



2008 - 2009 ANNUAL REPORT

DIVISION OF  
STUDENT AFFAIRS

# STUDENT AFFAIRS 2008-2009 ANNUAL REPORT

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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 life-long, 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, psychosocial, 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, Empowerment and Inclusion:** 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, Empowerment and Inclusion include the Office of Multicultural Student Affairs, the Cultural Center and Diversity Education.
- 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, Student Life, and the Student Leadership Institute 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, Adult Student Affairs, the Productive Learning Strategies Program, the Office for Students with Disabilities and Veterans Affairs.
- 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 Campus Ministry 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 veteran 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 138 collaborative partnerships within the university community and 251 partnerships with organizations external to DePaul. Appendix B provides a complete list of external partners.

## SECTION B: 2008-2009 GOALS AND INITIATIVES

### I. Status Report

To better understand where the Division of Student Affairs has focused its efforts during the 2008-2009 academic year, the following status report outlines the primary accomplishments achieved in each area.

#### Goal I. Expand Divisional Research and Assessment Initiatives

1. Joined the Student Affairs Leadership Council of the Advisory Board Company, a research group that provides strategy research, best practice reports, and performance benchmarking related to higher education and Student Affairs.
2. Conducted a study on male student engagement and presented findings at one regional and two national conferences.
3. Conducted a study of the DePaul Leadership Scholars program.
4. Constituted a research team consisting of divisional members and institutional partners to oversee DePaul's participation in a national study of leadership.
5. Continued working with Institutional Research and Information Services to upload student involvement data into the University's data warehouse.

#### Goal II. Develop Short- and Long-Term Divisional Communications Plan

1. Created a divisional database to centralize data related to professional staff involvements and accomplishments.
2. Implemented a weekly divisional e-communication to streamline news and events information.
3. Presented Student Affairs student trends data to university partners.
4. Distributed Student Affairs news to DePaul publications' editors for possible consideration in future publications.
5. Constituted a new working group in Summer 2009 to continue work on the mydepaul.edu project.

#### Goal III. Planned staffing and facility changes for 2008-2009

1. Hired a part-time Muslim Chaplain to provide support and programs for DePaul's Muslim students.
2. Filled four of five director vacancies: Director of Multicultural Student Affairs, Director of the Student Leadership Institute, Director of the Cultural Center and Director of Academic Enhancement.
3. Hired two staff psychologists, a social worker, a drug and alcohol specialist and a part-time psychiatrist in response to the Student Welfare Report.
4. While a long-term Loop campus space plan was not fully

developed, the Loop partners held a retreat to discuss Loop campus needs and develop recommendations.

#### Goal IV. Continue work on the Division's six focus areas related to the University's Vision Twenty12 Plan

##### 1. Diversity (University Goal 3)

- a) Implemented a Diversity Taskforce that resulted in the development of a comprehensive strategic plan for the Diversity, Empowerment and Inclusion area.
- b) Developed a new vision and strategies for the Offices of Diversity Education, Multicultural Student Affairs and the Cultural Center.
- c) Fully implemented the Men of Color Initiative.

##### 2. Enhancing Campus Life (University Goal 2)

- a) Continued to expand programming and services targeted towards commuter students.
- b) Extended and enhanced Welcome Week activities resulting in increased student participation.
- c) Implemented two new Living and Learning Communities.
- d) Increased the number of registered graduate student organizations to forty-eight.

##### 3. University Ministry (University Goal 6)

- a) Continued to integrate mission, vision and outcomes across all areas of University Ministry to achieve organizational clarity and effectiveness.
- b) Expanded ministry programs targeted toward faculty and staff such as retreats focused on individual spiritual development and professional development programs focused on understanding students' religious and spiritual lives.
- c) Implemented regular service opportunities for staff and faculty.
- d) Completed a benchmarking study focused on inter-religious and ecumenical ministry programs across the country.

##### 4. Socially Responsible Leadership (University Goal 2)

- a) Implemented a comprehensive educational program pertaining to the election year resulting in over 1400 students being registered to vote.
- b) Hosted the second Faith, Justice and Civic Learning regional conference in June 2009.
- c) Implemented the third year cohort of the DePaul Leadership Scholars Program through the collaborative efforts of University Ministry and the Student Leadership Institute.

## 5. Student Success (University Goal 2)

- a) Collaborated with Academic Affairs to implement the on-line Academic Progress Reporting system developed to serve as an early warning for first year students who may be struggling academically.
- b) Contributed to the re-design of the Bridge Program in preparation for Summer 2009.
- c) Continued to play an active role in the development of the university's retention initiative and provided leadership regarding student engagement and student success initiatives.
- d) Reviewed the current mission and scope of the Office of Multicultural Student Affairs and identified a set of strategies to better support students of color.
- e) Fully implemented the on-line orientation program for students who cannot attend a regularly scheduled orientation program and for distance learners.
- f) Implemented monthly orientation opportunities for new undergraduate students.
- g) Enhanced programs and services for transfer students.
- h) Fully implemented the on-line student organization management tool to improve outreach and communication and enhance accuracy of information.

## 6. Student Welfare (University Goal 2)

- a) Developed, funded and implemented a Veterans Affairs office to assist veterans in transitioning into the university, accessing university services and programs, and connecting with community resources.
- b) Completed an outreach series to further educate staff and faculty in the colleges and schools regarding available student support services.
- c) The newly hired Social Worker developed and implemented a plan to better connect students to community social service resources and developed a stronger network of university services to improve awareness and access.
- d) The newly hired Alcohol and Drug Specialist implemented the BASIC's alcohol intervention program and trained staff and student leaders to serve as resources for the program.
- e) Expanded programs and services for Loop students.

## II. Vision Twenty12 Activities to Date (2006-2009)

The following is a list of activities designed and implemented by the Division of Student Affairs over the past three years to assist the University in achieving its Vision Twenty12 goals.

### A. Socially Responsible Leadership (University Goal 2a & b)

- Implemented a Socially Responsible Leadership initiative that included facilitating a university wide forum focused on pedagogical strategies to develop socially responsible leadership,

training 400 students using the newly developed Socially Responsible Leader curriculum, and implementing a Graduation Pledge for Social Responsibility.

- Launched the Voices Project in Fall 2007. The Voices Project uses a documentary-like film of DePaul student voices discussing social responsibility in their lives to jump-start classroom conversations in Chicago Quarter courses.
- Implemented the DePaul Leadership Scholars Program, a developmental leadership process that engages students in community service activities, leadership development programs and community building opportunities.
- Implemented a comprehensive educational program pertaining to the election year resulting in over 1400 students being registered to vote.
- Hosted the first bi-annual Faith and Civic Engagement (FACE) conference which included 160 participants and 50 regional, national and international institutions and received broad acclaim for leading the conversation on the connection between faith and civic engagement or service. In June, 2009, the division hosted a second regional conference on Faith, Justice and Civic Learning which included 123 participants and 24 regional and national institutions, as well as Campus Compact representatives.
- University Ministry developed a Catholic Social Teaching curriculum which was introduced in Steans Center courses to students working in Catholic schools.

### B. Student Support and Programming (University Goal 2c)

- Developed and implemented the Men of Color Initiative to provide support and a sense of community for men of color at DePaul with the goal of assisting them in achieving their academic and personal goals.
- Retooled new student orientation programs to address academic enhancement with an emphasis on holistic advising, curriculum overviews and DePaul's core values and learning opportunities.
- Implemented monthly orientation programs and on-line orientation sessions for late admits, adult students, and students who cannot attend on-campus sessions.
- Enhanced services for transfer students through the development of a transfer newsletter, a transfer section of Discover Chicago, and community building programs.

- Expanded student engagement opportunities for commuter students through restructuring the Commuter Activities Board, redesigning the commuter website, implementing weekly commuter podcasts, and publishing an off-campus housing guide.
- Enhanced the campus programming model through partnerships with Campus Recreation, Student Centers and Athletics to improve coordination of campus events and increase student engagement.
- Established 2 new Living and Learning Communities to enhance residential student learning.
- Developed, funded and fully implemented a Veterans Affairs Office.

#### **C. Student Support and Programming (University Goal 2d)**

- Implemented an on-line student organization management tool (Demon Direct) in April 2008 to improve outreach and communication to organization members and to ensure accuracy of membership information.
- Contributed to the re-design of DePaul's Bridge program implemented Summer 2009.
- Collaborated with Academic Affairs to implement the on-line Academic Progress Reporting system in Fall 2009 to collect mid-term grades and feedback from faculty to support first year student academic success.
- University Ministry implemented a new organizational structure to include a full-time Residence Hall Minister and a Protestant Christian Minister. In addition, a Protestant Christian Student Leadership Board was created to enable coordination, oversight and support of Protestant Christian organizations.

#### **D. Student Welfare (University Goal 2d)**

- Implemented a strategic plan based on the University's Mental Health review (2007). As a result, Counseling Services added two psychologists and a part-time psychiatrist, and the Dean of Student Office added a drug and alcohol specialist and a social worker. This plan also included additional program support for the 2008-2009 academic year.

- Centralized and integrated services to support student welfare through the Student Center third floor build-out which involved re-locating University Counseling Services, the Productive Learning Strategies Office (PLuS), and the Office for Students with Disabilities, as well as expanded space for Academic Enhancement, and newly created space for the Student Affairs central office.
- Completed the Student Advocacy and Welfare outreach series to further educate staff and faculty in the colleges and schools regarding available student support services.

#### **E. Diversity (University Goal 3)**

- Implemented a Diversity Taskforce that resulted in the development of a comprehensive strategic plan for the area, including a new vision and strategies for the Offices of Diversity Education, Multicultural Student Affairs and the Cultural Center.
- University Ministry hired a part-time Muslim Chaplain to provide support for DePaul's Muslim students.

#### **F. Catholic Identity (University Goal 6)**

- University Ministry implemented the "Thursdays with Vincent" and "Lunch with Vincent" programs to help faculty and staff gain a deeper understanding of the mission, particularly Vincentian spirituality. University Ministry also implemented "DePaul Mondays," a weekly service opportunity for faculty and staff to serve those in need.
- University Ministry hired two new staff members to enhance programs and services for DePaul community members who identify as Catholic or want to learn more about Catholicism.



## SECTION C: 2009–2010 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*

- There is an increasing complexity of student mental health issues (Gallagher, 2006; Kadison & DiGeronmino, 2004). Newly released data continues to support the national trend toward an increase in students with learning disabilities and mental health issues as an area of concern.
  - o 33% of students report stress as a health impediment.
  - o 16% report relationship difficulty and nearly 19% report concern for a family member or friend.
  - o 14% of women report being in an emotionally abusive relationship.
  - o 27.3% of students felt so depressed that it was difficult to function 1 – 4 times in the last year. (American College Health Association, 2008)
- 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, et al., 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.

##### *DePaul Trends*

- Complicated mental health issues reinforce the University's decision to hire a Social Worker as a community resource specialist. In the 2008–2009 year, there were ten reports of nine students who were hospitalized for serious mental health issues. Many of these incidents resulted in significant collaborations with the Community Resource Specialist.

- Student health and welfare is a major focus of Divisional strategic planning. Concern about mental health issues impacting university business appears to be widespread across campus among Student Affairs and Academic Affairs leaders alike.
- Demand for counseling services continues to grow even as students present with more urgent and complex problems. 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 and Northern Illinois University campus shootings, as well as stated Divisional priorities.
- Demand for counseling services continues to be high. University Counseling Services delivered 5079 individual and group counseling sessions for the 2008–2009 academic year. The more visible location of the counseling center in the Lincoln Park Student Center, as well as the increase in outreach to campus partners, could be contributing to a 29% increase in utilization over the past year.
- One recent trend is that nearly a third of University Counseling clients are now referred by Faculty or Staff. In addition, parents and friends are the referral sources for another 14% of clients (5% and 9% respectively). In the past, more than 90% of our client population has been self-referred. Waitlists were not as long this year with the addition of new staff members and the expansion of the clinical training program.
- There were an unprecedented number of student suicidal gestures (primarily residential students) during fall 2008. University Counseling Services has doubled efforts to reach out to residence hall students, communicate services to them and train Resident Assistants how to recognize and refer distressed and potentially at-risk students. University Counseling Services now has a designated staff member who serves as a liaison to Residential Education, including monthly attendance at Residence Director staff meetings.
- For the first time, University Counseling Services launched the provision of psychiatric services in September 2008. One hundred and thirteen students have received psychiatric evaluations. Many of these students have received care here, while others have been connected to



community resources. Many students who previously had to be referred off-campus for psychiatric services are now able to make the link much more successfully and with more positive treatment outcomes (especially salient with the quarter system).

- Staff ratios have improved greatly with the addition of 2 additional staff psychologists and a consulting psychiatrist. University Counseling Services remains a lean staff when compared to recommended counselor to student ratios. Therefore, keeping up with the flow of traffic is a formidable challenge. Through maximizing efficiencies and utilizing a new state-of-the-art counseling center software management system (Titanium), Counseling Services has been able to keep wait lists at a minimum.
- University Counseling Services has a strong partnership with the Dean of Students Office and the Productive Learning Strategies program in the Student Advocacy and Welfare (S.A.W.) initiative. These departments have conducted faculty and staff trainings for all colleges and schools on how to recognize and refer distressed and distressing students.
- University Counseling Services has experienced an increase in walk-in/crisis activity. During the 2008-2009 year there were 270 walk-in/crisis visits. Walk-ins are especially high at the Lincoln Park Campus office.
- University Counseling Services produced a standardized mental health and wellness curriculum for First Year Programs. As a major outreach initiative, students participating in the first year program were exposed to important health information on how to recognize the signs and symptoms of distress in themselves and their peers, how to maximize resiliency so as to fully benefit from the college experience, and how to make use of counseling center resources as necessary.

## 2. Student alcohol use and abuse

### *National Trends*

- The data suggests that alcohol is still a trend worth paying attention to at the national level. Although binge drinking has remained steady in recent years at 44%, more students are engaging in frequent (and more toxic) binge drinking (Wechsler, 2001). In the 2008 American College Health Association survey 26.1% of students report having 5 – 8 drinks the last time

they drank and 11.8 % report having 9 or more drinks the last time they drank.

- Institutions of Higher Education are establishing proactive approaches to screen first year students for substance use problems and amnesty policies to reduce the likelihood that students will decline to obtain help for a peer for fear of punishment.

### *DePaul Trends*

- While the number of alcohol incidents once again rose during the 2008-2009 year, the number of repeat offenders in the area of alcohol continued to fall.
- There was a marked increase in the number of students who were transported to the hospital for over-drinking (from 18 in 2007/2008 to 32 in 2008/2009). Of the 32 transports, all but one transport was a result of drinking at an off campus house party.

## 3. Increase in students with learning disabilities

### *National Trends*

- There is a changing landscape of student populations with disabilities entering higher education. Disorders that were once considered 'low incidence' disabilities, such as autism, Attention Deficit/Hyperactivity Disorder (AD/HD), and mental health disorders, are now becoming 'high incidence' disabilities.
- There has been concern that the rate of autism is increasing, but recent data from the National Health Interview surveys does not confirm this. Asperger Syndrome is more prevalent today than it was a decade ago, but the rates of the disorder appear to be flattening out. There are continuing and new concerns about students living with learning disabilities, including the effects of long-term stress and the internalization of feelings of fear, self-doubt, and extreme self-criticism.

### *DePaul Trends*

- Although the majority of new Productive Learning Strategies (PLuS) students are diagnosed with learning disabilities, we have seen a significant rise in the diagnosis of Attention Deficit/Hyperactivity Disorder (AD/HD) and mental health disorders. If the primary disorder is AD/HD, PLuS services that student, while a student with a primary diagnosis of mental health disorders is serviced by the Office of Students with

Disabilities. However, the frequent comorbidity of these two disorders makes it difficult to identify the best service placement for these students.

- Students on the autism spectrum are still very much a part of PLuS enrollment, but they are a small percentage of the overall enrollment, and PLuS has been able to provide beneficial services for them.
- In the past few years, the PLuS program has seen an increase in students with Asperger Syndrome, a diagnosis on the high end of autism characterized (in very general terms) by lack of social skills and behavioral oddities. However, new enrollees and inquiries for future PLuS enrollment specific to this disorder are more towards the general autism spectrum and pervasive developmental disorder.
- Increasing numbers of PLuS students have critical emotional problems to deal with, whether related to learning disabilities, Asperger Syndrome, AD/HD or other diagnoses, resulting in high level stress and anxiety for the students and oftentimes severe disruptive behavior in classes. Associated medication for these disabilities and changing medication protocols have caused severe imbalances in students' functioning which negatively impacts their ability to function and adequately deal with their academics, social life or life in general.
- DePaul's enrollment of students with learning disabilities and/or AD/HD is steadily increasing. During 2006-2007 there was a 17% increase over the previous year, and in 2007-2008 there was a 33% increase. In 2008-2009 approximately 135 students were enrolled which was a 20% increase over last year.
- An increase in exam proctoring (from 1,154 in 2007-08 to 1,370 in 2008-2009) is impacting the PLuS office. With the 2009-2010 changes in exam scheduling, the PLuS office anticipates an even more intensive exam proctoring schedule.
- Although PLuS regularly consults with Loop campus faculty, there is a concern that PLuS services (student/faculty consultation & exam proctoring) are not sufficient for the Loop campus. With three undergraduate colleges now located on the Loop campus it is important to investigate Loop campus services, especially since a large percentage of PLuS students are enrolled in the College of Communication.

#### **4. Continued concern for men of color and their persistence to graduation**

##### *National Trends*

- Recent national and institutional research indicates that enrollment, retention and graduation rates of men of color lag significantly behind other representative groups at the university level. Nationwide, women of color are much more represented on our college campuses than men. Sixty-four percent of African American undergraduates are women in contrast to only 35.8% African American men. Fifty-eight percent of Latino/a undergraduates are women in contrast to 42.1% men (Cuyjet, 2006).

##### *DePaul Trends*

- At DePaul 33% of African Americans are men and 39% of Latino/as are men. Given the overall ratios of African Americans and Latino/as in DePaul's undergraduate population, this means that only 3% of undergraduates are African American men and 5% of undergraduates are Latinos (DePaul Institutional Planning and Research Factfile). African American and Latino males graduate at a lower rate than any related grouping (Asian American males, etc.). Even controlling for attrition, African American and Latino males retain at almost a 20% lower rate than the DePaul University student composite after four years.
- In the past four graduating classes roughly 1 in 3 African American males and about 1 in 2 Latinos who enrolled at DePaul as freshmen graduate from DePaul in six years.
- According to the Integrated Postsecondary Education Data set, the 2006 sixth year graduation rates for African American men and Latinos (the 2000 cohort) DePaul tied for twenty-first place among its Catholic peers in the rate of graduation of African American men (a ranking of eighteenth for African American women). DePaul tied for twentieth place among its Catholic peers in the graduation of Latinos (a ranking of nineteenth for Latinas).

#### **5. Increased use of social networking communities**

##### *National Trends*

- Anonymous chat communities such as Juicy Campus have begun to permeate campuses across the country. Students' ability to post any comment without identifying themselves has challenged even the most creative judicial officer (Young, 2008).

- 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).

#### *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. Numerous Student Affairs departments use Facebook to communicate with students and advertise events. University Ministry, for example, created Facebook pages to communicate with service organization members.
- In collaboration with Enrollment Management and Marketing, Student Affairs has created an on-line community for DePaul parents called “the Quad.” On the site, parents can chat with one another, attend virtual workshops, read university updates and receive programming and event information.
- The Division of Student Affairs has joined DePaul’s Social Networking committee and is currently considering new ways to utilize on-line communities and networking sites.

### **6. Parent involvement**

#### *National Trend*

- Parental involvement has allegedly continued to increase and led to institutions developing new relationships with parents that impact most of Student Affairs. Members of this college generation have strong relationships with their parents and the resulting helicopter parents have impacted residence life and other areas across the country. Some recent reports, however, indicate this may be the exception rather than the rule.

#### *DePaul Trend*

- Parent and family involvement in orientation and family orientated programs continues to increase yearly. From 2007 to 2008, there was an increase of 1,000 and 800 family members attending Premiere and Transition DePaul, respectively. Additionally, attendance for Family Weekend grew by approximately 450 registrants in the past year.

- Residential Education believes that parents continue to be active in the lives of their sons and daughters. Even though Residential Education did not have an opportunity to speak separately to all parents during summer orientation in 2008 and the Director did not provide the direct phone number of her office, parental contacts still increased from 118 to 178. It is also important to note that this is the first year a parent or guardian called following the receipt of a parental notification letter.

### **7. Increased focus on faith, spirituality and higher education**

#### *National Trends*

- There are an increasing number of initiatives, programs and organizations nationally focused on building cooperative interfaith dialogue and action, as well as a growing openness and desire to create hospitable shared spaces. Islamic chaplaincy is a relatively new “field” professionally in higher education and beyond.
- A major survey by the Pew Forum on Religion and Public Life finds that most Americans have a non-dogmatic approach to faith. A strong majority of those who are affiliated with a religion, including majorities of nearly every religious tradition, do not believe their religion is the only way to salvation. And almost the same number believes that there is more than one true way to interpret the teachings of their religion.
- Large survey data seems to suggest that young adults tend to move away from traditional religious practices, yet remain spiritually interested and active. However, in reality the data is more complex than that and is quite mixed and often times contradictory. What does appear evident in most all cases is that religious and spiritual issues tend to become “eclipsed” during the young adult or college years, as other issues rise higher in significance to them during this time.
- Over the last several years, and recently, as evidenced by the National Association of Student Personnel Administrators, the Association of College Personnel Administrators, and other conferences and proceedings, there is a growing interest and study of college student spiritual development. Public as well as private, religious schools see the issue as relevant and significant, especially since Higher Education Research Institutes’ (H.E.R.I.) landmark Spirituality Study data was first presented in the fall of 2004.

### *DePaul Trends*

- In order to create a more hospitable space for Muslim students and to continue to foster inter-faith dialogue among religious groups, University Ministry hired a part-time Muslim Chaplain.
- The Faith and Civic Engagement (FACE) Project at DePaul has collected a third 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.
- According to three years (2006, 2007, 2008) of FACE survey results:
  - o DePaul students are somewhat more likely than the national norm to say it is important to them that DePaul encourages the personal expression of spirituality (57% as compared to the H.E.R.I. Spirituality Study, 48%).
  - o Approximately half of DePaul students (47%) suggest that it is important to them that DePaul provide venues for sharing on faith experience and traditions and encourages the personal expression of faith (49%).
  - o DePaul students are reflective of the national norm in saying that they have discussed religion or spirituality with friends (92%) and family (88%) (H.E.R.I. Study, 80%, 76% occasionally or frequently). However, only 30% of DePaul students say they have discussed religion or spirituality in campus organizations.
  - o Approximately 59% of DePaul students say that religion is very important or fairly important in their life.
  - o DePaul students appear to be fairly consistent with the national norm in saying that they believe in God (approximately 75%, as compared to 79% in the H.E.R.I. Study) and that they pray (73%, as compared to 69% in H.E.R.I. Study).
- According to FACE data, DePaul students tend to be more likely than students at DePaul's national Catholic peer institutions to say:
  - o It is important to help others in difficulty (80% DePaul to 66% national Catholic).
  - o It is important to participate in a community action plan (46% DePaul to 26% national Catholic).
  - o It is important to become a community leader (39% DePaul to 35% national Catholic).

- o It is important to keep up to date with political affairs (64% DePaul to 30% national Catholic).
- o It is important to influence the political structure (43% DePaul to 19% national Catholic).
- o They have worked together informally with someone or some group to solve a problem in the community where they live (46% DePaul to 22% national Catholic).
- o They have NOT bought something from a certain company (buy-cotting) because they disagreed with the social or political values of the company that produced it (65% DePaul to 38% national Catholic).

## **8. Increased focus on socially responsible leadership**

### *National Trends*

- There continues to be a focus on developing research articles based on the Multi-Institutional Study of Leadership, which is centered on the Socially Responsible Leadership Scale (SRLS). New scales on racial efficacy and social perspective-taking were added to the instrument. New articles from John Dugan, a national leader in this research, and his colleagues include: College Student Capacity for Socially Responsible Leadership: Understanding Norms and Influences of Race, Gender, and Sexual Orientation (NASPA Journal, 2008, Vol. 45, no. 4); Understanding Commuter Student Self-efficacy for Leadership: A Within Group Analysis (NASPA Journal, 2008, Vol. 45, no. 2); and Exploring Relationships Between Fraternity and Sorority Membership and Socially Responsible Leadership (The Research Journal of the Association of Fraternity Advisors, Vol. 3, Iss. 2).
- Susan Komives, a leading researcher in college student leadership development, published a new book, *Leadership for a Better World: Understanding the Social Change Model of Leadership Development*. This book brings continued and reinforced attention to the Social Change Model of Leadership. Two DePaul students are featured in this text, both of whom have had significant connections with Student Leadership Institute programs and staff.
- The Association of American Colleges and Universities will host a national conference, titled Educating for Personal and Social Responsibility: Deepening Student and Campus Commitments, in October of 2009, in Minneapolis, Minnesota.

## DePaul Trends

- DePaul University participated in the Multi-institutional Study of Leadership. Results will be shared with the university during the 2009-2010 academic year.
- The Student Affairs Leadership Training for student leaders was once again centered on the Socially Responsible Leader framework that was developed by DePaul University faculty and staff.
- The Student Leadership Institute developed a new mission statement with Socially Responsible Leadership at its core.
- The Coalition for Socially Responsible Leadership ("Mission Coalition") was revived. This group features individuals from areas across the university interested in creating a resource for our students similar to the TERP Impact at the University of Maryland, College Park. A significant amount of attention was given to exploring how Vincentian spirituality connects with the Socially Responsible Leadership framework.
- The 2008 and 2009 graduating seniors were offered the opportunity to take a Graduation Pledge for Social Responsibility.

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## II. 2009-2010 Divisional Priorities

### Goal I. Expand Divisional *Research and Assessment* Initiatives

- a. Develop and implement a **Student Affairs program review process** that meets the needs of the division.
- b. Develop **divisional student learning outcomes** to further strengthen divisional assessment efforts.
- c. Develop a **bi-annual assessment on campus climate** through a partnership between the Human Dignity Committee and the Office of Institutional Planning and Research.
- d. Develop a **portrait of student leadership at DePaul** and analyze DePaul's strengths and weaknesses in developing Socially Responsible Leaders by using findings of the Multi-Institutional Study of Leadership and other institutional survey data.
- e. Analyze existing data regarding **spiritual and religious beliefs and practices of DePaul students** to assist University Ministry in programming and to share with the DePaul community at large.
- f. Finalize the results of Student Affairs portion of the **University Compensation Study**.
- g. Develop a **standardized position description and equitable compensation package** for **graduate assistant positions** in Student Affairs.
- h. Develop and implement a **metrics and assessment plan for the Student Affairs VISION Twenty12 initiatives**.
- i. **Develop a comprehensive Student Affairs fundraising plan** targeting annual giving and alumni of select student organizations.

### Goal II. Develop Short- and Long-Term Divisional *Communications Plan*

- a. Complete the **mydepaul.edu project**.
- b. Complete the **Student Affairs website redesign project**.
- c. Explore and implement appropriate **social networking strategies** to enhance communications and engagement with students.
- d. Develop a **collaborative relationship** with the new **Vice President for Public Relations and Communications**.
- e. **Develop a comprehensive plan for parent and family services, programs, and communications**.

### Goal III. Planned *staffing and facility changes* for 2009-2010

- a. **Expand University Counseling Services Advanced Practicum Program** to accommodate ten trainees and develop a **pre-doctoral internship program** to accommodate an increase in student demand.
- b. Create a **Loop campus presence for the Productive Learning Strategies Program (PLuS)** to provide

opportunities for faculty, staff and students to meet with PLuS staff for consultation.

- c. **Transition the Catholic Campus Ministries Team** to the Student Center first floor.

### Goal IV. Raise institutional awareness and commitment in support of *Student Engagement*

- a. Develop an institutional plan regarding student engagement to create consistent experiences and opportunities that contribute to student success and build affinity.

### Goal V. Continue work on the Division's six focus areas related to the University's *VISION Twenty12 Plan*

#### 1. Diversity (University Goal 3)

- a. **Develop a series of diversity and culture programs** through collaborative efforts with the Office of Diversity Education and other key university partners.
- b. Partner with Academic Colleges to implement a modified **Human Dignity Committee**.
- c. Work collaboratively with other Centers and academic programs to become a **clearinghouse for cultural programming information**.
- d. **Develop relationships with Chicago's cultural institutions** for cross-promotion of programs and collaborations.

#### 2. Enhancing Campus Life (University Goal 2)

- a. **Develop a leadership training series for student employees** in conjunction with the Office of Student Employment with a focus on social responsibility.
- b. **Re-evaluate student learning outcomes for resident students** in order to develop a new curricular-based programming model.

#### 3. University Ministry (University Goal 6)

- a. Implement an effective **collaborative model for St. Vincent de Paul Parish and DePaul**.
- b. **Improve collaborative planning and programming between DePaul and the St. Vincent Parish** in support of a vibrant young adult community involving students and parishioners.
- c. **Expand the number of students involved in service** by increasing the number of opportunities for community service.
- d. **Advance interfaith dialogues** by implementing an interfaith student leadership council, and increasing interfaith programs among religious student organizations.



#### 4. Socially Responsible Leadership (University Goal 2)

- a. **Explore ways to create more leadership development opportunities**, through the collaborative efforts of Student Life and the Student Leadership Institute, that promote student organization leaders' ability to lead their organizations with a deeper understanding of the intersection of socially responsible leadership and group development.
- b. **Implement a comprehensive Student Life intern program** to deliver socially responsible leadership workshops, training and program planning resources to student organization members.
- c. **Conduct meetings with faculty and academic program chairs** to identify connections between the socially responsible leadership framework and Liberal Studies core curriculum.
- d. Implement programs to **enhance resident student awareness and understanding of green practices and sustainability**.

#### 5. Student Success (University Goal 2)

- a. **Develop a strategic plan for a comprehensive four year DePaul experience** to improve student success, engagement and affinity.
- b. **Conduct a program review of transition and welcome programs** for all new students including first year, transfer, adult and online in order to improve students' transition and integration into the university community.
- c. **Partner with the New Adult Enrollment Center** to establish a stronger relationship with the Adult Student Affairs Office.
- d. **Implement phase two of the Men of Color Initiative**, expanding the program to engage sophomore, junior, and senior men of color.
- e. Build partnerships between the Office of Multicultural Student Affairs (OMSA) and the First Year Academic Success (FYAS) program in order to **pair FYAS students with OMSA peer mentors for their first year at DePaul**.
- f. Partner with Enrollment Management and Marketing to **conduct a summer call campaign for all incoming first-year students of color and their families** in order to build affinity with the Office of Multicultural Student Affairs and enroll students in the Students Together Reaching for Success (STARS) program.
- g. **Develop a sophomore success program for students of color** to foster self-reflection regarding future vocation decisions.

#### 6. Student Welfare (University Goal 2)

- a. Create a **comprehensive Sexual Wellness strategic plan**.
- b. Develop a **comprehensive strategic plan** addressing the range of services and programs provided by the **Student Affairs Prevention Specialist areas including a comprehensive on-line student welfare support site**.
- c. **Enhance relationships with the most frequently used community referral sources and explore alternative options** in order to facilitate effective referrals for clients of University Counseling Services.
- d. **Implement new triage system in University Counseling Services (UCS)** to more effectively and quickly screen high risk students and best utilize UCS resources.
- e. Develop a **strategic plan to support returning veterans** addressing organizational alignment, location of office, range of services and programs and partnerships with other university services.
- f. **Expand outreach efforts regarding services available for students with learning disabilities** to maximize the number of students utilizing services.

## SECTION D: ASSESSMENT ACTIVITIES

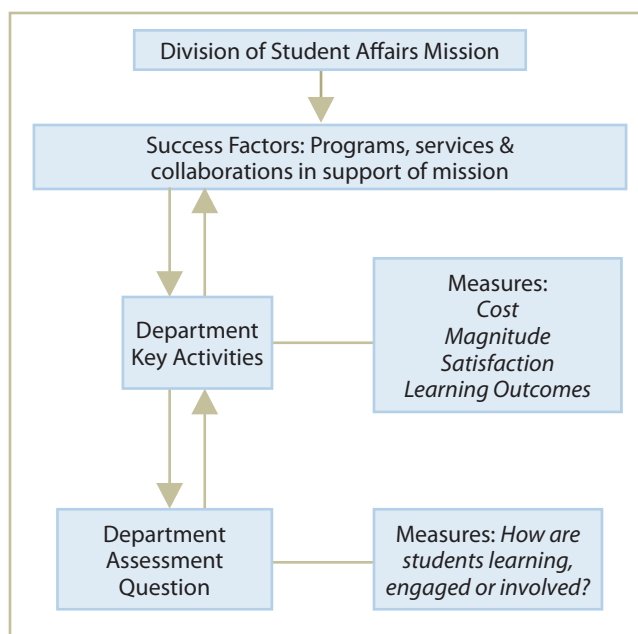
### I. Overview

The division has completed year five 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, 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	06-07	07-08	08-09
1. Residential Education	Programs	1704	740	634
2. Religious/Spiritual	Programs	926	1098	1607
3. Diversity/Cultural	Programs	138	29	45
4. Student Development	Programs	252	280	291
	Student Organizations	183	192	222
	Student Organization Members	2994	3214	3545

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	06-07	07-08	08-09
5. Level I Programs	Programs	14	22	108
	Participants	24637	30856	44561
6. Level II Programs	Programs	1202	868	1506
	Participants	38241	34228	29951
7. Level III Programs	Programs	2233	1501	1643

**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	06-07	07-08	08-09
1. Student Disciplinary Cases	Code/Policy Violations	622	826	434
	Students	1323	1060	1278
2. Crisis Emergency Response	Cases/Crises	199	223	270
	On-Duty Pages	332	341	463
3. Counseling Sessions	Students	757	895	* 879
	Number of Kept Appointments	3250	3344	* 5079

\* The 2008-2009 data represents individual and group counseling whereas 2006-2008 represents only individual counseling.

**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	06-07	07-08	08-09
1. University-Wide One Day Service Experiences	Programs	3	3	2
	Total Participation	2025	2025	2262
	Volunteer Hours	8100	8100	9048
2. Immersion Experiences	Programs	16	19	17
	Total Participation	146	165	168
	Volunteer Hours	6082	3300	3720
3. Recurring/Ongoing Service Experiences	Programs	480	640	759
	Participants Per Week	153	156	243
	Unique Participants	313	636	993
	Volunteer Hours	11454	14040	21870

**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	06-07	07-08	08-09
1. Training external to DePaul	Conferences Attended	60	57	61
2. Student Staff	Student Staff Hourly Positions	108	86	57
	Student Leader Positions	330	506	552

**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) and social events (Involvement Fairs, Homecoming, Fest, etc.).

Activities	Measures	06-07	07-08	08-09
1. DePaul Community Celebrations	Total Celebrations	49	22	29
	Attendees	22659	19563	32523
2. Student Recognition Programs	Programs	18	11	9
	Attendees	1193	867	1211

**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	06-07	07-08	08-09
1. First Year Program: Discover & Explore Course Delivery	Student Mentors	103	107	110
	Staff Professionals	76	90	65
	Experiential Courses Taught by Student Affairs Professionals	17	18	10
	Total Requests	172	224	260
2. Course Withdrawal & Erasure Process	Course Withdrawals Granted	22	18	110
	Course Erasures Granted	90	177	123
	Internal Partners	11	11	11

### III. Assessment Results

**The goal of the Student Affairs assessment initiative is to understand how students are learning, engaged or involved in services and programs provided by the division. During the 2008-2009 academic year each department posed one or more questions for assessment.** 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. All current and past Student Affairs assessment reports can be located through DePaul's Student Affairs Web site at [www.studentaffairs.depaul.edu](http://www.studentaffairs.depaul.edu).

#### A. Assessment Reports

**1. Productive Learning Strategies Program (PLuS):** PLuS completed a benchmark project to assess trends and best practices in programs that serve college students with learning disabilities (LD), attention deficit/hyperactivity disorder (AD/HD), and traumatic brain injury (TBI). The Education Advisory Board of the Student Affairs Leadership Council in Washington, D.C. assisted with the project by conducting a literature review. PLuS administered a standardized telephone survey to disability offices of 11 benchmark institutions. The goal was to validate current PLuS programs and aid in future program planning.

PLuS found the following:

- An increasing number of students are served by special education programs.
- Recent data does not support current concerns of increased incidences of autism.
- LD/ADHD students have difficulty transitioning to postsecondary education.
- LD is the most common disability among students receiving accommodations in higher education.
- Students with ADHD must exhibit significant impairment in performance of daily functions in order to receive reasonable accommodations.
- Traumatic Brain Injury (TBI) involves psychological trauma and concurrent psychological counseling may be indicated.
- Almost all disability offices surveyed indicated an increased prevalence of students with ADHD.
- TBI and Autism were the least prevalent disabilities.
- Psychological disorders have increased significantly, and mental health issues were the largest concern of the people surveyed.
- Great variability exists in required documentation or proof of a learning disability and methods of exam proctoring.
- Diagnostic testing is generally not offered through disability services.
- Ten of eleven universities did not have programs tailored to students with Autism disorders.
- Most universities do not have stand alone programs for students with LD.
- Most universities are increasing communication with their veteran's office or association on campus and in the community.
- No one model program exists for students with LD/ADHD.

As a result of the assessment, the PLuS program will plan for a higher number of student veterans with Post Traumatic Stress Disorder (PTSD), consider providing compensation for note-takers, align criteria for enrollment and issuing of accommodations with other universities and legislation, plan for inclusion of Electronic Assistive Technologies in the program, and provide more psychological support and coaching services.

**2. Residential Education (RE):** RE completed a project to assess what students learned after excessive alcohol consumption necessitated medical transport. RE's goal was to better understand why students drink excessively. As part of a judicial referral and a meeting with one of the management staff of Residential Education, students

were asked to write a four to five page reflection paper on a series of standard questions. RE found that these students do not understand how much alcohol is too much, they drank on an empty stomach and in a state of exhaustion, they did not feel connected to DePaul, they felt left out, they easily obtained alcohol, and they were worried about disappointing their parents as a result of the incident.

As a result of the assessment, RE is considering developing a print campaign, will increase opportunities for student engagement during the Fall quarter, extend Blue Demon Days, encourage and increase early parental involvement, refer transported students to the office of the Substance Abuse Specialist, and develop a reflective portion of the Chicago quarter that allows students to relate their experiences to the MyStudentBody online tool.

**3. Student Leadership Institute (SLI):** SLI completed a project to assess how participants in the DePaul Leadership Scholars Program (DLS) perceive the Socially Responsible Leader (SRL) Model. Individual, thirty-minute interviews were completed with six, randomly sampled students from the three existing cohorts. SLI's goal was to determine how these students define Socially Responsible Leadership, how they developed this definition, and how their definition aligns with DePaul's definition. SLI found that the students' definition of SRL was consistent with the definition of SRL provided by DePaul in the "What does DePaul mean by a 'socially responsible leader'?" document. SRL perceptions were consistent with the five broad categories of SRL, but most students focused on one or two of these categories. Students developed their definition of SRL through the First-Year Program, in-service activities, academic classes, and experiences prior to college. The relevance of the SRL was in social justice, rather than career or every-day life.

As a result of this assessment, SLI will create experiential learning opportunities that demonstrate the relevance of SRL to career and every-day life, investigate the relevant SRL experiences in academic classes, and work to effectively collaborate with these departments and instructors.

**4. Student Life (SL):** SL completed three projects that explored student fees. The first project assessed how student fees are used to enhance campus life. Student organizations that applied for funding from Student Life had to answer the question "how will the funding for this request enhance campus life for DePaul University?" SL found that the top five enhancements were community building, meeting organizational goals, networking,



promoting the DePaul mission/vision, and promoting diversity. There was a significant difference between operational requests and programming requests. Students appeared to be comfortable talking about DePaul's mission and vision, but did not understand the connection between the mission/vision and faith formation. Many groups appeared to use the mission/vision category generically, without specific reference to how the program or activity reflected DePaul's mission/vision.

As a result of the assessment, SL is considering changing the format of the question from open-ended to close-ended. SL is also considering modifying the application form in order to make a stronger connection between an organization's activities and how they enhance campus life. Further, SL will define 'campus life enhancement' for the student organizations, and will press organizations to explain or elaborate on vague or generic responses.

The second SL project assessed the experiences of Student Activity Fee Board (SAF-B) members. SL conducted a 90-minute focus group of outgoing SAF-B members two weeks after they had conducted their last hearing of the academic year. Ten questions were asked in three areas. SL found that that students developed strong consensus building skills and learned a lot about the dynamics of working together. Students were not able to strongly articulate how their experience with budgeting, fiscal decision-making, and prioritizing large sums of money would result in marketable skills relevant to seeking employment. Students were attuned to Socially Responsible Leadership, they felt that they helped fulfill the mission of enhancing campus life, they were proud of the results of their work, and they thought that their service was a positive experience.

As a result of the assessment, SL will provide pre-hearing training for SAF-B members, enhance workshops for student organization members to understand the SAF-B process, help students better identify board member's representation, provide better explanation for students on what was funded and why, involve the chair of the board more in the process and the workshops, implement stricter requirements for application, communicate SAF-B policies to board through trainings and visuals during the hearing, develop a logo for SAF-B, enhance the professionalism of organizations' presentations, assist board members in seeing tangible skill sets that are applicable to their careers.

The third SL project assessed how student fees are being spent. SL compiled data from the funding applications

that student organizations submitted and from the funding decisions that were made during SAF-B hearings. Allocations were categorized into travel, food, locations, type of event, professional services/entertainment, and apparel. Some of the most significant findings included the following:

- 86% of travel funding was for non-local purposes
- 79% of all funded events occurred on campus
- Sports clubs make up 6% of the student organization population and accounted for 13% of the total funding pool

As a result of this assessment, SL will have more conversations and do further analysis. Also, SAF-B will incorporate the information from this assessment in Board Training. Further, this kind of assessment will now be done quarterly. This quarterly analysis information will be shared with Student Life staff. This information will also be used in allocation decisions.

## **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 2008-2009 academic year.

**1. Use of Data to Build New Programs:** In order to expand the focus of the Men of Color (MOC) program to include upper class students, OMSA conducted focus groups with first year participants and asked them to give insight as to their expectations for future participation in the program.

**2. Utilizing Available Resources:** In order to conduct a credible and useful benchmark study, the Productive Learning Strategies (PLuS) program utilized a variety of available resources, including DePaul's Office of Institutional Planning and Research (OIPR) and an outside research provider, the Education Advisory Board (EAB). OIPR provided support in selecting appropriate comparative institutions for the study and the EAB assisted with a Literature Review regarding current trends and statistics related to student with learning disabilities. In addition to the PLuS program, the Office of Academic Enhancement utilized staff professionals teaching ISP 321 courses to assist with their assessment project and the Student Leadership Institute secured additional assistance from graduate interns.

**3. Quantifying Qualitative Data:** The Student Leadership Institute did a great job of analyzing interview data and translating the results into



quantifiable results. Student Life also did an excellent job of analyzing open-ended responses on funding applications and translating the data into quantifiable results.

**4. Approaching Question from Multiple Angles:**

Student Life (SL) is the first department to approach an assessment question from three different angles. SL assessed the student organization funding process by conducting focus groups of funding board members, analyzing student organization responses on funding applications and analyzing the actual distribution of funding. Due to the amount of data collected, SL is able to make appropriate changes to the funding process and the training of funding board members.

**5. Framing the Issue:** The Student Leadership Institute, Productive Learning Strategies program and University Counseling Services did an excellent job describing the importance of the issue they assessed or developing an appropriate literature review that supported the assessment project.

**6. Building on Last Year's Report:** Both Residential Education and the Productive Learning Strategies program conducted assessment projects that further investigated the issue presented in the previous year's assessment.

**7. Utilized Results:** Residential Education, University Ministry, Student Life and Multicultural Student Affairs used the results of their assessment projects to implement program changes.

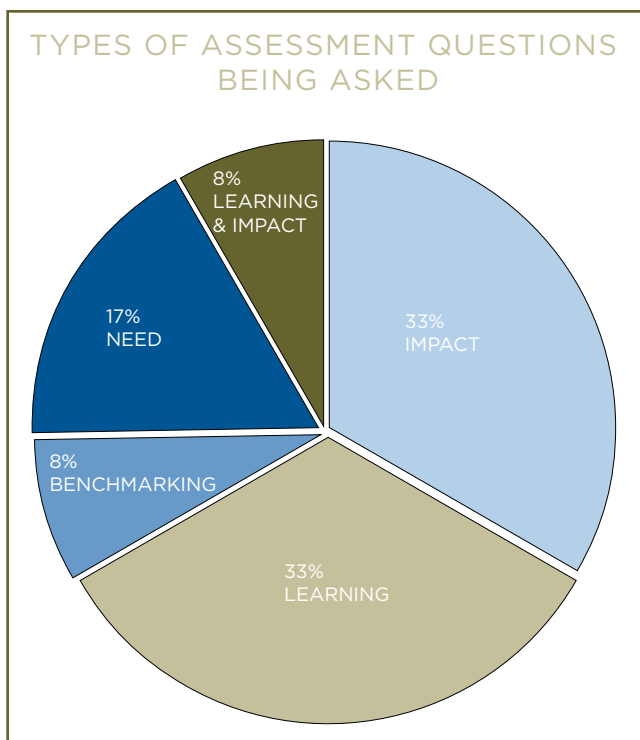
**8. Linking Report to VISION Twenty12:** This year, departments were asked to explain how the assessment project linked to the University's VISION Twenty12 strategic plan. The Productive Learning Strategies very thoughtfully and thoroughly linked the assessment project to the University's plan.

#### IV. Emerging Themes from Assessments Reports

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

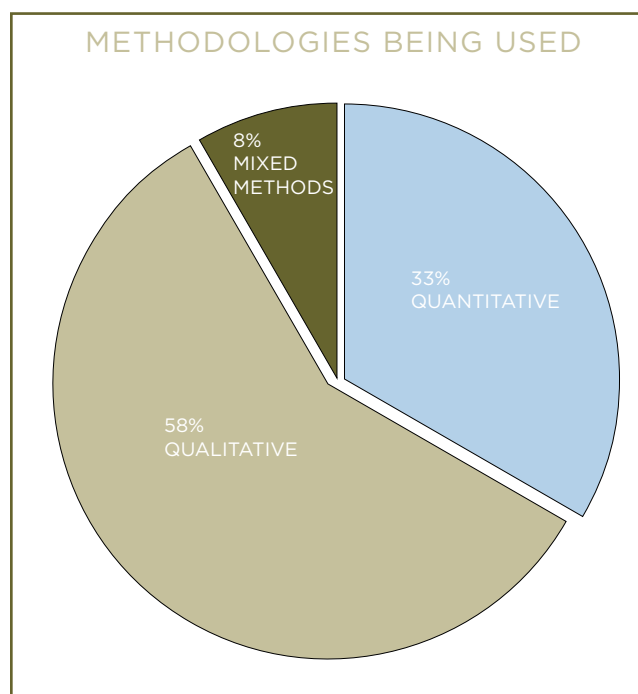
##### 1. In regards to what types of assessment questions are being asked:

- 4 reports focused on learning
- 4 reports focused on impact
- 2 reports focused on need
- 1 report focused on benchmarking
- 1 report focused on learning and impact



##### 2. In regards to what methodologies are being used:

- 7 projects used strictly qualitative methods
- 4 projects used strictly quantitative methods
- 1 project used mixed methods



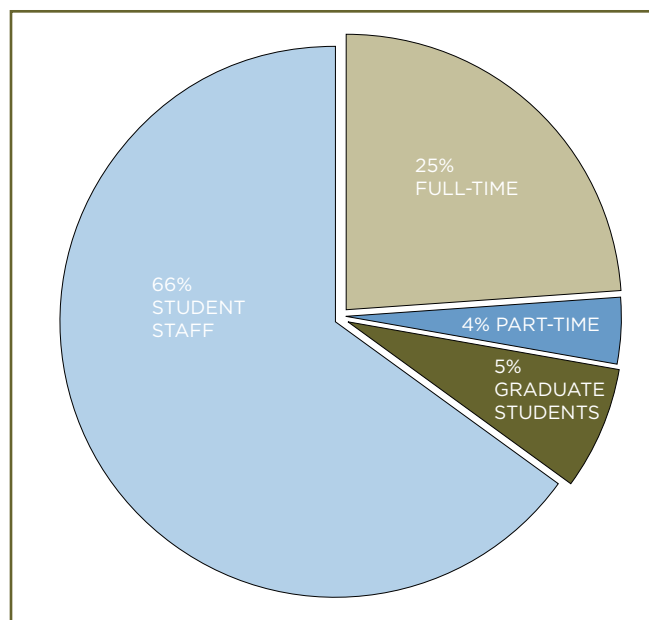
##### 3. In regards to what the assessment projects reflect:

- Projects demonstrate an increase in knowledge of assessment as compared to 2007-2008
- Increase in sophistication regarding collaborations and use of assessment tools
- Increase in the division's ability to collect data related to a particular issue
- Increase in understanding of how to collect and use assessment data to drive decisions

## SECTION E: PERSONNEL AND PROFESSIONAL DEVELOPMENT

### I. Personnel Overview

The Division of Student Affairs employs 99 (25%) full-time staff members, 18 (4%) part-time staff members, 21 (5%) graduate students (of which 15 earn academic credit), and 268 (66%) student staff members. There are an additional 110 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 2008-2009 academic year, 21 staff members within the division conducted over 43 presentations at regional and national conferences and/or workshops. In addition, 11 staff members produced 13 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

The Student Affairs Continuing Education Committee and Assessment Committee offered the following sessions and workshops to increase staff knowledge, skills and capacity related to divisional priorities and professional expertise:

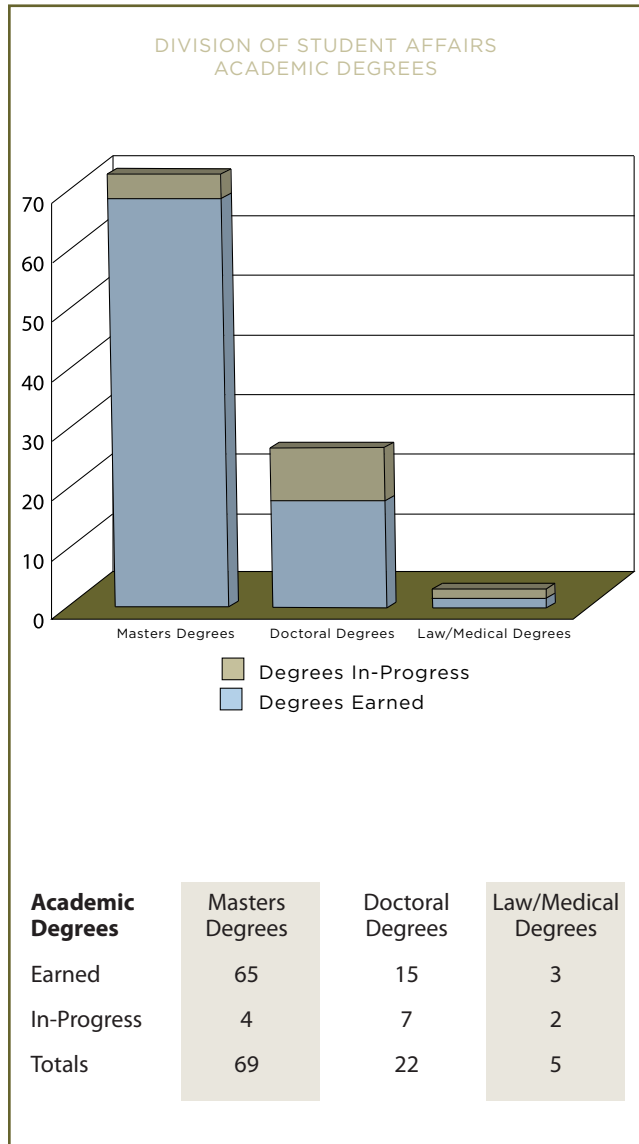
- a. New Educators' Orientation
- b. Think Thursday Brown Bag Sessions:
  - *Ally Identity Development of College Students*
  - *From Talking the Talk to Walking the Walk: Education and Eradicating Sexual Violence*
  - *The Accountability Movement in Higher Education*
  - *Student Affairs and the Law*
  - *Practical Mission Alignment: A Tool for Marinating Our Mission in the Face of Current Realities*
  - *When is that Annual Report Due? Things to consider when preparing the report.*
- c. Workshops:
  - *What is a learning outcome and how do I write one?*
  - *Why did you become a Student Affairs professional; the importance of understanding yourself in relation to your work.*
  - *Reporting Results: Issues of Content, Format and Visual Design*
- d. Speakers:
  - *Sex and the Soul, presented by Donna Freitas*
- e. Conferences hosted by the division:
  - *Spirituality in Higher Education Conference*
  - *National Faith, Justice and Civic Learning Conference*

#### 2. External Professional Development Activities:

Members of the division attended 61 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 the Catholic Campus Ministry Association National Conference.

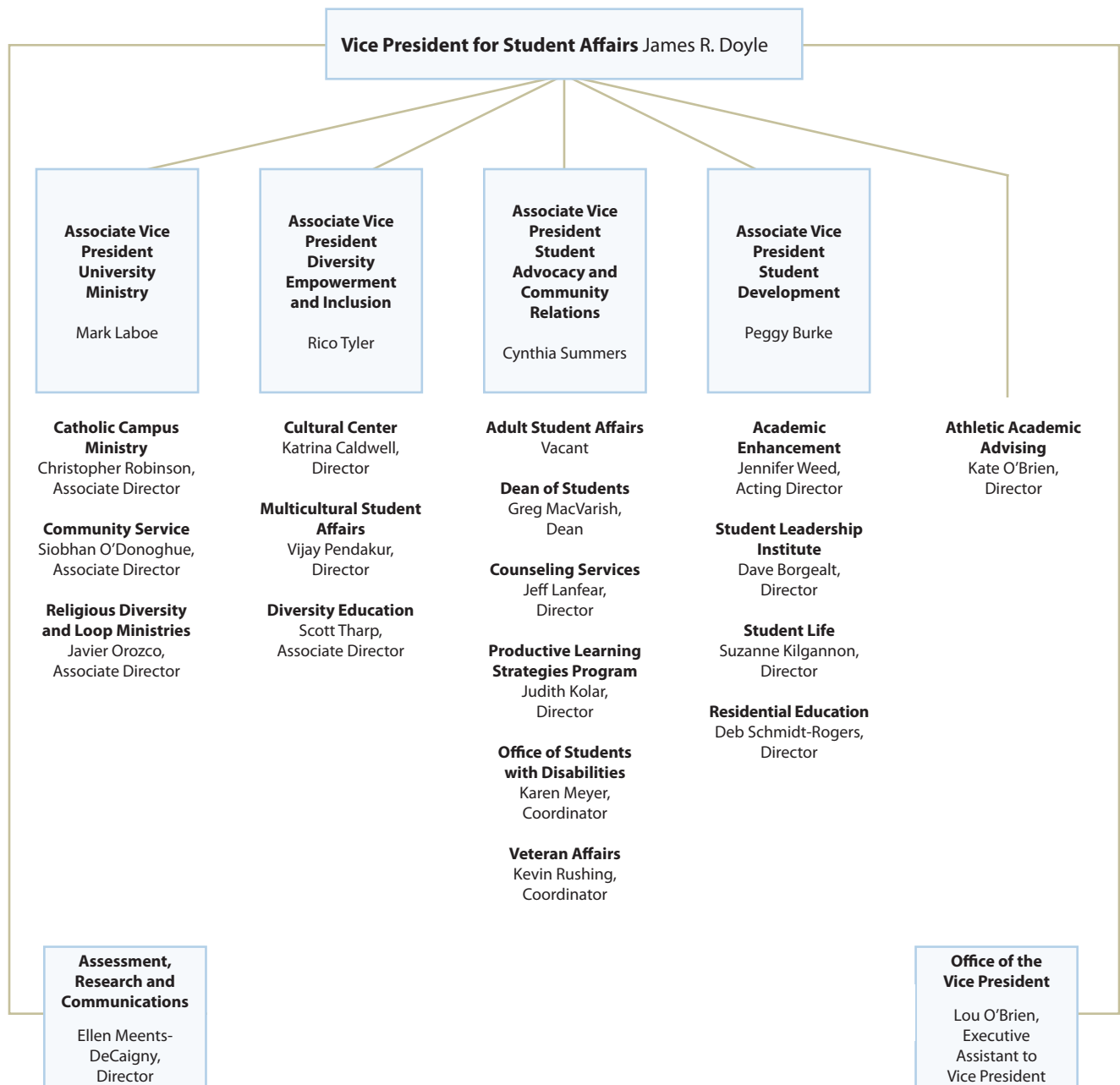
## B. Advanced Degrees

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



## APPENDIX A: DIVISION OF STUDENT AFFAIRS ORGANIZATIONAL CHART

### DEPAUL UNIVERSITY



2008-2009

## APPENDIX B: EXTERNAL DIVISIONAL PARTNERS

### Businesses

1. 1237 West
2. Apple Computers
3. Apna Ghar/The New/Used Closet
4. Black & Black Lawyers
5. Chicago Transit Authority
6. Children's Place
7. Chipotle
8. Collegiate Link
9. Dominick's
10. Kaplan
11. Marketplace India
12. Metra
13. TCF Bank
14. Northern Trust
15. Perfect Promotions
16. Qdoba
17. Placesforstudents.com
18. Speaking Specialists, The
19. SPIN Nightclub
20. STA Travel
21. Ticket Leap
22. World Shoppe

### Community Organizations

1. Access Living
2. Aid for Women
3. Alternative Transportation Alliance
4. American Friends Service Committee
5. Animal Care and Control
6. Appalachian Science in the Public Interest
7. Arlington House
8. Austin Green Team
9. Be Clean Go Green
10. Bonaventure House
11. Boy's Hope/Girl's Hope
12. Broadway Youth Center
13. Cara Project
14. Casa Aztlán
15. Center on Halsted
16. Centro Romero
17. Community and Economic Development Association of Cook County
18. Christopher House
19. David R. Lee Animal Shelter
20. Eden Place Nature Center
21. Eighteenth Street Development Corp.
22. Eighth Day Peace Rally
23. Emerald Triangle Garden
24. Enlace Chicago
25. Erie Neighborhood House

26. Esperanza Community Service
27. First Defense Legal Aid
28. First Friday Club
29. Friends of the Parks—Arrigo Park
30. Greater Chicago Food Depository
31. Greenhouse Theater Center
32. Gads Hill Center
33. Gingko Organic Gardens
34. Howard Area Community Center
35. Howard Brown Thrift Stores
36. Hull House
37. INROADS
38. Inspiration Café
39. Kenneth Gardens
40. Kenwood Brotherhood, student leadership and mentoring group at Kenwood Academy
41. Kilbourn Park Organic Gardens
42. Kohl's House
43. Lake View Pantry
44. Latinos Progresando
45. Lead America
46. Lincoln Park Shelter
47. Little Village Community Development Corps
48. Little Village Environmental Justice Organization
49. Loop Alliance
50. Lydia Home
51. Marathon Warehouse
52. Marketplace India
53. Marillac House
54. Mexico Solidarity Network
55. Mikva Challenge
56. Mujeres Latinas en Accion
57. National Alliance on Mental Illness of Greater Chicago
58. Night Ministry
59. North Lawndale Greening Committee
60. Oak Street Beach Clean up
61. Open Books
62. Pilsen Alliance
63. Pilsen Neighbors Community Council
64. Primo Women's Center
65. Pullman Garden Club and Historic Site
66. Rebuilding Together
67. REST
68. Sharing Connections Furniture Bank
69. South Chicago Arts Center
70. Special Olympics
71. Streetwise
72. Urban League
73. US Empowered
74. Veterans Resource Center
75. Voice for Creative Nonviolence



76. Working Bikes Cooperative

#### **Cultural Organizations**

1. Campus Pride
2. Chicago History Museum
3. David Project
4. Dusable Museum
5. Frances Willard House
6. Hillels International
7. Hillels Around Chicago
8. Hiroshima Peace Memorial Museum
9. Hispanic Alliance for Career Advancement
10. Hostelling Chicago
11. Merle Reskin Theater
12. Native American Center Chicago
13. Peggy Notebart Museum
14. Porchlight
15. Puerto Rican Cultural Center
16. Rumble Arts Center
17. Sunlight African Community Center Taskforce
18. Timeline Theater Company

#### **Educational Institutions/Organizations**

1. Adlai Stevenson High School
2. Advancement by Individual Determination (AVID)/CPS
3. Buffalo Grove High School
4. Casa de Providencia
5. Chicago Public Schools
6. City Colleges of Chicago, Malcolm X
7. City Year Chicago
8. Community High School District 128
9. Community Links High School
10. Cristo Rey Jesuit High School
11. Curie Metropolitan High School
12. Harper College
13. Evanston Township High School
14. Gear Up
15. Glenbrook North High School
16. Glenbrook South High School
17. Guerin Prep High School
18. Hamline Elementary School
19. Hinsdale High School
20. Illinois Campus Compact
21. Illinois Council for Black Concern in Higher Education
22. International House at the University of Chicago
23. Jewish Education Team
24. John Spry School
25. Jones College Prep
26. Josephinum High School
27. Jumpstart literacy program
28. Landmark College
29. Libby Elementary School
30. Little Village Lawndale High School

31. Loyola University
32. Miami University Ohio
33. Minority and Friends Network
34. Mozart Elementary School
35. New Trier
36. Newberry Math & Science Academy
37. Niles Township District for Special Education
38. North Lawndale College Prep
39. Northwestern University, The Family Institute
40. Northwestern University Feinberg School of Medicine
41. Omicron Delta Kappa
42. Oscar Meyer School
43. Pedro Albizu Campus High School
44. Phipps CEC High School Visit, Bronx, NY
45. San Miguel Schools/Gary Comer Campus
46. Shubert High School
47. St. Cecilia ICTC
48. St. Gregory High School
49. St. Joseph High School
50. Teach for America
51. Uhlich Academy
52. Universidad Popular
53. University Center of Chicago
54. University of Chicago
55. University of Illinois at Chicago
56. University of Maryland National Clearinghouse for Leadership Programs
57. University of Minnesota
58. University of South Florida
59. Visitation Catholic School
60. Wittenburg University Upward Bound Program

#### **Health Care Institutions/Mental Health Centers**

1. Access Community Health
2. Advocate Illinois Masonic
3. Alexian Behavioral Health
4. Cathedral Counseling Center
5. Chicago Counseling Center
6. Chicago Lakeshore Hospital
7. Comprehensive Services Counseling
8. Heartland Alliance Marjorie Kovler Center
9. Howard Brown Health Center
10. Insight for Eating
11. Lakeview Center for Psychotherapy
12. Live Oak Chicago
13. Northwestern Memorial Hospital
14. Rape Hotline
15. Rape Victim Advocates
16. Rehab Institute of Chicago
17. Rush Outpatient Clinical Services
18. Test Positive Aware Network

**Governmental Offices/Agencies**

1. Animal Care and Control
2. Chicago Park District
3. CTA
4. Chicago Aldermanic Offices
5. Chicago Police
6. Consulate General of Japan
7. Mayor's Office of Special Events
8. Women Infants Children (WIC)

**Professional Organizations**

1. American Group Psychotherapy Association
2. Association for University and College Counseling Centers
3. Catholic Campus Ministry Association
4. Chicago Area Small Campus Housing Association
5. Chicago Dental Society
6. Faith Justice and Civic Learning Conference Planning Committee
7. National Association for Academic Advisors for Athletics
8. National Association of Collegiate Women Athletic Administrators
9. National Collegiate Athletic Association, The
10. National Lawyers Guild

**Spiritual/Religious Organizations**

1. Amate House
2. Archdiocese of Chicago
3. Assumption Church
4. Blessed Sacrament Youth Center
5. Brother David Darst Center
6. Casa de Providencia
7. Catholic Charities (NOLA)
8. Chicago Christian Industrial League
9. Chicago Interfaith Chaplains Network
10. Daughters of Charity
11. Daughters of St. Paul
12. Ebenezer Church
13. Inner City Muslim Action Network & Islamic Center
14. Interfaith Refugee and Immigration Ministries
15. Interfaith Youth Core
16. Jewish Community Relations Council
17. Jewish Federation of Metropolitan Chicago
18. Laboure House
19. LaVillita Community Church
20. McCormick Theological Seminary
21. Mission of Our Lady of the Angels
22. National Workshop on Christian Unity
23. Our Lady of Angels Mobile Food Pantry
24. Parliament of World Religions
25. Salvation Army Midwest Corps and Community Center
26. Seventh Annual Dominican in Action Preaching Conference

27. St. Clements
28. St. Gregory
29. St. Michael's Church/Catholic Campus Ministry
30. St. Paul's House
31. St. Vincent DePaul Center
32. St. Vincent DePaul Soup Kitchen
33. St. Vincent DePaul Thrift Store
34. St. Vincent DePaul Parish
35. Su Casa Catholic Worker House
36. Theresa House Family Shelter
37. Visitation Church
38. Willow Creek Community Church
39. 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 Advisors. All activities are based on the Residential Education programming model which encompasses social programming, experiential learning and academic development.
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 and Multicultural Student Affairs, as well as diversity workshops facilitated by the Office of Diversity Education.
4. Student development activities are measured by total number of programs facilitated by Academic Enhancement, Adult Student Affairs, Athletic Academic Advising, 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. 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. 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, students 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 attended by Student Affairs staff members.
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 (Involvement Fairs, Homecoming, Fest, Welcome Week activities, etc.).

1. DePaul community celebrations are measured by the total number of community building programs facilitated by Academic Enhancement, University Ministry, Student Life, Residential Education, Multicultural Student Affairs and the Cultural Center, 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, Resi-

dential Education, Student Leadership Institute, Student Life, and University Ministry 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 2008-2009 academic year is an indication of the professional expertise that exists within the division.

### A. Presentations

1. **Jeff Brown, M.S., Office of Multicultural Student Affairs**, presented the following:
  - “Getting the Grade” to Chicago Public High School Students.
  - “Think College” to Chicago Public High School Students.
  - “Stay on Your Square” to eighth grade Chicago Public School Students.
2. **Guillermo Campuzano, C.M., University Ministry**, presented the following:
  - “Latino Leadership and Ministry” to the Diocese of Tampa.
  - “Conference for Couples - Diverse forms of intra-domestic violence” to the Diocese of San Diego.
3. **Heather Shook Christman, M.A., Student Leadership Institute, Richard P. Morales, M.Ed., Office of Multicultural Student Affairs, & Shannon Howes, M.A., Student Leadership Institute**, presented “Cultivating Male Engagement on College Campuses” at the National Association for Student Personnel Administrators regional conference.
4. **Shannon Greybar-Milliken, M.S., Student Life**, presented “Updating your Panhellenic Recruitment Process” to members of the Mid-American Greek Council Association.
5. **Kelly Gribbin, M.A., Office of Academic Enhancement**, presented “Today’s Parental Involvement” at the American Family Association Regional Conference.
6. **Ellen Herion, M.Ed., Residential Education**, presented the following:
  - “In and Out of Focus” to members of Great Lakes Association of College and University Housing Officers.
  - “Class Matters” to members of Great Lakes Association of College and University Housing Officers .
  - “Working with Parents” as part of a Paper Clip teleconference.
7. **Shannon Howes, M.A. & Heather Shook Christman, M.A., of the Student Leadership Institute**, presented the following:
  - “Inspiring Male Engagement on Campus: The Strategies for Success” to members of American College Personnel Association.
  - “Gender and Leadership” to members of the regional Illinois Recreational Services Association.
  - “Spirituality, Service and Leadership: A Transformative Experience” to the Leadership Educators Institute, and members of the American College Personnel Association and the National Association for Student Personnel Administrators.
8. **Shannon Howes, M.A., Student Leadership Institute**, presented “Understanding Leadership” to high school students through Lead America.
9. **Anne-Marie Klotz, M.A., Residential Education**, presented a “Women’s Roundtable” to members of the Great Lakes Association of College and University Housing Officers.
10. **Anne-Marie Klotz, M.A. & Deb Schmidt-Rogers, M.Ed., Residential Education**, presented “The Female Advantage” to the Great Lakes Association of College and University Housing Officers at Lake Forest College, the Women In Student Affairs conference at DePaul, and the American Association of College and University Housing Officers-International.
11. **Judith Kolar, M.Ed., Productive Learning Strategies Program**, presented “A Systems Approach to Altering University Context: PLuS Program” to members of the Association on Higher Education and Disability.
12. **Mark Manderino, M.S., Student Life**, presented “Growing Male Engagement on College Campuses” to members of the National Association for Student Personnel Administrators.
13. **Eric Mata, M.S., Office of Multicultural Student Affairs**, presented the following:
  - “Latino Men in Higher Education” to members of the American College Personnel Association and members of the National Association of Student Personnel Administrators.
  - “Men of Color Initiative at DePaul University” to Chicago Public School Guidance Counselors.
  - “Courageous Conversations: Can’t We All Get Along” to Chicago Public School Male Students of Color.
14. **Richard P. Morales, M.Ed., Office of Multicultural Student Affairs**, presented the following:
  - “Males In Higher Education” at Malcolm X



- Community College.
- “Cultivating Male Engagement on College Campuses” at the American College Personnel Association annual convention.
15. **Art Munin, Ph.D., Dean of Students Office**, presented the following:
    - “White Privilege 101” to the St. Paul Minnesota city government, The Wisconsin Association of Independent Colleges and Universities, the 1237 West Fullerton Staff, the Ocean County New Jersey Library, Trinity Christian College, Stevenson University, University of Washington in Seattle, and the St. Paul Minnesota Public Library System.
    - “Locating Justice” to the National Intramural Recreational Sports Association and Dominican University.
    - “Ally Identity Development of College Students” at the National Association for Student Personnel Administrators regional conference.
    - “Changing Landscape of Higher Education” to the Illinois Intramural Recreation Sports Association.
    - “Commitment to Diversity” at Auburn University.
    - “Diversity Training” at Washington University.
  16. **Judy Napier, M.Ed., Productive Learning Strategies Program**, presented “Collaborations & the Inclusion Model for Learning Disabled Students” to Chicago Public School teachers and administrators.
  17. **F. Javier Orozco, Ph.D., University Ministry**, presented the following:
    - “Keynote presentation: Our Increasingly Diverse Communities” to the Pennsylvania Catholic Campus Ministry Association.
    - “Ministry and Diversity” to attendees of the Frank J. Lewis Institute.
  18. **Vijay Pendakur, M.A., Office of Multicultural Student Affairs**, presented the following:
    - “Beyond the Asian American Model Minority Myth: Becoming a Practitioner-Advocate” at the American College Personnel Association annual conference and at the National Association for Student Personnel Administrators regional conference.
    - “Working for Justice,” at Washington University in St. Louis, Missouri.
  19. **Tomika Rodriguez, M.Ed., Office of Multicultural Student Affairs**, presented the following:
    - “Recruiting Graduates: Serving as an Advocate for Students of Color” to members of the Illinois Association for College Admissions Counseling.
    - “African American Women in Higher Education” and “Women of Color in Higher Education” to Chicago Public High School Students.
  20. **Tomika Rodriguez, M.Ed., Office of Multicultural Student Affairs & Mark Manderino, M.S., Student Life**, presented “Nourishing Male Engagement on College Campuses” at the National Association for Student Personnel Administrators regional conference.
  21. **Chelsea Ruff, M.Ed., Office of Academic Enhancement**, presented “Transfer Student Best Practices - A Roundtable Discussion” to the National Orientation Directors Association.
  22. **Deb Schmidt-Rogers, M.Ed., Residential Education**, presented the following:
    - “Seven Lessons from NPR” to members of the Chicago Area Small Campus Housing Association.
    - “The Best Laid Plans for the Worst Case Scenario - All Hazards Planning” to members of the National Association for College Auxiliary Services.
    - “Supervision” to members of the Great Lakes Association of College and University Housing Officers.
  23. **Joy Vergara, M.Ed., Student Life**, presented “Beyond the Student Zipcode” to Innovative Educators.
  24. **Jen Weed, M.Ed., Office of Academic Enhancement**, presented “Navigating Your First Year” to the Just the Beginning Foundation.

## B. Publications

1. **Amanda Dime, M.A., Anne-Marie Klotz, M.A., & Deb Schmidt-Rogers, M.Ed., Residential Education**, published an article titled, Pricing Yourself Into Business, in The Talking Stick.
2. **Sara Doyle, M.A., Residential Education**, published an article titled, Top Ten Tips for New Professionals, in The Eighth Sector.
3. **AJ Haney, M.A., Student Life**, published an article titled, Lesbian, Gay, Bisexual, Transgender Youth Talk about Experiencing and Coping with School Violence: A Qualitative Study, in the Journal of LGBT Youth.

4. **Ellen Herion, M.A., Residential Education** published, A Reflection of Our Daily Bread, in Trends.
5. **Rufus Gonzalez, Ph.D., University Counseling Services** published an article titled, Subjective Wellbeing in Urban Adolescents of Color, in the Journal of Cultural Diversity & Ethnic Minority Psychology.
6. **Shannon Greybar-Milliken, M.S., Student Life**, published the following:
  - Stop the Insanity!, in Connections.
  - Choosing a Recruitment Style, in the Delta Gamma Diplomat.
  - Styles of Recruitment, in the Delta Gamma Diplomat.
7. **Anne-Marie Klotz, M.A., & Deb Schmidt-Rogers, M.Ed., Residential Education**, published the following:
  - The Female Advantage, on ResLife.net.
  - Pricing Yourself Into Business, in The Talking Stick.
8. **Art Munin, Ph.D., Dean of Students**, published a review on a book entitled, Intergroup Dialogue in Higher Education: Meaningful Learning About Social Justice, in Concepts and Connections.
9. **Karl Nass, M.CP., & Siobahn O'Donoghue, M.Div, M.S.W., University Ministry**, published an article titled, Committed to Poverty Reduction and Spiritual Growth: Vincentian Communities of Reflection, Action, and Solidarity, in Vincentian Heritage.
10. **Deb-Schmidt Rogers, M.Ed., Residential Education & Art Munin, Ph.D., Dean of Students**, published a chapter in the book Diversity and Affirmative Action in Higher Education titled, Improving the Campus Environment for Bi/Multiracial Students.