DIVISION OF

STUDENT AFFAIRS

2006–2007 Annual Report

DePaul University

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Section A: Introduction

Programs and services provided by the Division of Student Affairs are a direct extension of DePaul University's mission to emphasize skills and attitudes that educate students to be lifelong, independent learners. Student Affairs contributes to the "DePaul Student Experience" by cultivating learning opportunities that inspire students to explore their personal identities, faiths, values and roles in a multicultural world. Through the division's diverse offerings of programs, leadership opportunities and quality support services, Student Affairs seeks to create an environment that fosters students' overall development and removes barriers to enable students to reach their highest potential.

I. Mission Statement

Anchored by the university's Catholic, Vincentian and urban mission, Student Affairs educators facilitate students' transformative learning through student development, advocacy and the promotion of diversity and social justice. The Division of Student Affairs establishes strategic partnerships, cultivates environments and creates experiences that foster the intellectual, psychosocial, spiritual and ethical growth of students. (Student Affairs mission statement was updated on July 28, 2005.)

II. Goals

The Division of Student Affairs will provide transformative co-curricular learning opportunities that promote students' intellectual, psychological, spiritual and ethical growth.

The Division of Student Affairs will provide experiences that encourage students to integrate and demonstrate the university's mission and values in life and practice.

The Division of Student Affairs will provide opportunities for students to become fully engaged in the DePaul community by fostering a sense of belonging and connectedness.

The Division of Student Affairs will provide learning opportunities to students and staff that will enhance their appreciation of diversity and challenge biased beliefs and behaviors.

The Division of Student Affairs will provide students with the information and tools needed to navigate the university system with ease.

The Division of Student Affairs will utilize valid measurement tools and accountability standards to establish benchmarks, to evaluate successes and to identify areas for improvement and change.

III. Programs and Services Provided

The Office of the Vice President for Student Affairs serves as the lead administrative office for the Division of Student Affairs at DePaul University (See Appendix A for organizational chart). The following four areas comprise the Office of the Vice President for Student Affairs.

1. **Diversity Education**: These departments provide support to students of color and work with directors and managers throughout Student Affairs to develop and facilitate diversity awareness seminars for staff, student organizations and all groups affiliated with the division. These offices also maintain a collection of diversity education materials. The offices reporting to the Associate Vice President for Diversity Education include the Office of Multicultural Student Affairs and the Cultural Center.

2. **Student Development**: Student Development oversees the division's educational programs and strives to maximize the holistic learning environment for all DePaul students. The offices of Academic Enhancement, Residential Education, the Student Leadership Institute and Student Life report to the Associate Vice President for Student Development.

3. **Student Advocacy and Community Relations**: Student Advocacy and Community Relations provides a comprehensive infrastructure that supports the total student while providing appropriate "safety nets" of assessment, counseling, intervention and referral. The six departments reporting to the Associate Vice President of Student Advocacy and Community Relations include the Dean of Students Office, University Counseling Services, International Student Office, Adult Student Affairs, Productive Learning Strategies Program and Students with Disabilities.

4. **University Ministry**: University Ministry provides comprehensive leadership and direction to members of the university community and provides an opportunity to integrate religious and moral principles with academic study and nonacademic activities, thus integrating faith and life. These areas support and promote the pastoral care of all members of the university community at DePaul, both Catholic and non-Catholic. Departments within University Ministry that report to the Associate Vice President of University Ministry include Community Service, Catholic Community and Pastoral Outreach, and Religious Diversity.

IV. Populations Served

The Division of Student Affairs is responsible for serving all professional, graduate and undergraduate students enrolled at the university. Specific populations served include adult and traditional age students, first generation students, students with disabilities, residential and commuter students, students with emotional and mental illness, students of color, student athletes and international students.

V. Collaborative Partnerships

The Division of Student Affairs strives to develop collaborative partnerships both within and outside the university in order to strengthen support systems for students and enhance the work of the division. Over the past year, the division has engaged in 120 collaborative partnerships within the university community and 123 partnerships with organizations external to DePaul. Appendix B provides a complete list of external partners.

Section B: 2006–2007 Goals & Initiatives

I. Status Report

To better understand where the Division of Student Affairs has focused its efforts during the 2006-2007 academic year, the following status report outlines the primary goals and initiatives set by the division, as well as accomplishments achieved in each area.

A. Vision Twenty12 Leadership

To identify and implement a set of Student Affairs strategic initiatives which advance Vision Twenty12. The Division of Student Affairs focused on establishing a leadership role in regards to DePaul's Vision Twenty12 strategic plan. The senior leadership team developed a plan that identified strategic goals related to Student Affairs' work and developed initiatives to address these goals. The following list outlines completed and ongoing divisional initiatives, as they relate to Vision Twenty12 goals.

GOAL I a: Strategically enhance curricula

- University Ministry staff developed a **Catholic Social Teaching curriculum** which was introduced in Steans Center courses to students working in Catholic schools.

GOAL I b: Raise the academic rigor and expectations for student learning

- The Office of Academic Enhancement retooled **new student orientation** programs to address academic enhancement by emphasizing holistic advising, curriculum overviews and DePaul's core values and learning opportunities.

GOAL II: Prepare students to be socially responsible future leaders

- The division hosted the first bi-annual **Faith and Civic Engagement (FACE) conference** which included 160 participants from 50 regional, national and international institutions. DePaul received broad acclaim for leading the conversation on the connection between faith and civic engagement or service. The *Journal of College Character* dedicated the Fall 2006 edition to DePaul and the conferencing proceedings: http://www.collegevalues.org/articles.cfm.
- The division led several broad **institutional forums** that engaged students, faculty and staff in discussions regarding socially responsible leadership.
- The Student Leadership Institute developed a **socially responsible leader curriculum** in which all student leaders and student employees in the Division of Student Affairs will participate in 2007-2008.
- The **DePaul Leadership Scholars program** was implemented as the result of a collaborative effort between University Ministry and the Student Leadership Institute. The program will be phased in over four years and will engage students in regular service, leadership development programs and community building opportunities.
- University Ministry expanded the **Vincentians in Action (VIA)** model/program by implementing monthly dialogues among all students engaged in service through their office. The VIA model explores the role of spirituality in students' lives with an intentional curriculum.

GOAL II c: Become a premier institution known for its student success programs

- The **DePaul Link program** was implemented by the Office of Academic Enhancement to connect transfer students with university staff members in an effort to establish personal links to university resources and opportunities.
- Student Life implemented several initiatives to **enhance campus life**. **Commuter student initiatives** included restructuring the Commuter Activities Board, redesigning the commuter website, implementing weekly commuter podcasts, and publishing an off-campus housing guide. **Partnerships** with the Ray Meyer Center, Student Centers and Athletics were strengthened to improve coordination of campus events and increase student engagement. Program outcomes included extending welcome week activities into Labor Day weekend and inviting influential speakers to campus.

GOAL II d: Become a leader in providing efficient, user-friendly and integrated student services for all students

- The International Student Office worked with Information Services to improve the PeopleSoft **international student "alerts" system** to ensure accurate information is reported to the Student and Exchange Visitor Information System (SEVIS). Accuracy of these reports is critical to maintaining federal compliance for the institution.
- The division implemented an **on-line Academic Progress Reporting System** to improve collection of mid-term grades and feedback from faculty, and enhance the work of Athletic Academic Advising,

Multicultural Student Affairs and the Productive Learning Strategies Program.

- Student Life implemented an **on-line student organization registration system** to improve outreach, communication and accuracy of information.
- **University Ministry** implemented a **new organizational structure** that included a new Residence Hall Minister position to direct outreach and ministry to students in residence halls on a full-time basis and a Protestant Christian Minister position with responsibility for serving growing Protestant and Evangelical Christian student groups. In addition, a Protestant Christian Student Leadership Board was created (B.A.S.I.C.: Brothers and Sisters in Christ) to enable coordination, oversight and support of Protestant Christian organizations.

GOAL VI: Further institutionalize DePaul's Vincentian and Catholic identity

- University Ministry collaborated with the Office of Mission and Values to create a **Catholic Identity In-service Workshop** that was offered to six university departments to encourage reflection and conversation around their role in participating and furthering the Catholic dimension of the mission.
- A **benchmarking study** was completed to assist in the establishment of effective long term objectives for University Ministry regarding student outreach.
- The new **St. Louise de Marillac Chapel and Interfaith Sacred Space** was constructed in the Lincoln Park Student Center under the direction of the University Ministry team and in collaboration with Facilities Operations and the Office of Mission and Values.
- A **Catholic Intellectual Tradition Series** was initiated by Student Affairs together with Mission and Values, Academic Affairs, Catholic Studies, Religious Studies, and the Religion and Society Lecture Series.
- The **Student Interfaith Council** was established by University Ministry to involve students from all DePaul Student Religious Organizations and build cooperation to plan joint interfaith initiatives.
- **Student Interfaith Scholar** positions were created in University Ministry to act as resources to Student Religious Organizations and the Student Interfaith Council.
- **Faculty and Staff Breakfasts** were initiated and sponsored by University Ministry on topics related to ongoing spiritual formation.

B. Student Welfare

To create an integrated Student Welfare Initiative that educates students regarding current health and wellness issues and coordinates relevant university services to respond to and support a student's personal needs.

Alcohol and Drug Initiative

- A university-wide Alcohol and Drug Taskforce was successfully constituted and completed its first year.
- The taskforce addressed issues of policy review, educational campaigns and increased programming. As a result of policy review, the committee instituted a new parental notification policy and instituted a new policy to increase monitoring of student drinking.
- A campus-wide educational campaign was completed and a comprehensive assessment of student drinking and substance abuse behaviors was conducted by Residential Education.

University-wide Stop Sexual Violence (SSV) Initiative

- Through its continued work this year, the university-wide SSV team concluded that individual department efforts needed to be coordinated. As a result, a graduate assistant position has been created and approved and the position is to be filled by September 2007.
- The SSV team implemented a coordinated approach to campus-wide education programs, university-wide training programs for faculty, staff and student leaders, and educational campaigns regarding existing services at the university.

C. Campus Climate

To enhance current programs and services to foster a campus culture and climate that promotes the respect for and the protection of the dignity of all members of the DePaul University community.

Human Dignity Committee Initiatives

- The Human Dignity Committee gained more visibility on campus through participation in new faculty orientation, increased programming and collaborative partnerships, as well securing the Associate Dean of Academic Affairs as chair of the committee.
- The Human Dignity Committee developed a campus-wide approach to promoting diversity through the implementation of "Dignity Week" (April 2007). The committee received a grant from Spellman and Johnson to support Dignity Week programming.

Institutional Campus Climate Initiatives

- Student Affairs participated in the President's Diversity Council, providing the President and the Office of Institutional Diversity with suggestions and feedback on university campus climate initiatives or issues.

D. Student Representation

To enhance the effectiveness and inclusion of student representation and to enhance student involvement in university decision-making.

Amplify Student Voice

- A Presidents' Roundtable was created as a monthly forum for student leaders to meet with the Executive Vice President and Vice President for Student Affairs to discuss important student issues.
- Student leaders were actively involved in critical university committees including the Alcohol and Drug Taskforce, the Freedom of Expression Committee, and the Strategic Resource Allocation Committee (SRAC).

Standardized Training Programs

- New training programs were implemented for Student Government Association and Residence Hall Council Executive Boards and general members. The training programs were designed to prepare student leaders to be effective community representatives who appropriately represent their constituents' voices.

Section C: 2007–2008 Planning and Priorities

I. Trends in Higher Education

There are a number of recent trends at the national level that are having a significant impact on the division's work with students. The following is a list of national trends and how they have manifested themselves here at DePaul.

1. Continued concern regarding student health and wellness

National Trends

- Research indicates that over the last 15 years, the incidence of depression has doubled on college campuses, the number of suicidal students has tripled, and the report of sexual assault has quadrupled (Benton, Robertson, Tseng, Newton, & Benton, 2003).
- The National College Health Assessment Survey (2006) indicates that since the year 2000, 4 out of the top 5 impediments to academic performance in colleges across the country (i.e., stress, colds/flu, sleep difficulties, concern for friend or family member, depression/anxiety disorder) are emotional or behavioral in nature (ACHA, 2006).
- Although binge drinking has remained steady in recent years at 44%, more students are engaging in frequent (and more toxic) binge drinking (Wechsler, 2001).

DePaul Trends

- These national trends are mirrored in the DePaul student body. Student health and welfare is a major focus of divisional strategic planning. Demand for counseling services continues to grow even as students present with more urgent and complex problems. Even with the addition of one additional full-time staff member, DePaul's Counseling Services are staffed at a ratio of 1 full-time counselor per 3,284 students, far below the national average of 1 counselor per 1,697 students (AUCCCD, 2006).
- University Counseling Services has been challenged to engage in more outreach and training of staff and faculty due to heightened awareness (and anxiety) related to the recent Virginia Tech shootings as well as stated divisional priorities. Increasing outreach and awareness of services will most likely result in increased utilization.
- Adult Student Affairs (ASA) continues to see the impact of work-life-school balance on the persistence of undergraduate adult students. ASA also saw a dramatic increase in the number of students who were experiencing tragic personal crisis like job loss and homelessness.
- In regards to alcohol, there was an increase in the number of students who were transported to the hospital for over-drinking (from 13 in 2005/2006 to 33 in 2006/2007). This may have been due to the attention being paid to alcohol on campus in a variety of areas including the training of the desk receptionists who are often the first point of contact for students returning to a building after an evening out.

2. Increase in students with learning disabilities (LD)

National Trends

- There is a lack of consistency in the documentation requirements for students as they transition from secondary to postsecondary educational systems oftentimes resulting in difficulties for LD students to access support accommodations (NJCLD Report, July 2007).
- Secondary education programs in many states are moving toward non-categorical classification of students with disabilities and more reliance on curriculum-based assessment, while postsecondary institutions focus more on specific disability classification and standardized assessment. (Council for Exceptional Children Report, 2001).
- Students living with LD may suffer from the effects of long-term stress, internalizing feelings such as fear, self-doubt, extreme self-criticism, and other characteristics. (Gregg, 1992).

DePaul Trends

- Increasing numbers of freshmen or returning older students who may have LD and/or ADHD do not have appropriate documentation (as dictated by law) and, therefore, are not eligible for DePaul services. Although the responsibility has been placed on the secondary schools to ensure current documentation to students transitioning to higher education, collaborative measures between the two entities can assist at some level of resolve.
- Illinois is one of the states where non-categorical classification methods are used to assess students for disabilities. Essentially, it allows a diagnosis of LD without any reference to either processing or discrepancy between potential and achievement, which are aspects of the traditional assessment for LD. The results of this kind of assessment may label students LD and

eligible for LD services when, in fact, their lack of achievement may be due to emotional disturbances, poor instruction, low cognitive abilities, medical, or other reasons.

- Increasing numbers of students in the Productive Learning Strategies Program have critical emotional problems to deal with, whether related to LD, Asperger Syndrome, or other diagnoses, resulting in high level stress for the students and oftentimes severe disruptive behavior in classes.

3. Continued concern regarding lack of male students in leadership roles and leadership development opportunities

National Trends

- There is significant evidence that male students are struggling in higher education and less engaged in student and academic programs and services (Davis & Laker, 2004). According to Conlin, "If trends continue, demographers say, there will be 156 women per 100 men earning degrees by 2020" (2003, p. 2).
- The 2007 Institute on College Student Males (sponsored by NASPA and ACPA) explored this topic in great depth.
- The National Clearinghouse for Leadership Programs (NCLP) newsletter, *Concepts and Connections*, had an issue entirely devoted to the findings from the Multi-Institutional Study of Leadership that were related to gender and other forms of identity (2007b).
- Data show that in college young women do outperform young men by many measures. College women earn better grades, hold more leadership posts, spend more time studying, and earn more honors and awards. They report being more involved than young men in student clubs and volunteer work (Sweeney, 2007).

DePaul Trends

- Based on demographics related to Student Leadership Institute programs in 2006-2007, 66% of the students in the Certificate Program were women, 69% of the Winter Leadership Conference participants were women, and 71% of the LEAD-In! students were women.
- Interestingly, counter to this trend, the demographic data from the Student Affairs leadership opportunities application process showed only a marginal difference in the number of male and female applicants this year. In the past, women students have been highly over-represented in this population, however, this year, approximately 56% of the applicants were women, which is very close to the overall percentage of women in the greater population at DePaul University.
- The majority of residential students continue to shy away from leadership opportunities. The residence hall council never reached full membership at any point this year. The student leader pool is rich with talent but not as deep, which results in students having multiple leadership positions on campus.
- There is a growing concern in Residential Education that with juniors and seniors no longer being offered on campus housing that the student leader pool for Resident Advisors will continue to become younger. In 2006, 46% of the Resident Advisor applicants were sophomores and 46% were juniors/seniors. In 2007, 57% of the applicants were sophomores and only 36% were juniors/seniors. As student behaviors continue to be challenging, the need for role models increases. This may be even more problematic next year as we see our first year with very few juniors and seniors on campus.
- Among Student Life programs, the Senior Celebration Committee consisted of all women, the Student Life Consultants program consisted of 7 women and 3 men, and the Fraternity and Sorority Spring Break Trip included 9 women and 3 men. Overall, more women attended student organization funding workshops than men.

4. Increased use of online chat communities

National Trends

- Sites such as MySpace and Facebook are increasingly being used to screen roommates, potential partners and friends. As a result more students and their families make assumptions about roommates long before they ever meet or speak (Farrell, 2006). According to Wilson (2007), "Whether they're using Facebook, MySpace, iPods, instant messaging, or text messaging, Millennials are plugged in."

DePaul Trends

- Within the division, there have been continued talks about ways to inform students of the potential dangers of these online communities. There is also an interest in using these communities to communicate with students. Student Life uses Facebook to advertise events, has launched podcasts, and has moved student organization processes on-line.

5. Increased focus on spirituality and student development

National Trends

- The National Clearinghouse for Leadership Programs (NCLP) produces a newsletter entitled, *Concepts and Connections*. The theme for one of their recent editions highlighted the significance of the relationship between spirituality and leadership (2007a).

DePaul Trends

- In the fall of 2006 the division hosted the first biannual Faith and Civic Engagement (FACE) conference which included 160 participants from 50 regional, national and international institutions. DePaul received broad acclaim for leading the conversation on the connection between faith and civic engagement or service. The *Journal of College Character* dedicated the Fall 2006 edition to DePaul and the conferencing proceedings: http://www.collegevalues.org/articles.cfm.
- The Faith and Civic Engagement Project at DePaul has collected a second set of data from students, faculty and staff to assess how they connect their diverse faith commitments and inner convictions to the idea and practice of civic engagement (service) as a lifelong commitment, so that one reinforces the other.
- University Ministry expanded the Vincentians in Action (VIA) model/program by implementing monthly dialogues among all students engaged in service through their office. The VIA model explores the role of spirituality in students' lives with an intentional curriculum.

6. Increased focus on socially responsible leadership

National Trends

- The National (student) Leadership Symposium (July 2007) was entitled, *Celebrating the Social Change Model: Insights and Applications for the Future*. The symposium's themes always reflect current trends within the field of leadership development. The social change model explains the relationship between individual, group and societal values of leadership. The ultimate goal of leadership, according to this model, is to commit to a process of values-driven collaboration to enact positive social change.

DePaul Trends

- The division facilitated several forums to engage students, staff and faculty in discussions regarding socially responsible leadership.
- The curriculum for DePaul's 2007 Winter Student Leadership Conference was based on the Social Change Model. This curriculum was chosen because it complements the concept/model of the socially responsible leadership development.
- Student Affairs implemented a GOAL II Social Responsibility Committee to define socially responsible leadership in the context of DePaul University. The goal of defining this concept will further the university's ability to be explicit and intentional in its efforts to address Goal II of DePaul's Vision Twenty12 strategic plan.

7. Continued increase in student enrollment

National Trends

- There has been a marked increase in the number of students coming from Turkey and Saudi Arabia. The increase in Saudi students is a result of a Saudi government scholarship which pays for one full year of intensive English instruction and subsequent pursuit of an undergraduate or graduate degree. We are seeing an increased number of students from both countries.
- Nationwide, there has been a small increase in international student enrollment. This is a reversal of the downward trend which followed 9/11.
- According to the Council of Graduate Schools (2006), "enrollment in American graduate schools rose by 2% from 2004 to 2005." The organization's report concludes that this increase "was driven by growth in the numbers of female and African American students" enrolling in graduate school. Graduate enrollment and degrees from 1986-2005 show that African American enrollment alone grew by 6% in 2005.

DePaul Trends

- The International Student Office has seen a large increase in the international student enrollment. From Fall 2005 to Fall 2006, the number of enrolled students has increased by 24%, and the increase is expected to continue. The number of I-20 documents issued by International Admissions for the Fall 2007 has already surpassed that in recent years.
- DePaul follows the national trend in the increase in minority graduate student enrollment after some slight decline in 2004 (African American 555 to 625, Latino 301 to 325, and Native American 12 to 18).

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II. 2007-2008 Divisional Priorities

The division has identified initiatives and goals within the university's Vision Twenty12 strategic plan to be addressed over the next three years. While the specific strategies, both divisional and departmental, are still being clarified the division has decided to focus on the following six areas:

A. Student Success (Related to University Goals I & II): To focus on building student affinity, retention and satisfaction.

a. Develop and implement monthly orientation opportunities for new undergraduate students.
b. Develop and implement an on-line orientation experience for new students.
c. Implement new orientation and student success workshops for adult students.
d. Develop and coordinate programs that seek to meet the needs of transfer and second year students.
e. Develop and implement the Learning Support Initiative designed to serve as a centralized clearinghouse that directs students to the appropriate academic support service or resource.
f. Collaborate with Academic Affairs to implement the Faculty Early Reporting system.
g. Implement effective use of the On-Line Academic Advising System for Student Affairs professionals to improve communication and support services.
h. Develop and implement Living and Learning Communities to enhance residential student learning and campus life.

i. Develop a formal structural relationship between Student Affairs and the college offices.

B. Socially Responsible Leaders (Related to University Goal II): To establish shared responsibility for this initiative across the institution.

a. Implement the socially responsible curriculum developed by the Student Leadership Institute.
b. Develop assessment tools and a solid framework to be shared with academic units.
c. Develop a Graduation Pledge for Social Responsibility.
d. Create a Socially Responsible Student Leaders Network.

C. Campus Life (Related to University Goal II): To provide exciting, entertaining, engaging and thought-provoking programs and services to enhance student affinity and the student life experience.

a. Implement a speakers series.
b. Continue to expand programming and services targeted toward commuter students.
c. Develop an enhanced programming model for both campuses that includes partnerships with Athletics, the Ray Meyer Recreation Center and the Student Centers.

D. Student Welfare Initiative (Related to University Goal II): To develop creative and proactive responses to critical student welfare issues.

a. Develop a student welfare initiative that will address in a comprehensive and integrated way, issues of drug and alcohol abuse, mental health, sexual violence and homelessness.
b. Develop a more effective strategy to connect students with off-campus resources.

E. Diversity/Campus Climate (Related to University Goal III): To enhance services for students of color and expand diversity education opportunities for all students.

a. Collaborate with faculty responsible for the Sophomore Seminar curriculum and share resources.
b. Develop a retention strategy for students of color that encompasses research and program support.

F. Mission and Ministry (Related to University Goal VI):

a. Mission infusion: To sharpen and articulate the implications and manifestations of DePaul's Catholic, Vincentian and urban mission with Student Affairs. This initiative will also focus on improved communication of the mission-based work of Student Affairs to the university community.
b. Continued enhancement of University Ministry: Continue to increase the visibility and impact of University Ministry in its contributions to the religious and spiritual development of DePaul students.
c. Create a "Thursdays with Vincent" program for faculty and staff; a day-long retreat program to be piloted in Winter 2008.

Section D: Assessment Activities

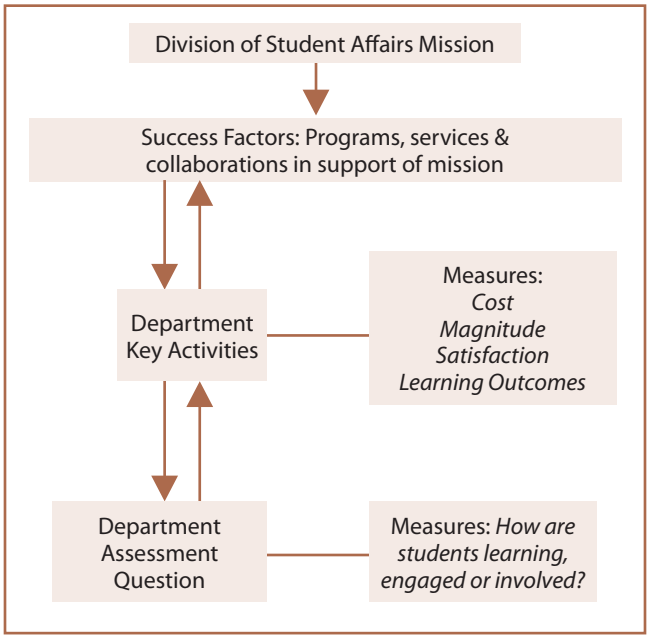
I. Overview

The division has completed year three of strategically collecting data for assessment purposes. Implemented in Fall 2004, the division worked closely with the Offices of Institutional Planning and Research and Teaching Learning and Assessment to develop an integrated assessment initiative designed to measure the day-to-day operations of the division, as well as the division's impact on student learning, engagement and involvement. Divisional assessment activities are coordinated by the Director of Assessment, Research and Communications and the Student Affairs Assessment Committee. The two main goals of the assessment process are to promote continuous improvement and understand how the division contributes to student learning.

Assessment is directly linked to the division's mission. Based on the mission, the division has determined critical environmental factors that need to be in place to support student success at DePaul. These critical factors are referred to as success factors and constitute programs, services and collaborations that support the mission. Critical environmental factors (success factors) that support student success include high quality programs, intervention and support services, community service activities, university-wide celebrations, well trained staff members, and effective university partnerships. Each success factor is further defined in part II of this section.

The fourteen departments in Student Affairs each contribute to some subset of the success factors. Departments demonstrate contributions through their key activities. Key activities define what each department does on a day-to-day basis and measure department performance throughout the academic year. Key activities are measured according to cost, magnitude, satisfaction, and learning outcomes. Data regarding key activities is collected using BOTH quantitative and qualitative methods.

In addition to evaluating key activities, each department is asked to conduct an assessment project that focuses on one aspect or outcome related to one key activity. The assessment question is designed to help the department understand how students are learning, engaged, or involved in departmental programs and services. The following diagram illustrates the division's assessment model:



II. Divisional Success Factors

The following is a list of six established success factors that the division has determined critical to supporting student success, as well as quantitative data relevant to each factor. Definitions for each activity and measure can be found in Appendix C. While the following metrics represent quantitative measures used to calculate day-to-day activity within the division, there are also qualitative measures that have been implemented to assess program quality, student satisfaction and learning outcomes. More qualitative information can be located in departmental annual reports or by contacting departments directly.

A. Quality Programs: Programs constitute co-curricular and extra-curricular learning opportunities that support students' transformational learning and foster students' personal growth and development. Quality programs include new student orientation, leadership workshops, diversity workshops, involvement in student organizations, Residential Education programs, Cultural Center programs, spiritual development opportunities, social justice and civic engagement programs, skill development workshops, health and wellness programs, and Life Skills workshops. These programs have been divided into four areas.

Activities	Measures	04-05	05-06	06-07
1. Residence Hall	Programs	1196	1356	1704
2. Religious/Spiritual	Programs	445	778	926
3. Diversity/Cultural	Programs	39	102	138
4. Student Development	Programs	297	232	252
	Student Organizations	185	187	183
	Student Organization Members	2422	2264	2994

In addition to clustering programs together by type, the division has defined program levels to clarify the scope and impact of programs on the university community. Please note that in addition to the programs mentioned above, levels also include community service activities and university-wide celebrations. Programming levels are defined as follows:

Level I programs are university-wide programs sponsored by Student Affairs that have an overall participation rate greater than 500. These programs include new student orientation, the First Year Program, university service days, Student Convocation, Mass of the Holy Spirit, Baccalaureate Mass, Family Weekend, and DePaul Activities Board programs such as Homecoming and Fest.

Level II programs are cross-departmental programs or departmental programs that reach a broader student constituency and have an overall participation rate greater than 100. These programs include cultural programs, diversity workshops, the Winter Leadership Conference, weekly and daily religious prayers or services, student leadership programs, student recognition programs and DePaul Activities Board programs.

Level III programs are sponsored by individual departments and targeted toward specific student populations with a participation rate of less than 100. Examples of these programs include resident student programs, student organization workshops, DePaul Community Service Association activities, service immersion trips, and Multicultural Student Affairs programs.

Activities	Measures	05-06	06-07
5. Level I Programs	Programs	6	14
	Participants	27646	24637
6. Level II Programs	Programs	917	1202
	Participants	40184	38241
7. Level III Programs	Programs	1545	2233

B. Intervention and Support Services: Intervention and support services are provided to students on a one-on-one or structured group basis to enhance their educational experiences by removing barriers to their success. Advocacy, tutoring, advising, counseling and crisis management are examples of intervention and support services.

Activities	Measures	04-05	05-06	06-07
1. Student Disciplinary Cases	Code/Policy Violations	1057	795	622
	Students	861	1379	1323
2. Crisis Emergency Response	Cases/Crises	134	NA	199
	On-Duty Pages	472	376	332
3. Individual Counseling	Students	598	614	757
	Number of Kept Appointments	NA	2191	3250
4. Advising	Individual Interactions	4077	5569	2615
5. Advocacy and Intervention Cases	Requests to Advocate for Students	1084	1061	1033
	Peer Mentors	161	246	238

C. Community Service: Community service activities engage students and the university community in service experiences with and for external constituencies in need. Service experiences include university service days, immersion trips, and weekly service opportunities.

Activities	Measures	04-05	05-06	06-07
1. University-Wide One Day Service Experience	Programs	2	3	3
	Total Participation	1800	1725	2025
	Volunteer Hours	7500	7475	8100
2. Immersion Experiences	Programs	13	14	16
	Total Participation	130	127	146
	Volunteer Hours			6082
3. Recurring/ Ongoing Service Experiences	Programs	420	420	480
	Participants Per Week	140	200	153
	Unique Participants			313
	Volunteer Hours	12,930	10,300	11,454

D. Staff Training and Development: Staff training is designed to develop skills, abilities and awareness around a particular position. It is also intended to assist with preparation for future professional positions and to foster upward mobility. Staff training is divided into three groups of individuals within the division: student/paraprofessionals (resident advisors, mentors, coordinators, etc.), graduate assistants/interns/externs, and professional staff.

Activities	Measures	04-05	05-06	06-07
1. Training external to DePaul	Conferences Attended	77	61	60
2. Student Staff	Student Staff Hourly Positions	NA	72	108
	Student Leader Positions	272	287	330

E. University Celebrations: Celebrations foster pride, build school spirit and connect students to the larger DePaul community. Annual celebrations fall into four categories: cultural appreciation (Martin Luther King Prayer Breakfast, President's Diversity Brunch, etc.), leadership recognition (Arthur J. Schmitt Awards Ceremony, Egan Hope Scholars Ceremony, Senior Leadership Awards Ceremony, departmental year-end ceremonies, etc.), religious ceremonies (Mass of the Holy Spirit, Baccalaureate Mass, weekly liturgy, etc.) and social events (Blue Demon Days, Homecoming, Fest, etc.).

Activities	Measures	04-05	05-06	06-07
1. DePaul Community Celebrations	Total Celebrations	32	33	49
	Attendees	15,415	17,154	22,659
2. Student Recognition Programs	Programs	5	19	18
	Attendees	845	1172	1193

F. University Partnerships: Collaboration is an essential element of the Student Affairs division. Developing and implementing effective programs and supporting student success requires the work of many. Collaboration occurs across the division and is structured according to immediacy, student need, impact and relation to long-term and short-term divisional goals. While there are numerous examples of effective partnerships, such as the Loop Development Task Force, the Student Welfare Task Force and Stop Sexual Violence Taskforce, two partnerships are highlighted below: The division's work with the First Year Program and on-going student enrollment issues. The goal of both partnerships is to improve student success and retention.

Activities	Measures	04-05	05-06	06-07
1. First Year Program: Discover & Explore Course Delivery	Student Mentors	88	93	103
	Staff Professionals	54	63	76
	Experiential Courses Taught by Student Affairs	15	16	17
2. Course Withdrawal & Erasure Process	Total Requests	178	203	172
	Course Withdrawals Granted	12	45	22
	Course Erasures Granted	132	148	90
	Internal Partners	11	11	11

III. Assessment Results

During the 2006-2007 academic year each department posed one question for assessment. **The goal of assessment is to understand how students are learning, engaged or involved in the division's services and programs**. All past and present Student Affairs assessment reports can be located on the Teaching, Learning and Assessment (TLA) website at http://condor.depaul.edu/~tla/html/student%20affairs%20assessment%20reports.html.

Of the fifteen Student Affairs projects conducted during the 2006-2007 academic year, five focused on student health and wellness (behaviors, attitudes, awareness, and needs assessments), three on student leadership, four on students in transition (new student orientation, first year students with learning disabilities, and adult students), one on program benchmarking and one on program evaluation. The following is a summary of four projects that highlight some of the division's learning this year, as well as a list of assessment best practices that reflect the work of individual departments in the division.

A. Assessment Reports

1. **Office of Multicultural Student Affairs (OMSA).** With assistance from the Office of Institutional Planning and Research, OMSA investigated the background, demographic, and academic profiles of their student participants, comparing it to several subgroups at DePaul, as well as the overall DePaul population of first-time/full-time freshmen. This investigation took place to ensure that OMSA's target population is receiving services provided by the department.

What OMSA learned is that 25% of students of color had participated in OMSA programming to some degree over the last five years. The majority of OMSA's students of color have been Latinas or Hispanic females (33%) followed by African American females (26.2%), Asian/Pacific Islander females (12.6%), African American males (8.7%) and Asian/Pacific Islander males (5.6%). The trend, in all cases, is that there is more female representation than male representation. This difference is more apparent in the student of color population. While 62% of DePaul's students of color are female, 72% of OMSA students of color are female. OMSA has a slightly higher population of first generation college students. 45% of OMSA students of color have been first generation students, while 25.3% of DePaul students overall are first generation and 37.4% students of color are the first in their families to go to college. In all cases (all students of color, OMSA students of color and non-OMSA students of color) students of color were more likely to commute than live on campus.

OMSA discovered that the students who participated in OMSA programming appear to conform to the department's target demographics, and are similar to other DePaul students in terms of their academic ability. This information gives OMSA a starting place to further explore why certain populations (African American and Asian/Pacific Islander males) are not availing themselves of OMSA's services. Though OMSA serves a large population of first generation students, the department expected the percentage to be even higher. On the other hand, OMSA did not expect the academic profile of its students to be similar to that of the rest of DePaul. This information, particularly in the area of academics, supports the department's decision to move from a program that focuses on individual's deficits to a program that builds upon individual's strengths.

2. **Residential Education (RE):** Residential Education conducted a comprehensive assessment of alcohol and other substance use among DePaul students living in the residence halls. The project provided a thorough evaluation around stakeholders' perspectives on alcohol and drug use on campus. The summary of key stakeholder input provided data-based information to inform the selection and development of interventions in the residence halls, with the DePaul student body as a whole, as well as the larger neighborhood and local community.

The report provides a wealth of information related to the problem of alcohol and drug misuse on campus. Some of the primary findings include: 1) Trends in time of use (i.e., Thursdays, Fridays, and Saturdays are the primary nights in which students report alcohol use); 2) Trends in frequency of use (i.e., the two most commonly used substances are alcohol and marijuana); 3) Use prior to DePaul University (i.e., a majority [60%] report some use of alcohol during high school); 4) Use by academic year (i.e., Seniors reported the highest alcohol use, with juniors reporting the lowest); 5) Rates of use by race/ethnicity (i.e., found to be a significant predictor for both alcohol and marijuana use); 6) Demographic characteristics reporting the highest use (i.e., first being males and second being white, biracial or 'other'); and 7) Other drug use issues (i.e., *Marijuana* is cited as the most commonly used illicit drug by residence hall students, *Club Drugs* are not common among DePaul students, and *Cocaine* use is rare among DePaul students).

An assessment of possible interventions revealed the following: 1) Most respondents are not interested in participating in traditional approaches to addressing alcohol and drug use such as workshops conducted in the residence halls; 2) Social events that could potentially involve alcohol and drug awareness (although not directly psychoeducational in nature) showed more promise for student participation; 3) Students expressed strong interest in general administrative responses such as sober housing for students in recovery from alcohol/drug problems; 4) African-Americans and Latinos reported the highest likelihood of participating in workshops, an online survey or an alcohol-free on campus party, while White/European-American students expressed the least interest in workshops or an online survey; and 5) Females expressed a strong interest in attending a workshop on dating and relationships, and males were more likely to express interest in participating in an intramural sports team.

From the data analysis several recommendations were made. Listed here is a summary of these recommendations:

1. Review the University's policy and enforcement of bar advertising on campus.
2. Explore the possibility of a wellness floor in the residence halls.
3. Encourage student organizations to conduct alcohol-free social events.
4. Explore options for interventions that target specific populations.
5. Devote resources to addressing the abuse of prescription drugs such as Ritalin.
6. Continue to enhance efforts to build community amongst residential hall students.
7. Investigate options to serve students in recovery.
8. Explore the role of spirituality in interventions.

9. Continue assessment of alcohol and drug use on an annual basis.

3. **Student Life (SL).** As part of a new peer education initiative, SL assessed learning that occurred among students who served as Student Life Consultants to student organizations. Impact areas include self-perceived knowledge, presentation skills and overall experience. Complete results included the responses of eight consultants and were garnered from a Pre/Post evaluation, video self-critiques of presentations and end-of-year individual interviews.

Overall, SL was able to conclude that the Consultants program had a positive impact on the students involved. The Pre and Post Self-Perceived Knowledge surveys indicated that all consultants showed improvement in the eight chosen topical areas, especially knowledge of icebreakers and knowledge of consulting. SL also found that there were differences between what males showed as their highest perceived knowledge areas than what women showed. In terms of training for next year, the consultants recommended that trainings should be facilitated by professional staff versus peers.

SL was unable to use the Video Presentation Self-Critique portion of their assessment due to technical difficulties and inability to produce videos of all consultants. However, the consultants felt that the act of reviewing what was available of their video presentations allowed them to see what other people saw, understand what others told them about their individual presentation styles and be conscious of their own non-verbal behavior.

Much information was garnered from the individual interviews. Themes as to why students signed up to be consultants focused on application of theory, gaining classroom experience, helping student organizations and participation in a capstone experience for experienced student leaders. Students also indicated that they gained confidence and experience working with and in groups and public speaking skills.

SL found that student consultants valued the varied organizational backgrounds of their fellow consultants, since they hadn't had much contact with them previously. Students also shared that they were able to express how the skills they obtained through the consultant experience were transferable to their personal career choices. As a result of this assessment, SL will consider 1) Professionalizing the training sessions by adding professional staff facilitations; 2) Focusing on having consultants process their experiences; and 3) Implementing self and professional evaluations of consultant's presentations.

4. **University Counseling Services (UCS):** In light of increases in the severity of students' presenting issues at college counseling centers DePaul's UCS created and administered a questionnaire for their clinicians to determine the psychiatric medication management needs of their clients. Quantitative information covered medication types and frequencies among clients as well as frequency of referrals and types of practitioners prescribing the medication. The survey also included open ended "observation" questions centered on the perceived impact of referrals for psychiatric medication evaluations on student health, follow through from clients on referrals, and barriers to success under the current system.

Some of the findings for this assessment included the following: 1) While slightly below the national average, the UCS is serving a large number of clients (21%) that are taking psychiatric medications; 2) 16% of UCS clients are referred for psychiatric medication evaluations at some point during their episode of care (same as national comparison); 3) Students are 'making the link' to prescribers of psychotropic medications when referred, but psychiatric referral creates financial and emotional strain for students due to high costs of evaluations and the stress of having to engage other systems of care; 4) Students on psychiatric medications are taking a variety of medications but most commonly take antidepressants (51%) and antianxiety medication (30%) ; and 5) Students were unaware of the dangers of consuming alcohol while on prescription medication.

Based on this assessment, UCS plans to 1) Update their list of psychiatrists and psychiatric nurse-practitioners for referrals; 2) Make additional psycho-educational materials available in the center concerning questions about medication management as well as medication and alcohol use; 3) Foster a closer working relationship with frequent places of referral (e.g., Cathedral Counseling Center, Advocate Illinois Masonic, Northwestern Memorial Hospital); and 4) Continue to advocate for some psychiatric consultation hours within the Counseling Center.

B. Student Affairs Best Practices

The following best practices reflect the work of individual departments within the Division of Student Affairs at DePaul during the 2006-2007 academic year.

1. **Collaboration:** Residential Education (RE), Athletic Academic Advising (AAA) and the Dean of Students (DOS) all used collaborative models in facilitating their assessment projects this year. RE collaborated with the Community Psychology

department to develop internship experiences for three graduate assistants who assisted with their assessment project. RE and the DOS worked with existing university taskforces (Alcohol and Drug Abuse Taskforce and Student Welfare Taskforce, respectively) to gather input and data. AAA collaborated with Sports Medicine and the Sports Psychologist to develop an assessment project that would benefit all three areas.

2. **Use of National Surveys and Data:** The Student Leadership Institute, University Counseling Services and Athletic Academic Advising either incorporated survey questions from national surveys into their assessment project or utilized national data to facilitate their projects.

3. **Multi-Method Approach:** This year, Residential Education (RE), Student Life (SL) and University Ministry (UMIN) used multiple methods to answer their assessment questions. RE utilized interviews and surveys, UMIN utilized focus groups and surveys, and SL utilized pre- and post surveys, interviews and student product.

4. **Reporting Results:** University Counseling Services (UCS) collects a large amount of data each year regarding its clientele, therefore reporting results can be difficult. However, UCS has done an excellent job of not only clearly reporting relevant results but also connecting the results to current research in the field and presenting information in a visually pleasing way. This year, Multicultural Student Affairs (OMSA) and the Student Leadership Institute (SLI) also did an excellent job of presenting complex statistical information in a meaningful and clear manner.

5. **Framing the Issue:** University Counseling Services (UCS) and Residential Education (RE) did an excellent job of framing the issue in their report by presenting national research and a clear rationale as to why the assessment question was selected and its importance to their work and the work of Student Affairs.

IV. Emerging Themes from Assessment Reports

The Student Affairs Assessment Committee reviewed the fifteen assessment reports submitted across the division. The following is a summary of what the committee learned:

1. In regards to what types of assessment questions are being asked:

- 2/15 reports focused on learning
- 7/15 reports focused on satisfaction
- 8/13 reports focused on impact
- 5/15 reports focused on need
- A majority (8/15) of the assessments addressed one or more areas (learning, satisfaction, impact & needs)

2. In regards to what methodologies are being used:

- 2/15 (13%) used strictly qualitative methods
- 8/15 (53%) used strictly quantitative methods
- 5/15 (33%) used mixed methods

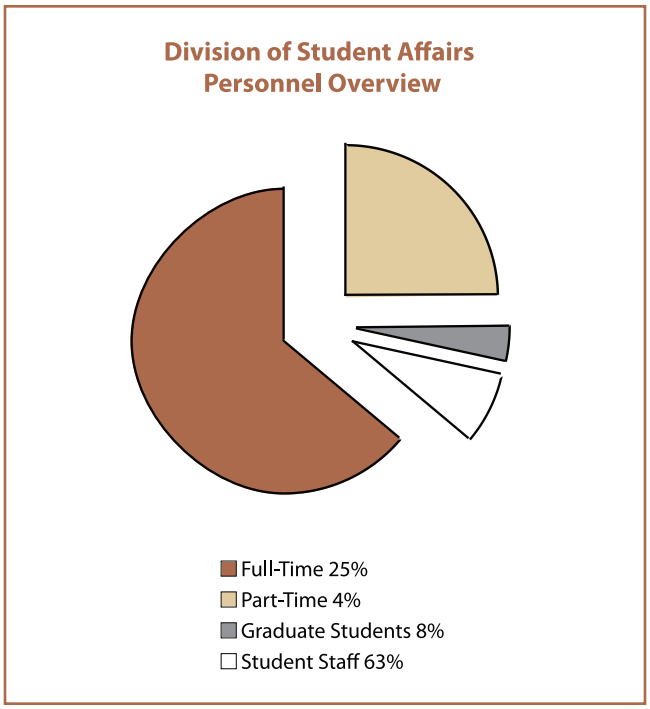
3. In regards to what the assessment projects reflect:

- Projects demonstrate an increase in knowledge of assessment as compared to 2005-2006
- Increase in sophistication regarding collaborations and use of assessment tools
- Increase in the use of national surveys, data and research
- While many departments intended to assess learning, the methods used did not render expected results, therefore, there was an overall decrease in the number of assessment projects that focused on learning outcomes
- Projects still vary greatly in scope

Section E: Personnel and Professional Development

I. Personnel Overview

The Division of Student Affairs employs 85 (25%) full-time staff members, 13 (4%) part-time staff members, 26 (8%) graduate students (of which 12 earn academic credit), and 219 (63%) student staff members. There are an additional 103 student staff members working in the division who are paid through stipends funded by other colleges or departments. An organizational chart is provided in Appendix A.



II. Scholarly Activities

During the 2006-2007 academic year 33 staff members within the division conducted over 60 presentations at regional and national conferences and/or workshops. In addition, 6 staff members produced 6 publications. This extensive list (Appendix D) is an indication of the professional expertise that exists within the division.

III. Professional Development

A. Divisional Staff Training and Development Activities

To promote professional growth and continuous improvement, the Division of Student Affairs strives to provide professional development activities for staff members at all levels – full-time, part-time and student staff. In addition to individualized departmental training sessions, there are a variety of professional development workshops offered to all members of the division, as well as opportunities to attend professional conferences and workshops external to the University. The following is a description of the professional development workshops offered by the division, as well as information regarding external opportunities:

1. Division-Wide Professional Development Workshops

a. The Student Affairs Professional Development Committee offered the following workshops that were intentionally linked to the division's priorities:

- The Terminal Degree and Student Affairs in the Twenty-first Century
- How White Privilege Shapes Campus Climate on a Predominately White Campus
- Welfare and Wellness for the Student Affairs Educator: Creating Balance in One's Life
- Helping Undocumented Students Navigate the College Pipeline
- New Student Affairs Employee Orientation
- Same-Sex Attracted Young Adults: Promoting Health, Well-being, and Success
- Campus Crises and Policies that Inform Responses
- Creating and Maintaining a Climate of Civility on Campus

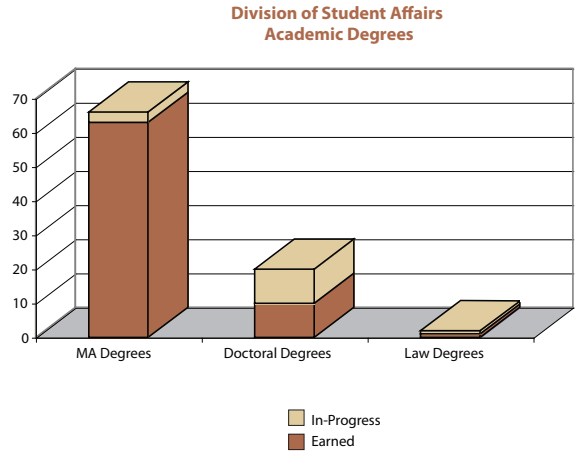
b. The Student Affairs Assessment Committee offered the following workshops to provide professional development opportunities in the area of assessment:

- Learning Outcomes and the Work of Student Affairs
- Using Technology to Support Assessment: On-Line Surveys
- Simplifying Data Analysis Using Computer Software

2. External Professional Development Activities: Members of the division attended 60 national and regional professional development conferences or workshops sponsored by organizations such as the National Association of Student Personnel Administrators, Association of University Counseling Center Directors, and Catholic Campus Ministry Association National Conference. Attendance at these workshops and conferences ranged from 1 to 20, with the overall average attendance being 3.

B. Advanced Degrees

The following chart highlights the academic degrees earned and in-progress among Student Affairs staff members.

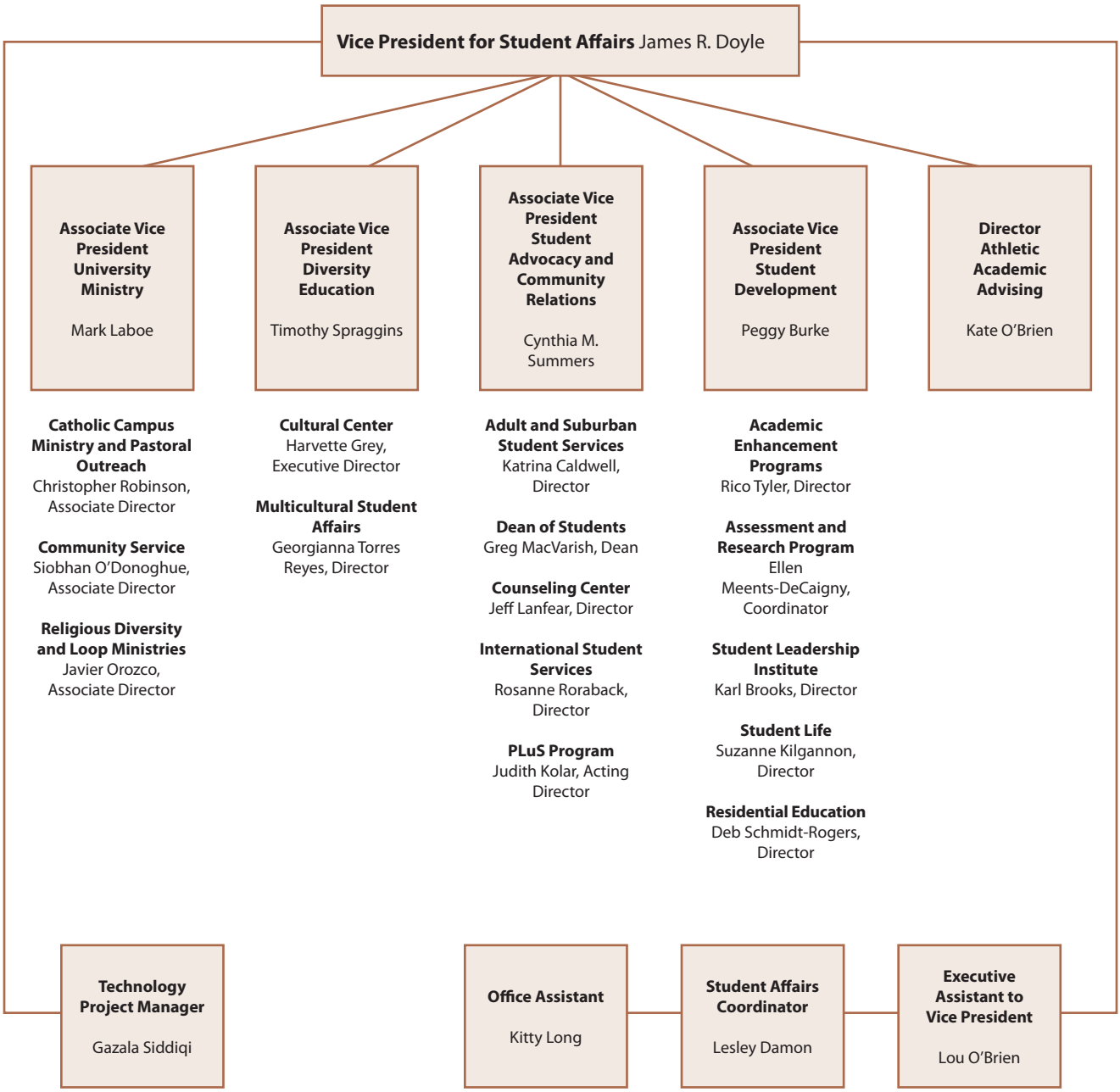


Academic Degrees	Masters Degrees	Doctoral Degrees	Law Degrees
Earned	63*	10	1
In-Progress	3	10	1
Totals	66	20	2

*10 staff members who have earned Masters degrees are currently pursing doctoral degrees and are included in both numbers: Earned Masters and In-Progress Doctoral.

APPENDIX A: Division of Student Affairs Organizational Chart

DePaul University



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APPENDIX B: External Divisional Partners

Businesses

1. American Airlines
2. Apple Computers
3. Black & Black Lawyers
4. Chicago Transit Authority
5. Children's Place
6. Chipotle
7. Cingular
8. Davis Management Group, Inc. (Eric Davis)
9. Dominick's
10. Florence Hotel/ Pullman Factory
11. India Works
12. Loft-Right
13. Northern Trust
14. Perfect Promotions
15. Southwest Airlines
16. STA Travel
17. TCF Bank
18. Uncle Dan's
19. WildOnions.org
20. Woman Craft
21. Worlde Shoppe

Community Organizations/ Members

1. Amnesty International
2. Arlington House
3. Burnham Prairie Restoration
4. Casa de Providencia
5. Chicago Animal Care
6. Chicago Metropolitan Battered Womens' Network
7. CONCERN
8. Howard Area Community Center
9. Housing Opportunities and Maintenance for the Elderly
10. Howard Brown Health Center
11. Instituto del Progreso Latino
12. Marillac House
13. Jane Addams/ Hull House
14. LaBoure House
15. Lincoln Park Shelter
16. Lincoln Park Zoo
17. Merle Reskin Theatre
18. Minority and Friends Network
19. North Lawndale Greeting Committee
20. Perboyre House
21. Sit, Stay, Read! Painting Project
22. Speaking Specialists, The (Randy Minkoff and Sue Castarino)
23. Theresa House Family Shelter

Cultural Organizations

1. Hillels Around Chicago
2. International House
3. Israel Initiative on Illinois Campuses

Educational Institutions/ Organizations

1. Adlai Stevenson High School
2. Big East Conference
3. Buffalo Grove High School
4. Campusspeak
5. Collegiate Link
6. Community High School District 128
7. Cristo Rey
8. Curie Metropolitan High School
9. Disabled Student Services: Harper College
10. Evanston Township High School
11. Gary Comer Campus
12. Glenbrook North High School
13. Glenbrook South High School
14. Illinois Council for Black Concern in Higher Education
15. Illinois Campus Compact
16. INROADS
17. Jenner Academy of the Arts Middle School
18. Josephinum High School
19. Kaplan
20. Landmark College
21. Larizzo Elementary School
22. Latino Ministry Certificate Program
23. Loyola University
24. Michael Plahn, Lifeskills Authorities
25. Niles Township District for Special Education
26. Northwestern University Feinberg School of Medicine
27. Omicron Delta Kappa
28. Oscar Meyer School
29. San Miguel Schools
30. St. Charles East High School
31. St. Joseph High School
32. Uhlich Academy
33. University Centers of Chicago
34. University of Chicago
35. University of Minnesota
36. University of South Florida
37. Visitation Catholic School
38. Visitation School
39. Waubonsie Valley High School

Foundations

1. McCormick Civic Engagement Fellowship
2. McCormick Tribune Foundation/ Presidential Civic Leader Committee
3. Niagara Foundation

Governmental Offices/ Agencies

1. Chicago Aldermanic Offices
2. City of Chicago: Domestic Violence Prevention
3. Mayor's Office of Special Events

Professional Organizations

1. American Group Psychotherapy Association
2. Anorexia Nervosa and Associated Disorders Association
3. Association of University College Counseling Centers
4. Chicago Area Small College Housing Association
5. Chicagoland Counseling Center Director's Group
6. Institute on College Student Values
7. Midwest Faith and Civic Engagement Consortium
8. National Alliance on Mental Illness of Greater Chicago
9. National Association of Academic Advisors for Athletics
10. National Association of Collegiate Women Athletic Administrators
11. National Clearinghouse for Leadership Programs, University of Maryland
12. National Collegiate Athletic Association
13. Professional Affiliates as Workshop Facilitators

Spiritual/ Religious Organizations

1. Amate House of Chicago
2. Archdiocese of Chicago
3. Catholic Campus Ministry
4. Chicago Interfaith Chaplains Network
5. Office of Ecumenical and Interreligious Affairs
6. ICTC – St. Cecelia
7. Inner-City Muslim Action Network and Islamic Center
8. Interfaith Youth Corer
9. St. Benedict the African Parish/ School
10. St. Frances of Rome
11. St. Gregory the Great
12. St. Michael's Church
13. St. Vincent DePaul Parish
14. St. Vincent DePaul Society
15. St. Vincent DePaul Soup Kitchen
16. St. Vincent DePaul Thrift Store
17. Su Casa Catholic Worker House
18. Young Muslims

APPENDIX C: Success Factors: Definitions for Activities and Measures

While the following metrics represent quantitative measures used to calculate day-to-day activity within the division, there are also qualitative measures that have been implemented to assess program quality, student satisfaction and learning outcomes. More qualitative information can be located in departmental annual reports or by contacting the department directly.

A) Quality Programs: Quality programs constitute co-curricular and extra-curricular learning opportunities that support students' transformational learning and foster students' personal growth and development. Quality programs include new student orientation, leadership workshops, diversity workshops, involvement in student organizations, Residential Education programs, Cultural Center programs, spiritual development opportunities, social justice and civic engagement programs, skill development workshops, health and wellness programs, and Life Skills workshops. Quality programs have been divided into four areas:

1. Residence hall activities are measured by the total number of programs facilitated by Resident Assistants. All activities are based on the Residential Education programming model which encompasses civility and social justice, community building, multiculturalism, skill development, spirituality, substance abuse and addiction, and vocation.

2. Religious and spiritual activities are measured by the total number of programs and religious services facilitated by University Ministry. Religious activities include daily and weekly prayers and services.

3. Diversity/Cultural activities are measured by the total number of programs focused on culture facilitated by the Cultural Center, International Student Office, and Multicultural Student Affairs, as well as all diversity workshops facilitated by the Diversity Education Coordinator.

4. Student development activities are measured by total number of programs facilitated by Academic Enhancement, Adult Student Affairs, Athletic Academic Advising, International Student Office, Multicultural Student Affairs, Student Leadership Institute and Student Life. Student development activities include new student orientation, leadership development, life skills development, social programs and NCAA Life Skills workshops.

Qualitative data that relates to this success factor was obtained through the following methods:
The Student Leadership Institute conducts individual meetings/interviews with all students completing the Leadership Certificate Program. The Office of Academic Enhancement collects written feedback in an on-line survey of new students attending orientation. Academic Enhancement also collects written feedback from students and staff members who participate in the DePaul Link program. The Office of Multicultural Student Affairs conducted focus groups with students participating in the Egan Scholars program.

B) Intervention and Support Services: Intervention and Support Services are services provided to students on a one-on-one or structured group basis that enhance their educational experiences by removing barriers to their success. Advocacy, tutoring, advising, counseling, and crisis management are examples of intervention and support services.

1. Student disciplinary case activity is measured by the total number of code and policy violations that occur during the academic year and the total number of students involved in disciplinary cases. Student disciplinary data is collected through the Dean of Students Office and Residential Education.

2. Crisis emergency response activities are measured by the total number of cases or crises managed by Residential Education and University Counseling Services and the total number of on-duty or after-hours pages received by staff members in these departments.

3. Individual counseling activities are measured by the total number of students who attend individual appointments with University Counseling staff.

4. Advising activities are measured by the total number of scheduled individual meetings between students and Student Affairs staff. These meetings are facilitated by Adult Student Affairs, International Student Office, Multicultural Student Affairs, Student Leadership Institute, Student Life, and University Ministry. Advising activities include academic, personal, leadership and peer advising topics.

5. Advocacy and intervention activities are measured by the total number of requests received by the Dean of Students Office, the Productive Learning Strategies Program and University Counseling Services to advocate on behalf of students. These activities

are also measured by the total number of students in need of advocacy support and the total number of peer mentors across the Division of Student Affairs that serve in advocacy positions. Examples of advocacy activities include facilitating interactions between university departments, evaluating student eligibility for participation in programs and serving as consultants to faculty and staff.

Qualitative data that relates to this success factor was obtained through the following methods:
Residential Education conducted interviews with key stakeholders (resident directors, resident assistants, student who have gone through the judicial process, student leaders, Residence Hall Council members and Alcohol and Drug Taskforce members) to gather perspectives on drug and alcohol use on campus. The Productive Learning Strategies Program (PLuS) collected written feedback from first year students regarding their stress levels and how the PLuS program has or can better support them.

C) Community Service: Community service activities engage students and the university community in service experiences with and for external constituencies in need. Service experiences include service days, immersion trips, service organizations, and weekly service opportunities.

1. University-wide one day service experiences are measured by the total number of programs, participants (students, staff, faculty and community members) and volunteer hours completed during the programs. Service experiences are facilitated by University Ministry and the Office of Academic Enhancement.

2. Immersion experiences are measured by the total number of national and international service immersion trips facilitated by University Ministry and Student Life during winter and spring breaks, the total number of students who participate in the trips and the total number of volunteer hours.

3. Recurring or ongoing service experiences are measured by the total number of service opportunities (programs) offered on a weekly basis by the DePaul Community Service Associations (University Ministry). These experiences are also measured by the average number of participants per week , the total number of unique participants in the program and the total number of volunteer hours completed annually.

Qualitative data that relates to this success factor was obtained through the following methods:
University Ministry collected data from service immersion trip participants through written evaluations. University Ministry also collected data from service day participants through evaluation forms and conducted individual interviews with residents who lived in community (Vincent and Louise House) for one year, participating in community service on a weekly basis. Lastly, University Ministry collected written evaluations from students who participated in the Vincentians in Action (VIA) program and the DePaul Leadership Scholars.

D) Staff Training and Development: Staff training is designed to develop skills, abilities and awareness around a particular position. It is also intended to assist with preparation for future professional positions and to foster upward mobility. Staff training is divided into three groups of individuals within the division; student/paraprofessionals (resident advisors, STARS mentors, orientation mentors, DSCA coordinators, etc.), graduate assistants/interns/externs, and professional staff.

1. Training activities external to DePaul are measured by the total number of regional and national professional conferences and workshops and the average number of Student Affairs staff who attended.

2. Student staff is measured by the total number of hourly student staff position and student leader positions offered by Student Affairs departments. These departments include Academic Enhancement, Adult Student Affairs, Athletic Academic Advising, Diversity Education, Dean of Students Office, Residential Education, Multicultural Student Affairs, Student Leadership Institute, Student Life, University Ministry and the Vice President for Student Affairs office.

E) University Celebrations: Celebrations are community-building activities that foster pride, build school spirit and connect students to the larger DePaul community. These annual celebrations fall into four categories: cultural appreciation (Martin Luther King Prayer Breakfast), leadership recognition (Egan Hope Scholars Ceremony, Senior Leadership Awards Ceremony, departmental year-end ceremonies etc.), religious ceremonies (Mass of the Holy Spirit and Baccalaureate Mass) and social events sponsored by the DePaul Activities Board (Blue Demon Days, Homecoming, Fest, etc.).

1. DePaul community celebrations are measured by the total number of community building programs facilitated by Academic Enhancement, Univer-

sity Ministry, and Student Life, as well as the total number of university community members attending the programs.

2. Student recognition programs are measured by the total number of programs facilitated by Adult Student Affairs, Multicultural Student Affairs, Student Leadership Institute and Student Life and the total number of students, staff, faculty members, and family members attending the programs.

F) University Partnerships: Collaboration is an essential element of the Division of Student Affairs. Developing and implementing effective programs and supporting student success requires the work of many. Collaboration occurs across the division and is structured according to immediacy, student need, impact, and relation to long-term and short-term divisional goals. While there are numerous examples of effective partnerships, such as the Loop Development Taskforce, the Student Welfare Taskforce and the University Center of Chicago Taskforce, two partnerships are being highlighted this year. These partnerships include the division's work with the First Year Program and on-going student enrollment issues. The goal of these two partnerships is to improve student success and retention.

1. First Year Program: Discover and Explore Chicago course activities are measured by the total number of student mentors and the total number of staff professionals who are hired and trained by the Office of Academic Enhancement to teach in the First Year Program. Course activities are also measured by the total number of experiential learning courses that are coordinated by the Office of Academic Enhancement and taught by Student Affairs staff members.

2. Course withdrawal and erasure activities are measured by the total number of student requests to withdraw from or erase a course grade, withdrawals and erasures granted and university partners with whom the Dean of Students Office works to facilitate this process.

Qualitative data that relates to this success factor was obtained through the following methods:
The Office of Academic Enhancement has collected written course evaluations from first year students in the Discover and Explore Chicago courses to determine the effectiveness of the Common Hour curriculum. The Dean of Students Office collected written feedback through an on-line survey from students participating in the university's course withdrawal or erasure process.

APPENDIX D: Scholarly Activities: Presentations and Publications

The following list of presentations and publications produced by Student Affairs staff members during the 2006-2007 academic year is an indication of the professional expertise that exists within the division.

A. Presentations

1. **Autumn Ayers, M.Ed., Office of Academic Enhancement,** presented "Inspiring Your Transfer Program" at the NODA Region V Conference.

2. **Kelly Brock, M.Ed., Athletic Academic Advising,** presented "A Blueprint for Continuing Education: Men's Basketball" at the National Association of Academic Advisors for Athletics National Convention.

3. **Kelly Brock, M.Ed., Jill Hollembeak, M.S., and Katie Walsh, M.A., Athletic Academic Advising,** co-presented "Academic Coaching Program" at the National Association of Academic Advisors for Athletics Region III Meetings.

4. **Karl Brooks, M.S., Student Leadership Institute,** facilitated or presented the following:
   - Facilitated the NASPA Region IV-E Mid Level Professional Institute.
   - "Interact, Influence and Inspire" at the CASHA Leadership Conference.
   - "Envisioning Success by Setting Smart Goals" at Drake University Donald V. Adams Annual Leadership Conference.
   - "Intentional Engagement: Current Trends and Opportunities for Developing Student Leaders" at the Associated Colleges of Illinois Statewide Leadership Conference.
   - "Engaging Your Journey of Life and Leadership" at Moraine Valley Community College.
   - "Facilitating Effective Meetings: Intentional Design and Strategic Tools" at the Council of Higher Education Management Associations National Annual Meeting.

5. **Karl Brooks, M.A., & Heather Shook, M.A., Student Leadership Institute,** presented "Intentional Engagement: Current Trends and Opportunities" at NASPA, Region IV-E.

6. **Joe Bruno, M.A., Residential Education,** presented "RA Stress" at the Chicago Area Small College Housing Association RA Conference.

7. **Joe Bruno, M.A., & Joe Timson, M.S., Residential Education** presented "Gruenhagen 101: Navigating OPE" at the Chicago Area Small College Housing Association RA Conference.

8. **Peggy Burke, Ph.D., Student Development & Ellen Meents-DeCaigny, A.B.D., Assessment and Research,** co-presented the following:
   - "An integrated Approach to Assessment in Student Affairs" at the NASPA International Assessment and Retention Conference.
   - "Developing a Culture of Assessment" at NASPA (IV-E) Regional.

9. **Edwin Darrel, M.Ed., Corban Sanchez, M.A., Joe Timson, M.S., & Chris Sowa, Residential Education**, co-presented "Let's Get Honest Abe" at the Great Lakes Association of College and University Housing Officers.

10. **Jim Doyle, Vice President for Student Affairs,** presented "Two Alternative Models for Student Housing" at the Society for College and University Planning's annual international conference.

11. **Jim Doyle, Vice President for Student Affairs,** co-presented "Avoiding the School of Hard Knocks: Acquiring the essential skills you'll need to become a successful chief student affairs officer" at the NASPA/ACPA Joint Meeting.

12. **Jim Doyle, Vice President for Student Affairs, Peggy Burke, Ph.D., Student Development, & Ellen Meents-DeCaigny, A.B.D., Assessment and Research,** co-presented "An Integrated Approach to Assessment in Student Affairs" at the NASPA/ACPA Joint Meeting.

13. **Shannon Greybar-Milliken, M.S., Student Life,** presented the following:
   - "The Job Search Process: How to Outwit and Outlast your Competition" at the Association of Fraternity Advisors Annual Meeting.
   - "The First 90 Days: New Professional Training" at the Association of Fraternity Advisors Annual Meeting.

- "Multicultural Greek Roundtable" at the Western Regional Greek Council Association Conference and Mid America Greek Conference Association Conference.
- "Alternative Pan-Hellenic Recruitment Styles" at the Western Regional Greek Council Association Conference.
- "NPC Recruitment Structures: Stories of Success and Triumph" at the Association of Fraternity Advisors Virtual Seminar Series.

14. **Kelly Gribbin, M.A., Office of Academic Enhancement,** presented the following:
    - "Socializing Early Career Student Life Professionals in Catholic Higher Education" at the NASPA Regional Conference.
    - "Understanding the Experiences and Development of the Allies to the GLBT Community" at the Women in Student Affairs Conference.

15. **Rufus Gonzales, Ph.D., University Counseling Services,** presented "Latino Resilience" at the American Psychological Association Diversity Challenge.

16. **Ellen Herion, M.Ed., Residential Education**, presented "Feminist Leadership in Student Affairs: A Critical Look at Scholarships and Practice" at the Women in Student Affairs Conference.

17. **Anissa Jones, Ed.D., Dean of Students,** presented the following:
    - "Infusing the Africentric Paradigm into K-12 Curriculum" at National-Louis University.
    - "Liberatory transformation of Self to Selfethnic: An Africentric Racial Identity Development Model" at the ACE Doctoral Forum, National-Louis University.

18. **Ann Marie Klotz, M.A., Residential Education,** presented the following:
    - "In Pursuit of Admiration" at the Great Lakes Association of College and University Housing Officers Conference.
    - "I really enjoy being a student leader, what do I do after graduation: Putting Your Skills to Work as an Educator in Student Affairs" at the Women in Student Affairs Conference.

16. **Mark Laboe, M.Div., University Ministry,** presented "Spiritual Development in College Students" at a workshop for DePaul Alumni/ Family Weekend.

17. **Jeff Lanfear. Psy.D., University Counseling Services**, presented "Work-Life Balance for Student Affairs Professionals" at a Student Affairs Professional Development Committee Session.

18. **Amy Ludwig, M.A., Student Life,** presented the following:
    - "Teaching Civic Skills at Faith-Based Institutions" at the Faith and Civic Engagement (FACE) Conference.
    - "Getting Your Team Together! Skills to help your organization get to the next level" at Triton College.

19. **Greg MacVarish, M.A., Dean of Students,** presented the following:
    - "Student Activism at a Catholic University" to a Loyola Graduate Class.
    - "Alcohol and College Students: A Case Study Project" to a Loyola Graduate Class.
    - "Heath Insurance Privacy and Portability Act" at a Student Affairs Professional Development Session.
    - "Dealing with Students in Crisis" to the School of Music at DePaul University.
    - Facilitated the Chronic Illness Initiative Symposium at DePaul University.

20. **Mark Manderino, M.S., Student Life,** presented the following:
    - "Got Ethics? How to be ethical in the decisions we make" at the Illinois Institute of Art Student Leadership Conference.
    - "Recruitment Boot Camp," to the Interfraternity Council at Purdue University.

21. **Art Munin, M.A., Dean of Students,** presented "White Privilege" at the following conferences and institutions:
    - Marquette University, North Central College, National Association for Multicultural Education, Mississippi University for Women, University of Minnesota, San Diego State University, ACPA/ NASPA Joint Conference, Dominican University, Concordia University, and Northern Illinois University.

22. **Karl Nass, M.A., University Ministry, Ellen Meents-DeCaigny, A.B.D., Assessment and Research, & Molly Andoling, Ph.D., Political Science**, co-presented "College Students, Faith and the Public Realm" at the DePaul FACE Conference.

23. **Siobhan O'Donoghue, M.Div. & M.S.W., University Ministry,** presented "An Interfaith Model for Reflection on Service and Civic Engagement" at the Faith and Civic Engagement Conference.

24. **Deb Schmidt-Rogers, M.Ed., Residential Education**, presented "A New Day in Residence Life: The Changing Dynamic of Paraprofessional and Professional Roles" at the National Association of Student Personnel Administrators (NASPA) IV-E Regional Conference.

26. **Heather Shook, M.A., Student Leadership Institute,** presented "Effective Leadership" at the ACUI Region 8 Conference.

27. **Heather Shook, M.A., & Shannon Howes, M.A., Student Leadership Institute,** presented "Empowering Female Student Leaders" at the Women in Student Affairs Conference.

28. **Georgianna Torres Reyes, M.Ed., Office of Multicultural Student Affairs,** presented the following:
    - "Diversity and Multicultural Retreats: Strengthening Human Relations through a Quality Leadership Experience" at the Race and Ethnicity in American Higher Education Conference.
    - "Our Time is Now" at the Multicultural Leadership Retreat.

29. **Darren Trongeau, M.A., Athletic Academic Advising,** presented the following:
    - "Laughter Breaking the Silence" at the Medieval Institute Conference on Laughter in and about the Middle Ages.
    - A "Panel Discussion" at the Sigma Tau Delta & English Graduate Student Association English/ Writing Center Fair.

B. Publications

1. **Kavita Ajmere, Ph.D., University Counseling Services,** published "Adolescent Depression Among Asian Americans" (chapter in publication).

2. **Anissa Jones, Ed.D., Dean of Students,** published "Liberatory transformation of Self to Self-ethnic: An Africentric Racial Identity Development Model."

3. **Art Munin, M.A., Dean of Students,** published "Empathy: Love the sinner, Hate the Sin" in *About Campus* (2007).

4. **Karl Nass, M.A., University Ministry, Ellen Meents-DeCaigny, A.B.D., Assessment and Research, & Molly Andolina, Ph.D. Political Science,** published "College Students, Faith and Public Realm" in the *Journal for College and Character* (2006).

5. **Ellen Meents-DeCaigny, A.B.D., Assessment & Research & Lance Kennedy-Phillips, Ph.D., South University,** published "A Mixed Methods Approach to Assessment in Student Affairs" in *Using Mixed Methods in Institutional Research* (2007).

6. **Georgianna Torres Reyes, M.Ed., Multicultural Student Affairs,** published "Persist: A Comprehensive Guide for Student Success in Higher Education" in the *ECMC Foundation* publication.