



2017-18 Student Affairs Annual Report



Student Affairs Overview

The Division of Student Affairs provides support services, such as counseling, advising and disability accommodations, in addition to programs that encourage students to explore their personal identities, faiths, values and roles in a multicultural world. Through these programs and services, we strive to develop students into well-rounded individuals who will have a positive impact on their communities and our world.

At the beginning of the 2017-18 academic year, Student Affairs employed 92 full-time staff members (16 percent), 13 part-time staff members (2 percent), 14 graduate assistants (2 percent) and 480 student staff members (80 percent).

Once University Ministry (consisting of the departments of Catholic Campus Ministry, the Vincentian Community Service Office and Religious Diversity) joined with the office of Mission and Values to become the division of Mission and Ministry in January 2018, full-time staff members dropped to 75 (13 percent) and graduate assistants dropped to 13 (2 percent).

Students enjoy food truck service at the 2018 Loop Block Party.



Purpose and Values

We believe in the promise of every student and their ability to positively impact their world.

We put our mission and purpose into practice with:

- Vincentian personalism
- A belief in the dignity of every individual
- A sense of community and valuing relationships
- Integrity
- Radical hospitality
- Attention to the holistic development of the student
- Special attention to the poor and marginalized

MISSION

The Division of Student Affairs at DePaul University delivers programs and services that foster student success, build community and contribute to the development of the whole student.

Student Affairs Leadership

Vice President for Student Affairs
Eugene L. Zdziarski, II, PhD

Executive Assistant
Judley Melgarejo, MEd

Associate Vice President
Ashley Knight, EdD

Associate Vice President
Rico Tyler, MEd

Assistant Vice President & Chief of Staff
Ellen Meents-DeCaigny, PhD

Title IX Coordinator
Jessica Landis, MA

Director, University Counseling Services
Jeffrey Lanfear PsyD

Director, Adult, Veteran and Commuter Student Affairs
James Stewart, MEd

Associate Athletics Director for Academic Advising
Kate O'Brien, PhD

Business Manager
Carrie Don, MBA

Director, Center for Students with Disabilities
Gregory Moorehead, EdD

Director, Multicultural Student Success
Kimberly Everett, PhD

Marketing Communications Specialist
Jessica Peterson, MA

Director, Health Promotion and Wellness
Shannon Suffoletto, MA

Director, New Student and Family Engagement
Tom Menchhofer, MEd

Assessment and Effectiveness Specialist
Scott Tharp, PhD

Dean of Students
Ellen Herion Fingado, MEd

Director, Student Involvement
Courtney James, MS

Director, Residential Education
Rod Waters, MSW

Staff assist a student at New Student Service Day.

President of DePaul, A. Gabriel Esteban, Ph.D, and his wife, Josephine, speak with students at the 2018 Community Fest.





Vice President for Student Affairs Eugene L. Zdziarski, II, PhD, interacts with students at Community Fest.

2017-18 Priorities and Highlights

The divisional council determined Student Affairs' 2017-18 strategic priorities during a retreat in July 2017. Following is a list of the strategic priorities:

CONTINUE AND EXPAND EFFORTS TO INCREASE STUDENT RETENTION

With enrollment continuing to decrease in the face of a decreasing population of graduating high school seniors, retention of existing students becomes critical to the mission and bottom line of the university. Through its programs and services, Student Affairs has historically contributed to retention of current students at DePaul. In 2017-18 the division implemented the use of new technologies, tools and strategic outreach to enhance existing retention efforts.

BETTER LEVERAGE DATA

Data is necessary to understand where we are and where we need to go. Over the past 10 years, Student Affairs has instituted new structures to collect more and more consistent data across departments, and now needs to look closely at what we collect and why, and how we should use this data to guide decision-making.

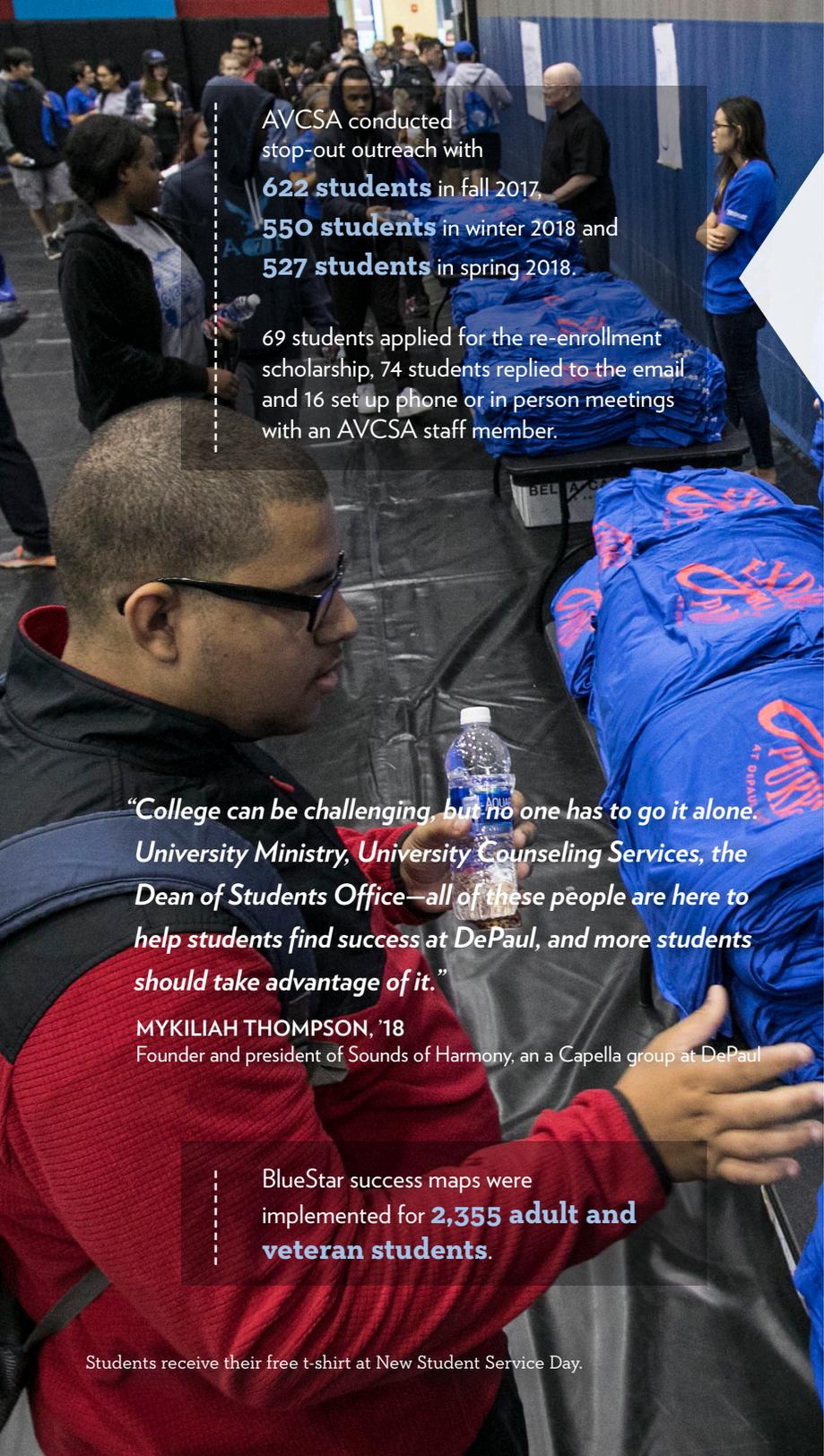
PROVIDE HIGH QUALITY SERVICE TO STUDENTS

Annual surveys of outgoing students have indicated in recent years that they are less satisfied with the quality of service that they receive from the university. Although Student Affairs does not represent the full range of a student's experience of service at DePaul, in 2017-18 we embarked on an effort to review our quality of service and service standards.

CREATE A SENSE OF PLACE AT DEPAUL

Annual surveys of outgoing students have indicated a decreased sense of affinity to DePaul among students in recent years. Students develop an affinity to an institution in a number of ways, including through athletics, academics and student life and activities. In 2017-18, Student Affairs took a number of steps to increase affinity among students by better defining our spaces as DePaul spaces through the consistent use of colors and styles, as well as unique welcome experiences.

Student Affairs 2017-18 activities and accomplishments are described on the following pages.



AVCSA conducted stop-out outreach with **622 students** in fall 2017, **550 students** in winter 2018 and **527 students** in spring 2018.

69 students applied for the re-enrollment scholarship, 74 students replied to the email and 16 set up phone or in person meetings with an AVCSA staff member.

“College can be challenging, but no one has to go it alone. University Ministry, University Counseling Services, the Dean of Students Office—all of these people are here to help students find success at DePaul, and more students should take advantage of it.”

MYKILIAH THOMPSON, '18
Founder and president of Sounds of Harmony, an a Capella group at DePaul

BlueStar success maps were implemented for **2,355 adult and veteran students**.

Students receive their free t-shirt at New Student Service Day.

I. Continued Focus on Increased Student Retention

In 2017-18 the division implemented the use of new technologies, tools and strategic outreach to enhance existing retention efforts.

A. ADULT, VETERAN AND COMMUTER STUDENT AFFAIRS (AVCSA) IMPLEMENTED A STOP-OUT PROGRAM FOR ANY ADULT OR VETERAN STUDENT WHO DID NOT ENROLL FOR CLASSES FOR THE FIRST TIME DURING THEIR COLLEGE CAREER, BUT HAD NOT YET FINISHED THEIR DEGREE. AVCSA conducted personal outreach via email, offering a plain language list of resources, as well as a re-enrollment scholarship if financial issues prevented a student from enrolling. Scholarship money was strategically reallocated from an existing fund for this new purpose.

B. SUCCESS MAPS, WHICH ARE LINKED LISTS OF STEPS, RESOURCES AND MILESTONES, WERE PILOTED WITH ADULT STUDENTS IN FALL 2017. The maps were implemented using the success plans feature in BlueStar, DePaul's student academic success software. Students can have staff check items off the map as they complete them. The use of success maps are an extension of the division's use of BlueStar with low performing students.

“I feel it's important to be part of creating a comfortable space for students to explore issues around our health and our bodies. Engaging students in peer-to-peer dialogue on important health-related topics, including stress, consent, sexual health, alcohol and other drugs and self-care, is critical in creating that space.”

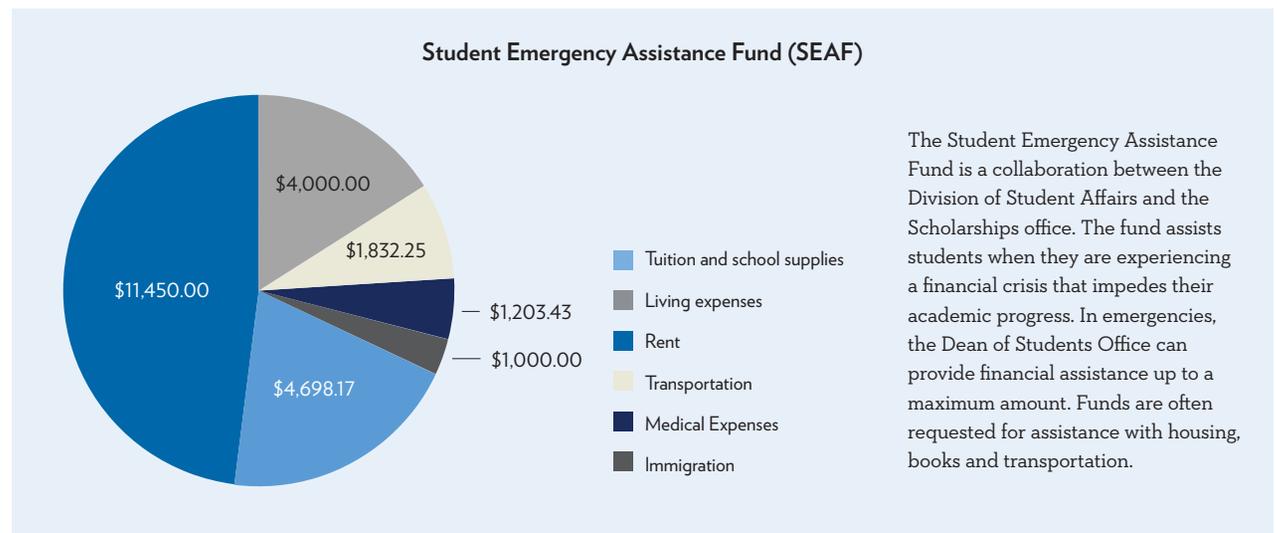
HALEY MAJETICH, '18
Peer Health Educator on the Health Education Action Team in the Office of Health Promotion and Wellness

C. ADULT, VETERAN AND COMMUTER STUDENT AFFAIRS (AVCSA) REVAMPED THEIR ORIENTATION PROGRAM AND IMPLEMENTED AND HEAVILY PROMOTED THEIR SMART START PROGRAM in order to ease the transition of adult and veteran students to DePaul. Smart Start is a two-hour program that introduces adult and veteran students to resources critical to student success, such as the University Center for Writing-based Learning and the library, and invites staff from critical offices to give mini informational presentations on their services and resources.

D. IN JULY 2017, UNIVERSITY COUNSELING SERVICES (UCS) HIRED DR. SANDY COLBS of Illinois State University as a consultant on the use of group therapy programs. **Dr. Colbs reviewed UCS' group program and offered team consultation as to how to grow and enhance the group program.** Dr. Colbs offered suggestions on how to conceptualize clinical criteria to assess what kinds of clients are the best fit for group, best practices on how to recruit and 'launch' groups and how to use technology to enhance internal communication. UCS nearly doubled the number of clients and group visits in one year. In addition to groups running with higher numbers, UCS also added a new group at the Lincoln Park campus.

100% of students who attended an Adult, Veteran and Commuter Student Affairs Smart Start session would recommend the program to other students.

University Counseling Services nearly doubled the number of group visits in 2017-18 to 692 from 351 in 2016-17.



E. IN SPRING 2018, ADULT VETERAN AND COMMUTER STUDENT AFFAIRS AND UNIVERSITY COUNSELING SERVICES FINALIZED AND LAUNCHED THEIR PARTNERSHIP WITH THE JESSE BROWN VA MEDICAL CENTER AND THE VETERANS INTEGRATION TO ACADEMIC LEADERSHIP (VITAL) PROGRAM to provide on-campus mental health services and coordination of care to DePaul's veteran students. The program also provides education and training to faculty and staff around veteran mental health issues.

F. NEW STUDENT AND FAMILY ENGAGEMENT (NSFE) CREATED THE R.I.S.E NETWORK in order to leverage the NSFE student leader positions as a strategic retention intervention for freshmen who have between a 2.0-2.49 GPA. The R.I.S.E Network was created to support students in reaching critical academic milestones while also getting connected and engaged in the DePaul community through the Orientation Leader and Chicago Quarter Mentor positions. In the past students were required to have a 2.5 GPA in order to apply for the Orientation Leader or Chicago Quarter Mentor positions.

G. STAFF IN NEW STUDENT AND FAMILY ENGAGEMENT LED A PROCESS OF RE-ENVISIONING THE COMMON HOUR CURRICULUM FOR GLOBAL PATHWAYS PROGRAM (GPP) PARTICIPANTS, identified a teaching team to deliver this curriculum, and engaged in planning conversations regarding the rapid expansion plans for upcoming quarters. The GPP is designed for students who are academically qualified but need to enhance their English proficiency.

H. HEALTH PROMOTION AND WELLNESS EXPANDED THEIR TAKE CARE DEPAUL PROGRAM, with a focus on tailoring sessions to certain student groups and including information on Take Care DePaul and bystander intervention in DePaul's Management Standards training. The two programs were messaged widely through 23 of the trainings, which 592 staff members attended. In addition, Take Care DePaul curriculums were developed for Athletics and TRIO, and both will be implemented by fall 2018.

II. Provide the Highest Quality Service to Students

Although Student Affairs does not represent the full range of a student's experience of service at DePaul, in 2017-18 we embarked on an effort to review our quality of service and service standards.

A. THE DIVISION REVISED ITS PURPOSE AND VALUES STATEMENTS AND DEVELOPED A MESSAGING CAMPAIGN AROUND THEM with the goal of keeping these tenets in front of our staff and sharing them with others. In January 2018, each staff member received a 5x7 framed print with the purpose and values statements, and each office received an 18x24 framed print of our divisional purpose to hang in their reception area. An email signature and document footer with the divisional purpose was also created and distributed in mid-February.

B. STUDENT AFFAIRS EXPANDED ITS USE OF THE STUDENT INVOLVEMENT TOOL, ORGYSYNC. OrgSync, originally implemented to manage student organization engagement and communication, has been **expanded to create a separate portal for residential students and also university departments.** As a result, Residential Education can manage trainings for student staff and communicate and track participation by residence hall. University departments can also better manage their student populations and event communications.

"Students come to the Dean of Students office crying, screaming, laughing; they may have lost a family member or their apartment to a fire. Learning how to...center myself, understand information quickly and meet the needs of students and faculty has developed my emotional intelligence and makes me a more well-rounded person."

SHEMAR JAMES, '18

Office assistant in the Dean of Students Office, STARS peer mentor, Leadership Scholar, coordinator for SANKOFA and executive board member of DePaul's gospel choir

Divisional Purpose Statement:
Student Affairs believes in the promise of every student and their ability to positively impact their world.

"Being able to work towards a goal that fosters a better environment for learning and makes students feel more at home at DePaul has been really rewarding, and it has really made my decision to work in Student Affairs one day very clear."

GABE BUSTOZ, '19

Orientation Leader, Chicago Quarter Mentor and Family Weekend coordinator in the office of New Student and Family Engagement

III. Create a Sense of Place at DePaul

In 2017-18, Student Affairs took a number of steps to increase affinity among students by better defining our spaces as DePaul spaces through the consistent use of colors and styles, as well as unique welcome experiences.

A. STUDENT AFFAIRS SPONSORED A MIDNIGHT BREAKFAST FOR STUDENTS ON THURSDAY, NOVEMBER 14 FROM 9 P.M. TO MIDNIGHT in an effort to create new traditions and increase student affinity. More than 1,250 students attended the breakfast, making this one of the highest attended on-campus events during the academic year.

The breakfast was complimentary for students, and took place during the first finals week of the academic year. Our president, A. Gabriel Esteban, PhD, and his wife, Josephine, were both present at the event, greeting and serving students along with over 70 other staff and faculty volunteers. This will likely become an annual tradition at DePaul.

Over 70 faculty and staff helped to serve 2200 pancakes, 16 gallons of syrup, 3200 sausage links, 300 pounds of eggs, 480 pounds of potatoes and 30 gallons of apple juice to 1250 DePaul students at the first-ever Midnight Breakfast.

B. STUDENT AFFAIRS ESTABLISHED WINTER WELCOME BACK IN 2018, IN ANOTHER EFFORT TO ESTABLISH NEW TRADITIONS AND INCREASE STUDENT AFFINITY AT DEPAUL. The division packaged a series of events during the first week of the winter quarter to generate excitement for the DePaul community after a short first quarter and a long winter break. A key component of DePaul's Winter Welcome Back was a first-ever pasta dinner held from 6-9 p.m. on Thursday, January 4. Almost 500 students attended the event.

C. ADULT, VETERAN AND COMMUTER STUDENT AFFAIRS ESTABLISHED A COMMUTER STUDENT LOUNGE in an effort to increase commuter students' sense of community at DePaul. They also established an EDGE team consisting of commuter students explicitly tasked with executing and marketing programs and events aimed at DePaul's commuter population.

DePaul's new commuter student lounge was visited **4,290** times during the academic year, and the commuter EDGE team produced over a dozen programs with over **271** students in attendance at hosted programs.

"I think it's important for students to feel a connection to DePaul because it helps them feel like DePaul is their second home. I hope Student Involvement and DePaul Activities Board events get the students involved with and connected to DePaul."

ANNA GLEYZER, '18

Marketing specialist for programming in the Office of Student Involvement (OSI), a member of the sorority Phi Mu, a member of the Student Activity Fee Board, and the chair of the DePaul Activities Board's (DAB) Blue Demon Week committee

"I was just a little freshman at the Involvement Fair, and I wasn't even at the rowing table. Then a guy from the rowing team saw me and said, 'You're tall and should try out, just give it a shot.' I've been a member of the rowing team (all four years of college), and they've given me so much—they ignited a passion in me I didn't even know I had."

ROBERT RIEKHOF, '18

Member of the DePaul men's rowing club and USA World Rowing University team

A student spins the wheel at a Health Promotion and Wellness promotional table at the Loop Block Party.



IV. Better Leverage Data

Over the past 10 years, Student Affairs has instituted new structures to collect more and more consistent data across departments, and now needs to look closely at what we collect and why, and how we should use this data to guide decision-making.

A. IN FALL 2017 STUDENT AFFAIRS INVENTORIED CENTRALIZED DATA SYSTEMS currently used to collect data, other data sources used by the division, and existing data reports. This comprehensive list provided an overarching view of what data are collected, where data are housed and how data are being used.

B. FOLLOWING THE DIVISIONAL INVENTORY, A DEEPER REVIEW OF EACH DEPARTMENT'S DATA COLLECTION AND TARGET AUDIENCES WAS CONDUCTED based on information provided in 2017-2018 annual reports. The review was step two in understanding what data currently exists in order to compare department data to the divisional data inventory. The review also illuminated areas where it was not clear how data was being collected and/or stored.

C. IN SPRING AND SUMMER 2018 THE THREE STUDENT AFFAIRS CORE FUNCTION DESCRIPTIONS WERE OPERATIONALIZED to guide development of baseline and effectiveness metrics, and a mapping exercise to link Core Functions to the university's new strategic plan goals was conducted.

D. IN SUMMER 2018 A REVISED MODEL FOR DATA-DRIVEN DECISION MAKING WAS PRESENTED TO STUDENT AFFAIRS LEADERSHIP. The model is designed to clarify data expectations at the department and division level, better align data collection with the division's core functions, expand the types of data collected and demonstrate how different data is integrated to provide a fuller picture for decision-making.

V. Other Key Activities During 2017-18

A. STUDENT AFFAIRS COMPLETED THE ESTABLISHMENT OF NEW IDENTITY-SPECIFIC STUDENT CULTURAL AND RESOURCE CENTERS

Student Affairs restructured the Office of Multicultural Student Success (OMSS) to accommodate four, identity-specific student cultural and resource centers at DePaul. The changes were made in response to student, faculty and staff requests, and are aimed at better meeting the needs of under-represented and marginalized student groups at DePaul.

During 2017-18, new positions were developed to support the new structure and hiring was close to complete, the office defined its mission and purpose and new programs and services were implemented. On January 25, 2018, the centers celebrated their grand opening on the third floor of the O'Connell Building in Lincoln Park.

The grand opening of four new cultural and resource centers took place on Thursday, January 25, 2018. 136 students, faculty and staff attended and enjoyed snacks and poetry readings on the third floor of the O'Connell Building, where the centers are located.

B. A NEW SCHOLARSHIP FOR UNDOCUMENTED STUDENTS WAS ESTABLISHED

The Monarch Butterfly Scholarship was a new scholarship in 2017-18 for full-time, currently enrolled, undocumented immigrant students at DePaul with a 2.5 or higher GPA.

The Scholarship is largely funded by money from an increased student activity fee, and was an initiative spearheaded by the Student Government Association. Students overwhelmingly voted for an increase to the fee for this purpose in a referendum in spring 2017.

Applications became available in fall 2017 with scholarships awarded in winter 2018. In the future, continuing students will be able to apply for the scholarship during the spring of their freshman year, with scholarship funds distributed during fall of their second year.

Ten Monarch Butterfly Scholarships were awarded to undocumented DePaul students for a total of \$90,000.

The scholarship dollars included \$75,000 from student fees and \$15,000 from a private donor.

C. THE NEW STUDENT ORGANIZATION SPEAKER REQUEST REVIEW PROCESS WAS IMPLEMENTED

The speaker review process that was developed during 2016-17 was implemented in fall 2017. **A review board consisting of 2 faculty members, 2 staff members and 3 students reviews and approves student organization speaker requests. The board reviewed 73 requests during the 2017-18 academic year.**

The division and university reviewed and reaffirmed its guidelines on campus speech and expression and developed the speaker review board in 2016-17. Since then, a number of institutions have come to grapple with the same issues on their campuses and embark on similar review and reflection. The Association of Catholic Colleges and Universities (ACC & U) will be issuing guidance on speech, expression and speaker review processes in the fall of 2018, and much of that guidance can already be seen in the division's processes and guidelines.

D. FURTHER ORGANIZATIONAL STRUCTURE CHANGES WERE MADE

In addition to work on the strategic priorities, divisional leadership and staff also directed time and attention toward an ongoing divisional restructuring. University Ministry completed its move to the new division of Mission and Ministry and staffing and strategic staff reductions were completed.



Assessment

During the 2017-18 academic year, the division's 14th year of assessment, no assessment projects were completed. This gave the division the opportunity to review and update our divisional learning outcomes. The assessment of co-curricular learning will be guided by our six, updated divisional learning outcomes, which are mapped to institutional learning goals and outcomes. More information about each of the six learning outcomes can be found on the Student Affairs website.

In addition, divisional leadership worked to establish three core functions of the division, by which we could map our activities and measure and assess the effectiveness of our work in the three core areas of student academic success, student engagement and student support.

Beyond our division, our staff provided leadership to the Co-Curricular Learning Assessment Committee in efforts to enhance a culture of assessment across campus. Further, we provided support for co-curricular units across campus to complete eleven learning assessment projects across six units on campus.

During 2018-19, we will facilitate a combined co-curricular assessment cycle where all Student Affairs' departments and selected co-curricular units will complete an assessment project. Additionally, Student Affairs will implement a new data-driven decision-making model that integrates data related to student learning and program effectiveness metrics for strategic planning purposes. As part of this effort, Student Affairs departments will reorganize their program-area maps, update program-area learning outcomes, and align their work to identified program effectiveness metrics associated with the divisional core functions.

Ellen Meents-DeCaigny, Liz Sanders of Institutional Research and Marketing Analytics, and Scott Tharp attend the divisional Assessment Symposium.

A student admires a mural during an outing for his Discover Chicago class.

2018-2019 Strategic Priorities

Divisional leadership came together for a series of meetings in winter and spring of 2018 with the goal of more clearly defining the work of Student Affairs as a unit. This work would then be the basis for the collection of verifiable data that would produce effectiveness metrics regarding Student Affairs' work.

The meetings were led by an associate vice president and consisted of directors from departments whose work closely aligned. Other staff were invited into certain conversations as necessary. By late spring 2018, the teams had defined three core functions and various work activities that fall under each core function:

CORE FUNCTION 1: STUDENT ACADEMIC SUCCESS

Programs & services that focus on academic persistence and contribute to continuous enrollment and degree completion. The area develops, implements and assesses purposeful and structured collaborative programs and services that support student transitions, contribute to academic success, and create connections with university-wide resources.

CORE FUNCTION 2: STUDENT ENGAGEMENT

Programs and events that provide out-of-classroom opportunities for students to participate, connect and learn within the DePaul community thus contributing to their personal and educational success as well as to their increased satisfaction with their DePaul experience.

CORE FUNCTION 3: STUDENT SUPPORT

Programs & services that support students in & outside the classroom, help remove barriers to academic and personal success and contribute to continuous enrollment and completion.

These Core Functions, along with the university's strategic plan: Grounded in Mission: The Plan for DePaul 2024, will guide Student Affairs' priorities and goals during the 2018-19 academic year.

Staff Accomplishments

AWARDS/HONORS

Health Promotion and Wellness

Alyssa Rickman
Supervisor of the Year
DePaul Office of Student Employment

Planning, Operations and Assessment

Scott Tharp
Spirit of Assessment Award
DePaul Office of Teaching, Learning and Assessment

Student Affairs

Ashley Knight
Distinguished Alumni Award
Vincent de Paul Counseling Program
DePaul University, College of Education

LEADERSHIP

Adult, Veteran and Commuter Student Affairs

James Stewart
Chair, Adult Learners and Students with Children Knowledge Community
Student Affairs Professionals in Higher Education
(NASPA)

Co-Chair, 2018 Conference Programs
NASPA Region IV-East

New Student and Family Engagement

Tom Menchhofer
Faculty member, Orientation Professionals Institute (OPI)
Association for Orientation, Transition, and Retention in Higher Education (NODA)

Planning, Operations and Assessment

Carrie Don
Registration Chair, 2018 Conference Committee
NASPA Region IV-East

Tyneka Harris Coronado

Co-chair, Technology Knowledge Community
NASPA Region IV-East

Scott Tharp

Member, National Advisory Committee
National Conference for Race & Ethnicity in American Higher Education (NCORE)

Student Affairs

Ashley Knight
Faculty Member
NASPA Mid-level Administrators Conference

Ellen Meents-DeCaigny

Board of Directors: National Director of Knowledge Communities
NASPA

Eugene Zdziarski

Chair
NASPA Foundation Board

Student Involvement

Rigo Gutierrez
Chair
2018 National Association for Campus Activities
(NACA) HUGE Leadership Weekend

Courtney James

Chair
NACA, 2018 National Convention

Natalie Stone

Committee Member, Graduate Student Experience Committee
Association for Fraternity/Sorority Advisors

University Counseling Services

Jeff Lanfear
Liaison
Association of University & College Counseling Center Directors - Directors at Catholic Schools

PRESENTATIONS (EXTERNAL)

Adult, Veteran and Commuter Student Affairs

James Stewart
Effective Assessment Strategies for Non-Traditional Student Populations
NASPA 2017 Annual Conference

Redefining Success for Students with Children
NASPA 2017 Annual Conference

Health Promotion and Wellness

Hannah Retzkin
Re-framing the Conversation: Fraternity Men and Sexual Violence
NASPA

Multicultural Student Success

Monica Ramos
Latinx Undocumented Student Identity and Sense of Belonging in Higher Ed
United States Hispanic Leadership Institute National Conference

A Narrative of an Undocumented, Latinx, First Generation College Student
National Louis University Doctoral Symposium

The Relevance of Multiliteracies in Higher Education
World Literacy Summit, Oxford University

Planning, Operations and Assessment

Scott Tharp
Pre-conference Institute: Writing and Assessing Student Learning Outcomes
National Conference on Race and Ethnicity in American Higher Education (NCORE)

Major Workshop: Designing Social Justice Education Workshop Curriculum
NCORE

Major Workshop: Teaching Privilege to White College Students
NCORE

Creating a Co-Curricular Learning Assessment Infrastructure
Association for the Assessment of Learning in Higher Education

Student Affairs

Ashley Knight
#Me Too: Perspectives and Impact on Campuses
Chicagoland Title IX Consortium

Preparing for College
Wolcott School

Ellen Meents-DeCaigny

Keynote Panelist
Northwestern University Student Learning Assessment Conference

Student Involvement

Courtney James
More than Just Pizzas: Securing Sponsorship for your Events
NACA

Incorporating the Social Change Model into Student Activities (webinar)
NACA

University Counseling Services

Bill Johnson
Empowerment-based Therapy Approaches for Historically Marginalized Males
American Psychological Association, Division of Men and Masculinities

PUBLICATIONS

Planning, Operations and Assessment

Scott Tharp
Imagining Flipped Workshops: Considerations for Designing Online Modules
Multicultural Education

Exploring First-Year College Students' Cultural Competency
Journal of Transformative Education

Student Affairs

Gene Zdziarski
Campus Crisis: It's not just about Responding
The Presidency

Campus Crisis Management
The Handbook of Student Affairs Administration



Staff pose for a picture after assisting at the first-ever Midnight Breakfast.



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