.



Kristin Hagen
Program Coordinator

Kristin Hagen joined DePaul in 2010, and in her current role as coordinator for educational programs and communications she is responsible for planning educational programs such as Get Out the Vote, DemonTix, Annual Involvement Fairs, and others. She also directs departmental marketing and supervises the OSI marketing team.

Prior to becoming coordinator in July 2013, she served as a graduate assistant in the Office of New Student and Family Engagement, Steans Fellow for the Steans Center for Community-Based Service Learning, and marketing coordinator for Follett International.

Kristin earned her MEd in counseling from DePaul University, and her BA in written and public communications from Northern Illinois University.

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 depaulsnews@depaul.edu.

Please take a moment to [tell us how we are doing](#)