

DEPAUL UNIVERSITY

Division of Student Affairs



ANNUAL REPORT | 2009-2010



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STUDENT AFFAIRS 2009-2010 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 lifelong, independent learners. Student Affairs contributes to the DePaul student experience by cultivating learning opportunities that inspire students to explore their personal identities, faiths, values and roles in a multicultural world. Through the division's diverse offering of programs, leadership opportunities and quality support services, Student Affairs seeks to create an environment that fosters students' overall development and reduces barriers to enable students to reach their highest potential.

I. Mission Statement

The mission of the Division of Student Affairs at DePaul University is to foster student learning and success through quality programs, services, strategic partnerships and relationships that inspire transformative learning, promote socially responsible leadership and build community in accordance with DePaul's Catholic, Vincentian and urban mission and identity (updated August 2010).

II. Vision Statement

The Division of Student Affairs at DePaul University is a full partner in the university's efforts to promote student learning and success. Recognizing that learning happens always and everywhere throughout the student experience, we design and implement learning experiences that advance students' intellectual, personal, spiritual, social and civic development. We provide personal and academic support services that strengthen students' readiness to learn while identifying and addressing barriers to learning. We do all of our work mindfully, in accordance with DePaul's Catholic and Vincentian traditions and values, and in the context of the university's urban character.

In support of its mission, the Division of Student Affairs seeks to provide leadership and collaborate widely throughout the university to help all students achieve their full personal and academic potential. We work with our colleagues in other divisions to ensure access to both higher learning and effective support services that enable all students to succeed.

Student Affairs espouses a developmental view of learning and higher education that obligates us and the university to pay careful attention to the development and formation of students as whole persons. We celebrate the diversity of our community of students, faculty and staff, and we commit ourselves to social justice and service to others, particularly those who are marginalized. We seek to recognize and respond appropriately to the challenges faced by our

students in their efforts to learn and participate fully and actively in a diverse community. We strive to infuse a Vincentian perspective and a spiritual dimension in our programs and services.

We aspire to excellence. As student affairs professionals, we are diligent and accountable in managing our departments and programs and in using our resources. We use valid data, sound evidence and professional expertise when we make decisions. We define both desired operational benchmarks and intended learning outcomes for our programs and services, and we conduct regular, rigorous assessments and make changes as required to ensure their quality and effectiveness.

Through the work we do as stewards of student learning and development, all members of the Division of Student Affairs serve the mission of St. Vincent de Paul, ennobling the dignity of each person and preparing students to create lives of rich meaning and purpose. We welcome the responsibility given us to instill values of service and justice, and we celebrate the opportunity to do so within the unique context formed through the realization of DePaul's mission and character (adopted August 2010).

III. Divisional Learning Outcomes

Knowledge Acquisition, Application and Integration	Learning Outcome 1: Students who participate in Student Affairs programs and activities will be able to integrate and apply knowledge gained across curricular and cocurricular experiences in order to advance academic, personal and career growth.
Intellectual Skills and Practical Competency	Learning Outcome 2: Students who participate in Student Affairs programs and activities will acquire intellectual and practical skills that will enable them to live productive and healthy lives during and after DePaul.
Persistence and Academic Achievement	Learning Outcome 3: Students who participate in Student Affairs programs and activities will be able to achieve their personal and academic goals while at DePaul through acquisition of academic and cognitive skills.
Socially Responsible Leadership	Learning Outcome 4: Students who participate in Student Affairs programs and activities will, as leaders, demonstrate integrity, show that they take seriously the perspective of others, and contribute to positive social change.
Intercultural Maturity and Inclusive Community	Learning Outcome 5: Students who participate in Student Affairs programs and activities will be able to participate thoughtfully and respectfully in cultural exploration, engagement, acceptance and collaboration as members of an inclusive community during and after DePaul.
Intrapersonal and Interpersonal Development	Learning Outcome 6: Students who participate in Student Affairs programs and activities will develop a strong sense of personal identity and form mature, respectful relationships with others.
Spirituality and Vincentian Values	Learning Outcome 7: Students who participate in Student Affairs programs and activities will demonstrate an understanding of their own and others' faith and spirituality; in their actions, behavior and decisions, they will demonstrate values central to the Vincentian mission of DePaul (approved September 2010).

IV. 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:** This area is charged with overseeing diversity as it relates to the student experience. The area develops and implements a wide variety of initiatives that seek to create a campus community that fosters student success, advocacy, intercultural dialogue, diversity education and cultural celebrations. The offices reporting to the associate vice president for Diversity, Empowerment and Inclusion include the Office of Multicultural Student Success, the Center for Intercultural Programs and Diversity Education.
2. **Student Development:** Student Development oversees the division's educational programs and works 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 opportunities for students to integrate religious and moral principles with academic study and nonacademic activities, thus integrating faith and life. University Ministry supports and promotes the pastoral care of all members of the university community at DePaul, both Catholic and non-Catholic. Areas that report to the associate vice president of University Ministry include Community Service, Catholic Campus Ministry, and Religious Diversity and Loop Ministry.

V. 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 students who are military veterans.

VI. 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 175 collaborative partnerships within the university community and 278 partnerships with organizations external to DePaul. Appendix B provides a complete list of external partners.



SECTION B: 2009-2010 GOALS AND INITIATIVES

I. Status Report

To illustrate where the Division of Student Affairs has focused its efforts during the 2009-2010 academic year, the following status report outlines the primary accomplishments achieved in each area.

Goal I. Expand Divisional Research and Assessment Initiatives

1. Completed a Student Affairs program review process and systematically addressed and implemented recommendations put forth by consultants. As a result of the review, the division revised its mission statement, developed a vision statement and constructed a three-year strategic plan.
2. Developed seven divisional learning outcomes to define learning important to the division's work, connect the division's work to university learning goals and further focus the assessment of learning within the division.
3. Established a faculty and staff advisory board with membership from across the institution to provide important feedback to Student Affairs regarding current and future services, programs and collaborations.
4. Established a student advisory board with diverse membership from across the institution to provide important feedback to Student Affairs regarding current and future student services and programs.
5. Analyzed existing data and conducted research regarding spiritual and religious beliefs and practices of DePaul students to improve programming.
6. Analyzed job descriptions and equitable compensation for graduate assistant positions in Student Affairs in order to construct a proposal in fall 2010 to standardize graduate positions across the division.

Goal II. Develop Short- and Long-Term Divisional Communications Plans

1. Continued work on the mydepaul.edu project. A university-wide committee met regularly to develop and implement a student survey to assess students' online experiences related to DePaul. Data analysis is in progress.
2. Continued work on the Student Affairs website redesign project. A Student Affairs website committee developed an integrated site map for the division's new website, and a business case for the project has been accepted by Information Services.

3. Conducted preliminary research regarding how departments in the division are currently utilizing social media in order to explore and implement appropriate social networking strategies.
4. Developed a parent and family programs strategic plan to better organize and communicate parent and family programs and services.

Goal III. Plan Staffing and Facility Changes for 2009-2010

1. Expanded University Counseling Services' Advanced Practicum Program to accommodate 10 additional trainees, who in turn provided more direct service to students in need of counseling.
2. Created a Loop Campus presence for the Productive Learning Strategies Program (PLuS) to provide more accessible consultation services for Loop faculty, staff and students.
3. Relocated the Catholic Campus Ministries Team to the first floor of the Student Center to increase visibility for University Ministry and provide additional meeting space for religious and other student organizations.

Goal IV. Raise Institutional Awareness and Commitment in Support of Student Engagement

1. Continued to explore the development of an institutional plan regarding student engagement to create consistent experiences and opportunities that contribute to student success and build affinity. This goal has been incorporated into the division's 2010-2013 strategic plan.

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. Partnered with over 25 campus community partners to deliver diversity education and training.
- b. Re-established the Human Dignity Committee with 15 campus partners, including faculty, staff and students.
- c. Reconvened a Center for Intercultural Programs advisory council comprised of institutional centers and academic programs to inform programming calendars, share resources and maximize student engagement in cultural programs.
- d. Conducted introductory meetings with Chicago's cultural institutions to discuss cross-promotion of programs and collaborations.
- e. Implemented a first-year Discover Chicago course rooted in the experiences of males of color.
- f. Developed and implemented a Men of Color Upperclassmen Experience.
- g. Completed an asset mapping and strategic planning process through a partnership with the Interfaith Youth Core in order to further develop DePaul's capacity and strengthen its culture for interfaith and interreligious learning, cooperation and service.

- h. Established a University Ministry Student Leader Advisory Council, a multireligious student leadership group, to provide student input and leadership around future interfaith and interreligious goals.
- i. Developed and implemented a new poster campaign to educate the community about institutional values regarding diversity and respect for others, as well as to provide language for important terms such as respect, initiative, ownership, humility, community and dialogue.

2. Campus Life (University Goal 2)

- a. Implemented "Campus Employment 101," a leadership training series for student employees developed through a partnership between the Student Leadership Institute and the Office of Student Employment.
- b. Conducted research to assess current residential learning curricula and identify best practices that are suitable for DePaul's on-campus residents and in line with institutional, divisional and departmental goals and learning outcomes.
- c. Funded a university sustainability audit and helped provide leadership for the Sustainability Initiatives Task Force.

3. University Ministry (University Goal 6)

- a. Began building greater connections and improved efficiencies between St. Vincent de Paul Parish and DePaul through the Rev. Chris Robinson, C.M., director of Catholic Campus Ministries and pastor at St. Vincent de Paul.
- b. Initiated joint planning and programming to improve collaboration between DePaul and the St. Vincent de Paul Parish in support of a vibrant young adult community involving students and parishioners.
- c. Expanded the number of students involved in service by adding another winter break service immersion trip and piloting new service initiatives in the residence halls.
- d. Advanced interfaith dialogues by establishing a 12-member advisory board for University Ministry and by holding two quarterly gatherings for all University Ministry leaders.
- e. Expanded outreach initiatives of the Interfaith Scholars Program to provide additional cocurricular interfaith dialogue and learning opportunities for DePaul students.
- f. Developed two new weekly catechetical programs in Catholic Campus Ministry.
- g. Partnered with Mission and Values, Catholic Studies, Religious Studies and the Religion and Society Series to facilitate three additional Catholic intellectual-tradition faculty and staff development sessions.
- h. Continued to offer faculty and staff development opportunities related to the Vincentian mission during the 2009-10 academic year, including DePaul Mondays, a new weekly service opportunity for faculty and staff to serve those in need. Forty faculty and staff members participated in the DePaul Mondays program.

4. Socially Responsible Leadership (University Goal 2)

- a. Developed student leader workshops focused on the relationship between socially responsible leadership and group development through a collaboration between the Student Leadership Institute and Student Life.
- b. Developed an enhanced socially responsible leadership training program for all student leaders in the division.
- c. Implemented programs to enhance resident student awareness and understanding of green practices and sustainability.

5. Student Success (University Goal 2)

- a. Convened a Welcome Task Force and conducted a review of how DePaul welcomes new students into the community. In addition, Academic Enhancement collaborated with Enrollment Management and Marketing to redesign a virtual orientation.
- b. Improved the Transfer Transition Parent and Family Program by creating a separate program track for parents and family members and implementing more sessions related to academic citizenship.
- c. Established a new university-wide Parent and Family Advisory Board to enhance programs and services offered to this constituency across the university.
- d. Collaborated with Alumni Relations to implement an open house for students and families during commencement weekend.
- e. Implemented phase two of the Men of Color Initiative, expanding the program to engage sophomore, junior and senior men of color.
- f. Developed a partnership between the Office of Multicultural Student Success and the First-Year Academic Success (FYAS) Program that ultimately paired 72 of 207 FYAS students with peer mentors for their first year at DePaul.
- g. Partnered with Enrollment Management and Marketing to conduct a summer call campaign for all incoming first-year students of color and their families, which increased the number of mentees in the Students Together Reaching for Success (STARS) Program from 150 in 2008-09 to 367 in 2009-10.
- h. Implemented the Providing Access Through Holistic Support (PATHS) Program for sophomore students of color to foster self-reflection about future vocations. Sixty-six students actively participated during the 2009-10 academic year.
- i. Athletic Academic Advising supported and contributed to four of DePaul's 13 athletic teams achieving the highest collective grade point averages in their sport in the BIG EAST conference, including the men's golf team, which achieved the highest grade point average of all Division I golf teams in the nation.
- j. Established a divisional Corporate Sponsorship Committee to coordinate solicitation and distribution of external funding.

6. Student Welfare (University Goal 2)

- a. Conducted site visits to multiple community referral sources in order to facilitate effective referrals for University Counseling Services clients in need of emergency and long-term treatment.
- b. Implemented a triage or "same-day consultation" system in University Counseling Services to more effectively and quickly screen high-risk students.
- c. Facilitated three training sessions specific to the treatment of returning veterans and began tracking veteran status in order to better support the population.
- d. Incorporated the Veterans Affairs Office into the Adult Student Affairs office in order to more appropriately place these services, increase visibility and enhance services.
- e. Expanded outreach efforts to disabled and able students regarding services available for students with learning disabilities to maximize the number of students utilizing services.
- f. Through a collaborative effort with Advancement, Student Affairs established a student fund for catastrophic relief.

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 four 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 students 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 1,400 students being registered to vote.
- Hosted the first biannual Faith and Civic Engagement (FACE) conference, which included 160 participants from 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 from 24 regional and national institutions, as well as representatives from Campus Compact.
- University Ministry developed a Catholic social teaching curriculum that 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 online 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, the Student Centers and Athletics to improve coordination of campus events and increase student engagement.
- Established two new Living and Learning communities to enhance residential student learning.
- Developed, funded and implemented a Veterans Affairs Office.

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

- Implemented Demon Direct, an online student organization management tool, in April 2008 to improve outreach and communication to organization members and to ensure accuracy of membership information.
- Contributed to the development of First-Year Academic Success program, implemented in summer 2009.
- Collaborated with Academic Affairs to implement the online Academic Progress Reporting system in fall 2009 to collect mid-term grades and feedback from faculty to support first-year student academic success.
- Implemented a new organizational structure within University Ministry 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 Students 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 relocating University Counseling Services, the Productive Learning Strategies Office (PLuS), and the Office for Students with Disabilities, expanding space for Academic Enhancement, and adding new 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 3b, c & d)

- Developed and implemented a Men of Color Upperclassmen Experience.
- Expanded outreach initiatives of the Interfaith Scholars Program to provide additional cocurricular interfaith dialogue and learning opportunities for DePaul students.
- Implemented a diversity task force 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 and Multicultural Student Success and the Center for Intercultural Programs.
- Hired a part-time Muslim chaplain within University Ministry to provide support for DePaul's Muslim students.

F. Catholic Identity (University Goal 6)

- 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.
- Hired two new staff members in University Ministry to enhance programs and services for DePaul community members who identify as Catholic or want to learn more about Catholicism.



SECTION C: 2010-2011 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 mental health and wellness

National Trends

- Student mental health issues are increasingly complex (Gallagher, 2006).
- Data collected in the fall of 2009 indicates that sleep, stress, and anxiety continue to be impediments to academic performance (ACHA-NCHA II, 2009).
- According to the fall 2009 American College Health Association-National College Health Assessment Survey II :
 - 29.6 percent of students felt so depressed that it was difficult to function at least once in the previous 12 months
 - 27.8 percent of students reported that stress impacted them academically
 - 9.8 percent reported relationship difficulty and 10.5 percent reported concern for a family member or friend
 - 9.8 percent reported being in an emotionally abusive relationship
- Research indicates that in 2007, 15 percent of students reported having been diagnosed with depression at some point in their lives, up from 10 percent in 2000 (ACHA 2009).
- Newly released national data shows a continued increase in the number of students with learning disabilities and mental health issues, so this remains an area of concern.
- Students living with a learning disability may suffer from the effects of long-term stress, internalizing feelings such as fear, self-doubt and extreme self-criticism.

DePaul Trends

- Complicated mental health issues reinforce the university's decision to hire a social worker as a community resource specialist. In the 2009-10 academic year, there were reports of 13 students being hospitalized 14 times for significant mental health-related issues. Many of these incidents resulted in significant collaborations with the community resource specialist.
- Demand for counseling services continues to grow, and students present with more urgent and complex problems.
- Despite a 26 percent increase in utilization at the Lincoln Park Campus office and a twofold increase in the number of clinical hours provided at the Loop Campus, waitlists for counseling sessions were not as long in the 2009-10 academic year due to the implementation of the same-day consultation system.
- During fall 2009 there was an unprecedented number of students, primarily residential students, demonstrating self-destructive behaviors (e.g. overuse of alcohol, threats of self-injury). University Counseling Services (UCS) doubled its outreach efforts to residence hall students, increased communication of its services to them, and trained Residential Advisors (RAs) to recognize and refer distressed and potentially at-risk students. UCS now has a designated staff member who serves as a liaison to Residential Education (Res Ed), including monthly attendance at Res Ed staff meetings.
- Corroborating national trends, the executive summary of the American College Health Association/National College Health Assessment II (NCHA 2009) reveals a wealth of data related to the mental health of DePaul students. According to the survey results:
 - 39.7 percent of DePaul students felt exhausted (not from physical activity) in the past two weeks
 - 27.2 percent felt so depressed that it was difficult to function at some point in the last 12 months
 - 25.6 percent felt very lonely in the last 12 months
 - 21.3 percent felt overwhelmed by all that they had to do in the past 30 days
 - 21 percent of DePaul students reported that they felt hopeless in the past 12 months
 - 12.8 percent felt overwhelming anxiety in the last 30 days
- Increasing numbers of Productive Learning Strategies (PLuS) students have emotional problems to deal with, whether related to a learning disability, Asperger's Syndrome, attention deficit disorder or other diagnoses. These conditions result 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, negatively impacting their ability to adequately deal with their academics, social life or life in general.

2. Changes in federal legislation, diagnostic criteria and students' disability profiles entering higher education

National Trends

- The impact of Response to Intervention (RTI), a new approach to diagnosing learning disabilities and other learning differences, and current interpretations of the Individuals with Disabilities Education Act (IDEA) legislation will be felt at the college level in the upcoming years. Ability and performance discrepancy models, once the accepted model for learning disability evaluation, have been eliminated from RTI. RTI will now be used to establish criteria for special education services during elementary and high school, and students reaching college will enter without the type of documentation that establishes a specific learning disability diagnosis.
- Proposed changes to the Diagnostic and Statistical Manual-IV (DSM-IV), to be published in May 2013, already are engendering discussion and implications for students currently identified as having Asperger's, attention deficit/hyperactivity disorder (AD/HD) and other mental and health conditions. These changes will affect criteria for diagnosis and, consequently, documentation as well as discussion of what constitutes a disability. Proposed diagnostic changes for AD/HD may yield more adult diagnoses. Asperger's Syndrome will be treated as only high-functioning autism, which many students may perceive as more stigmatizing and therefore will be less likely to seek out disability support services. Further, professionals are disturbed by the lack of specificity of the definition of the condition/diagnosis.
- Changes to the Higher Education Act (2008) encourage colleges and universities to develop initiatives that offer postsecondary education opportunities to students with intellectual disabilities (ID). With these changes, disability service providers will find their work impacted as students with intellectual disabilities attend college.

DePaul Trends

- DePaul has already encountered a significant number of students who are referred to PLuS with insufficient documentation or no previous diagnosis. In just a few years, the majority of students graduating from public schools may not have sufficient documentation to assure them services at the college level, or their documentation may not diagnose the depth and range of their disability. RTI is mandated to be implemented in all Illinois elementary and high schools beginning with the 2010-2011 school year.
- PLuS has seen a rising number of AD/HD and co-morbid diagnoses. Coupled with the decline in testing in the public schools, this will probably continue to trend upward. Asperger's students, already a difficult population to reach and serve, may be increasingly reluctant to self-identify with the label "autistic."

3. Student alcohol and substance use and abuse

National Trends

- According to the National Center on Addiction and Substance Abuse at Columbia University, the number of students who report engaging in binge drinking (defined as five or more drinks on one occasion) has remained steady at 40 to 44 percent (2007). Each month, half (49.4 percent) of all college students between the ages of 18 to 22 binge drink or abuse prescription or illegal drugs (NCASA 2007).
- In a summary article of research derived from one of the most widely utilized surveys on the topic, the College Alcohol Survey, Wechsler & Nelson (2008) conclude there is a need to address college alcohol use at the community level, not simply at the individual level or among a specified set of problem-drinkers. Both the wider community in which a campus is situated and the specific community contexts occurring on campus, such as residence hall experiences, are important domains to be addressed.

DePaul Trends

- The number of alcohol incidents declined during the 2009-2010 year; however, the number of students transported to the hospital for overdrinking increased substantially this year (from 32 in 2008-2009 to 48 in 2009-2010).
- The number of repeat offenders in the area of alcohol continues to fall.
- The newly created Residence Hall Community Commitment, a written agreement outlining community expectations signed by every resident student, brought mutual responsibilities to the attention of residents.
- Students reported that they were very willing to talk to the alcohol and substance abuse specialist if they felt like alcohol abuse was an issue for them personally or for a friend.

4. Continued focus on socially responsible leadership

National Trends

- The Multi-Institutional Study of Leadership (in which DePaul participates) centers on socially responsible leadership and is an ongoing source of new research. John Dugan, a national expert on socially responsible leadership, and his colleagues continue to draw on the Multi-Institutional Study of Leadership for insights. Their presentation, "Race and Leadership: Movement towards complex conceptualizations," explores how college students' collective racial esteem influences the development of their capacity for socially responsible leadership (2010).
- Dugan and his colleagues also presented "Leadership Legacies: Influences of formal leadership programs," which examined the relationship between participation in formalized leadership programs and student capacity for socially responsible leadership (2010). This presentation also challenged leadership educators to examine and enhance the depth of their programs' curricula in order to deepen student learning.

- Susan Komives, a leading researcher in college student leadership development, published a book in 2009, “Leadership for a Better World: Understanding the Social Change Model of Leadership Development.” This book continues to bring attention to the social change model of leadership development. An instructor’s manual was released in the 2009-10 academic year to supplement efforts to teach the model.

DePaul Trends

- DePaul University participated in the Multi-Institutional Study of Leadership in 2009. These results are being analyzed and will be shared more broadly during the 2010-11 academic year.
- The Student Affairs leadership training for student leaders continues to be centered on the socially responsible leadership framework that was developed by DePaul University faculty and staff.
- The Student Leadership Institute continues to develop specialized workshops that explore the five dimensions within DePaul’s socially responsible leadership framework.
- The Socially Responsible Leadership Development Task Force was established and includes representatives from across the division. The task force is developing and consolidating resources to aid in training and teaching leaders and employees within the division about socially responsible student leadership. A significant amount of attention has been given to exploring learning outcomes, common experiences and a common learning agreement.

5. Continued increases in ethnic and religious diversity on college campuses

National Trends

- More and more institutions are recognizing the need for religious pluralism or interfaith learning and skill-building as part of what it means to be a mature citizen and religious adult or religious leader. Therefore, there continues to be 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.
- Chicago’s Interfaith Youth Core (IFYC) and other interfaith organizations and initiatives continue to grow nationally and globally (Brachear, 2009).
- Islamic chaplaincy is a relatively new field professionally in higher education and beyond, with several schools recently hiring or posting new positions for full-time Muslim chaplains at colleges and universities in the last year or two. See Rutgers (omcru.blogspot.com) and Duke (chronicle.com/article/5-Minutes-With-Duke-Us/65435) for examples.
- Multi-faith centers, even at public and secular universities, continue to be constructed as a result of growing recognition of the religious dimension of students’ development (McMurtrie, 1999).

- Recent data (Pew, 2008) on religious life in the U.S. suggests that the United States may be the most religiously diverse country in human history—and many are arguing that in order for this diversity to become a strength, it must be tended to intentionally and people must be prepared to engage in interfaith cooperation and the creation of shared work and values.
- Support from college or university administrations continues to grow for promoting spiritual and religious awareness and advocacy, particularly with regard to diversity and inclusion (Bryant, Wickliffe, Mayhew, & Behringer, 2009).

DePaul Trends

- Interfaith/interreligious understanding is a focus at DePaul. The Rev. Dennis H. Holtschneider, C.M., president of DePaul, agreed in spring 2010 to a partnership with Interfaith Youth Core, a Chicago-based global organization promoting interfaith/interreligious cooperation and service. The project entailed an assessment of DePaul's strengths and opportunities in terms of making interfaith understanding and cooperation an integral part of DePaul's strong commitment to and self-understanding of diversity, in light of its Catholic religious heritage and mission. A report is due late fall 2010. The Religious Studies Department, as part of this project, will create a new academic specialization and minor in interreligious engagement.
- A recent survey of DePaul students (IFYC Project, spring 2010) suggests that they are reflective of a growing national trend of young adults having no self-identified religious affiliation [atheist – 10 percent, agnostic – 13 percent, spiritual (not religious) – 7 percent, none – 3 percent]. The initiation of a secular humanist (atheist/agnostic) student group this year seems to give further credence to this as a trend worth noting at DePaul.
- University Ministry continues to expand interfaith dialogue through the work of a new 12-member student advisory board and the Interfaith Scholars Program.

6. Increase in diversity on college campuses

National Trends

- Carnevale & Fry (2001) forecast that students of color will comprise two-fifths of total undergraduate enrollment by the year 2015. This changing demographic for college campuses suggests a need for institutions of higher learning to promote diversity and multiculturalism.
- In recent years, institutions of higher education have examined new methods to facilitate diversity education. Intergroup dialogue has become a tool that has received recognition by the American Association for Higher Education, the National Association for Student Personnel Administrators and the American College Personnel Association for having merit in accomplishing this task.

DePaul Trends

- The number of students of color at DePaul has increased in line with increases nationally. Information from the 2009 DePaul FactFile shows that in 2009, 35.8 percent of DePaul freshmen self-identified as a person of color. In addition, there was a nearly 10 percent increase of students of color in this freshman class over freshmen admitted in 2008 (26.4 percent).
- Data collected about DePaul students through the National Survey of Student Engagement (NSSE) in 2008 reveals a “supportive campus environment” benchmark score of 59.7 for traditional students, 57.0 for somewhat traditional students, and 57.1 for very non-traditional students (as reported by Joe Filkins, Institutional Research and Market Analytics, 2009).
- Per Filkins, according to 2008 NSSE data, when students were asked about their perceptions of diversity on DePaul’s campus:
 - 62 percent of seniors reported that DePaul has an emphasis on encouraging contact among students from different economic, social and racial or ethnic backgrounds (compared to 61.0 percent in 2007).
 - 67 percent of seniors reported that they had serious conversations with students of a different race or ethnicity than their own (compared to 63.0 percent in 2007).
 - 74 percent of seniors reported that they developed their understanding of people from other racial and ethnic backgrounds (compared to 65.0 percent in 2007).
- As reported by Filkins (2009), when reviewing the “supportive campus environment” benchmark score of DePaul students between their freshman and senior years (combining data from 2007-2009), the score drops from 62.9 percent in their freshman year to 57.2 percent in their senior year. When controlled for race/ethnicity, there is a similar drop for African-American students (67.2 percent as freshmen to 59.6 percent as seniors), Asian students (65.1 percent as freshmen to 58.9 percent as seniors), Latino students (64.5 percent as freshmen to 58.4 percent as seniors), and white students (62 percent as freshmen to 56.3 percent as seniors).
- Student Affairs has expanded diversity education programming on campus by establishing an Office of Diversity Education, supported by full-time associate and assistant directors, a full-time assistant and 13 peer educators. The Office of Diversity Education facilitated 113 educational workshops, attended by 3,728 DePaul students, during the 2009-2010 academic year.
- The Office of Diversity Education has developed and implemented the Dialoguing Demons model of peer education, in which current students are trained to facilitate diversity education workshops and difficult dialogues with their peers.

7. Attention on adults and veterans returning to school

National Trends

- While many have understood and advocated for the importance of educating adults, these difficult economic times have raised awareness about the need to do so. At the federal level, the Post 9/11 GI Bill, Workforce Investment Act and the American Recovery Reinvestment Act are making it possible for more adults to participate in post-secondary education.
- The Lumina Foundation recently funded large-scale projects focused on adult education with its 2009 investment in the Consortium on Adult and Experiential Learning for the development of a prior learning assessment tool and a 2010 grant seeking a system-wide collaboration that increases adult student degree attainment.
- In addition, according to the Chronicle of Higher Education, a panel of government officials and education experts on Capitol Hill called for more adults to enroll in college and have encouraged institutions to take into account the needs of non-traditional students (Nelson, 2010).

DePaul Trends

- DePaul has seen increases in adult enrollment in line with national trends. In 2009, a total of 3,841 undergraduates (or 24 percent) were 24 years of age or older, up three percent from 2008 (DePaul Enrollment Facts).
- Enrollment Management and Marketing reported that the majority of new master's students are adults between 24 and 29 years of age (51 percent). Further, the majority (95 percent) of new graduate enrollment is made up of students pursuing master's degrees. This fall, a total of 1,787 new master's students enrolled, up 22 percent from 2005 and up 10 percent from fall 2008 (Enrollment Facts).
- In 2008-2009, Student Affairs established a Veterans Affairs Office to serve students who are military veterans.
- In 2009-2010, Student Affairs expanded programming related to this population and facilitated training sessions to better prepare staff members to serve the veteran population.

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II. 2010-2013 Divisional Strategic Plan

Introduction

“Stronger Partnerships for Engagement and Learning” is the strategic plan for the Division of Student Affairs of DePaul University for the period 2010-2013. It is the product of an inclusive planning process of which the capstone was an intensive two-day retreat. The plan, which is built upon goals, objectives and activities developed by Student Affairs staff and leadership, establishes the division’s priorities and will guide its ongoing work in fostering student learning and success. At the same time, the plan provides context, structure and a rationale for the division’s continuing efforts to promote quality, sustainability and accountability.

The strategic plan incorporates the division’s mission and vision statements and its learning outcomes as foundational elements (see pages 1-2).

Goal 1: Lead and promote an integrated, cumulative and collaborative paradigm for student learning across the institution.

Goal 1 Rationale: The nature of learning is holistic; intellectual development is inextricably connected to psychological, emotional, social, civic and physical development. Student development, in the sense of progressive personal, psychosocial maturation, is interwoven with the acquisition, integration and application of knowledge; the whole of it is learning. Learning then includes creating identity and developing resilience, perseverance and emotional maturity. This holistic notion of higher education challenges the usual and customary academic understanding of learning as mostly intellectual and/or classroom and credit-hour based—and of student development as a fundamentally different activity that does not engage the intellect. It also explains why it is important for students to be active, engaged learners in and out of class, why problem solving and inquiry are important learning modalities, why the intentional interaction of theory and practice must be built into the undergraduate curriculum and pedagogy, why formative assessment for feedback is critically important, and, ultimately, why the Academic Affairs and Student Affairs divisions must work together.

Goal 1 Objectives:

- 1.1 Develop a robust partnership with Academic Affairs.
- 1.2 Infuse cocurricular learning experiences in the liberal studies curriculum.
- 1.3 Establish broad institutional dialogue about student learning.
- 1.4 Identify and mobilize people and resources necessary to support student learning.

Goal 2: Broaden, diversify and strengthen our points of student engagement.

Goal 2 Rationale: The division's signature programs serve their target populations well, but are generally not highly scalable because of their focused scope and specific intended audiences. The demonstrated effectiveness of Student Affairs and its departments therefore seems primarily related to good results with small groups or populations of students, not to the total population. Student development and student learning opportunities may be missed because of limitations in the division's current portfolio, which does not include several areas which would benefit from being managed by staff with a background in student affairs and a strong sensitivity to issues of student development and learning. Many students, faculty and staff outside the division primarily know individual departments, and often individual staff members in those departments, but have only a limited understanding of the division as a whole. There is a need for greater collaboration, more and expanded partnerships, and innovative approaches to student programs and services.

Goal 2 Objectives:

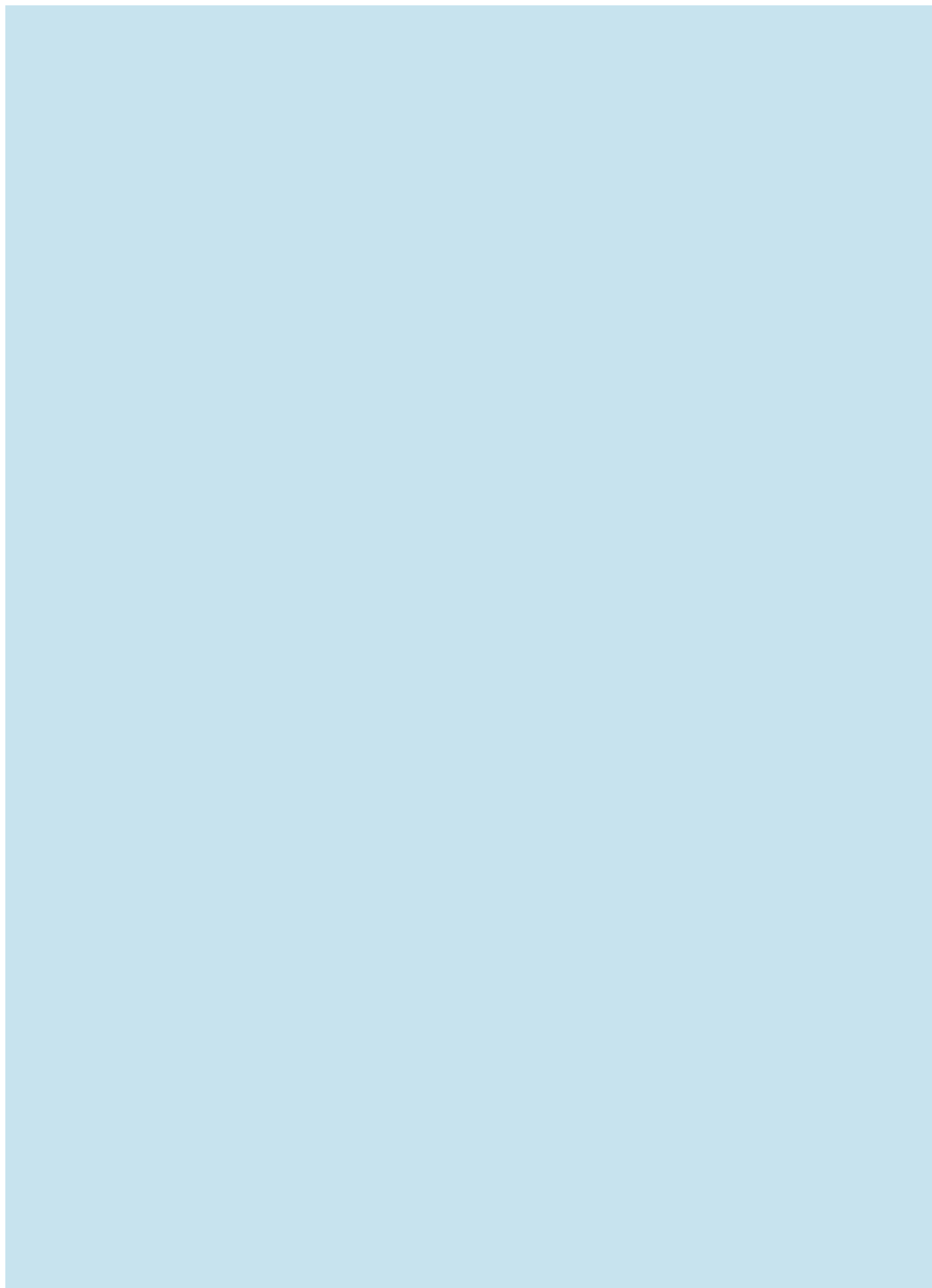
- 2.1 Strengthen and enhance student programs and services.
- 2.2 Establish partnerships that create new and expanded opportunities to enhance student learning.
- 2.3 Reduce barriers of affordability and access.
- 2.4 Align and develop resources, including internal and external data.
- 2.5 Leverage technology.
- 2.6 Improve communication with and among students.

Goal 3: Strengthen the organizational and operational effectiveness of the Division of Student Affairs.

Goal 3 Rationale: Student Affairs seeks to ensure organizational, operational and management effectiveness within its own portfolio and to strengthen the methods and results of its communication with students, faculty and staff. These steps will create a strong foundation for collaboration in support of student learning and success.

Goal 3 Objectives:

- 3.1 Strengthen assessment of student learning.
- 3.2 Improve divisional communication.
- 3.3 Strengthen and diversify divisional revenue.
- 3.4 Review and renew divisional policies and procedures.
- 3.5 Review and renew divisional structure.
- 3.6 Further develop a well-informed, mission-driven staff.
- 3.7 Improve information management.
- 3.8 Establish formal feedback structures.





SECTION D: ASSESSMENT ACTIVITIES

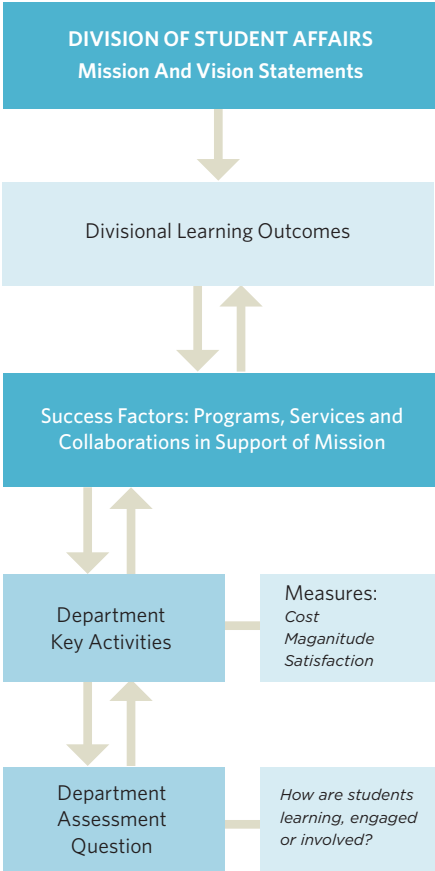
I. Overview

The division has completed year six of strategically collecting data for assessment purposes. The division worked closely with the Office of Institutional Planning and Research and the Office of 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 assistant vice president for assessment, planning and communications and the Student Affairs Assessment Committee. The two main goals of the assessment process, implemented in fall 2004, are to promote continuous improvement and to 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, called success factors, that need to be in place to support student success at DePaul. Success factors 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 15 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 diagram to the right 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 cocurricular and extracurricular 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 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	07-08	08-09	09-10
Residential Education	Programs	740	634	609
Religious/Spiritual	Programs	1,098	1,607	1,402
Diversity/Cultural	Programs	29	45	130
Student Development	Programs	280	291	383
	Student Organizations	192	222	263
	Student Organization Members	3,214	3,545	2,783

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, Baccalaureate Mass, Family Weekend, Welcome Week 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, University Ministry programs, 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 programs offered by Multicultural Student Success.

ACTIVITIES	MEASURES	07-08	08-09	09-10
Level I Programs	Programs	22	108	104
	Participants	30,856	44,561	37,225
Level II Programs	Programs	868	1,506	1,691
	Participants	34,228	29,951	72,945
Level III Programs	Programs	1,501	1,643	1,359

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 reducing barriers to their success. Advocacy, tutoring, advising, counseling and crisis management are examples of intervention and support services.

ACTIVITIES	MEASURES	07-08	08-09	09-10
Student Disciplinary Cases	Code/Policy Violations	826	434	382
	Students	1,060	1,278	973
Crisis Emergency Response	Crises/Critical Incidents	223	270	169
	On-Duty Pages	341	463	808
Counseling Sessions	Students	895	879*	1,057*
	Number of Kept			
	Appointments	3,344	5,079*	6,835*

* The 2008-2010 data represents individual and group counseling whereas 2007-2008 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	07-08	08-09	09-10
University Wide, One-Day Service Experiences	Programs	3	2	2
	Total Participation	2,025	2,262	2,498
	Volunteer Hours	8,100	9,048	8,744
Immersion Experiences	Programs	19	17	21
	Total Participation	165	168	237
	Volunteer Hours	3,300	3,720	4,740
Recurring/ Ongoing Service Experiences	Programs	640	759	552
	Participants per Week	156	243	237
	Unique Participants	636	993	1,097
	Volunteer Hours	14,040	21,870	20,826

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	07-08	08-09	09-10
Training external to DePaul	Conferences Attended	57	61	96
Student Staff	Student Staff Hourly Positions	86	57	175
	Student Leader Positions	506	552	531

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 Jr. Prayer Breakfast, President's Diversity Brunch, etc.), leadership recognition (Senior Leadership Awards Ceremony, departmental year-end ceremonies, etc.), religious ceremonies (Baccalaureate Mass) and social events (Involvement Fairs, Homecoming, Fest, etc.).

ACTIVITIES	MEASURES	07-08	08-09	09-10
DePaul Community Celebrations	Total Celebrations	22	29	21
	Attendees	19,563	32,523	18,253
Student Recognition Programs	Programs	11	9	10
	Attendees	867	1,211	1,148

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 Task Force, the Student Welfare Task Force and Stop Sexual Violence Task Force, two partnerships are highlighted below: the division's work with the First-Year Program and administrative academic withdrawals. The goal of both partnerships is to improve student success and retention.

ACTIVITIES	MEASURES	07-08	08-09	09-10
First-Year Program: Discover & Explore Course Delivery	Student Mentors	107	110	110
	Staff Professionals	90	65	63
	Experiential Courses Taught By Student Affairs Professionals	18	10	23
Course Withdrawals & Erasure Process	Total Requests	224	260	254
	Course Withdrawals Granted	18	110	220*
	Course Erasures Granted	177	123	0*
	Internal Partners	11	11	11

* Due to changes in the process during 2009-2010, withdrawals and erasures are now collapsed into one category titled "administrative withdrawals."

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 2009-2010 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 website at studentaffairs.depaul.edu.

A. Assessment Reports

- 1. Dean of Students (DOS):** DOS completed a project in support of the Student Affairs Sexual Health and Wellness Committee, which wanted to be more informed about sexual activity among DePaul students. The purpose of this project was to determine the perceptions and self-reported practices of DePaul students regarding their sexual activity. The general strategy was to learn more about these issues and to consider if subgroups of DePaul students responded in different manners.

Institutional Review Board approval was obtained to conduct the study using the National College Health Assessment, a well-respected national survey. The survey was administered online to a random sample of 4,000 students, of whom 872 (22 percent) responded.

The amount of data collected regarding the health and wellness of DePaul students is impressive and cannot be fully summarized in this document. However, the following is a small sample of findings:

Year in School, Academic Status and Relationship Status Effect on Sexual Health and Wellness

- Students who are 18 to 24 years old are nearly twice as likely to have had four or more sexual partners in the last year than those 25 and older.
- The percent of students reporting any sexual activity in the last 30 days went up over their academic career.
- Many health-seeking behaviors increased over time and with higher class standing.

Racial Differences

- White DePaul students appear to be more sexually active than students of color.
- White students are the least likely to report having none or one sexual partner in the last year and the most likely to report having four or more in the past year.
- Students of color report having the riskiest (unprotected) sex.
- Black and bi/multiracial students were 15 to 16 percent less likely to report using a protective barrier than white students.

Sexual and Relationship Violence – Bisexual Students

- DOS found a high incidence of bisexual students reporting sexual and other relationship-related violence.

Educational Materials Received by Students

- DePaul students reported low rates of receiving educational information on STD/I or pregnancy prevention.
- DePaul students reported higher rates of receiving information on STD/I prevention as opposed to pregnancy prevention, and yet they were more likely to utilize methods to protect against pregnancy than STD/Is.

Health Seeking

- DePaul students were better than the national average at performing testicular and breast self-exams in the last 30 days and having had a routine gynecological exam in the past year.

The Health Insurance Effect

- Just over 12 percent of DePaul students reported being uninsured. Uninsured students are 7.4 percent less likely to have used contraceptives during their last instance of vaginal intercourse, 13.6 percent less likely to have performed a testicular self-exam in last 30 days, 29.8 percent less likely to have had a routine gynecological exam in last year, and 10.5 percent less likely to have received an HPV vaccination.

As a result of this assessment, DOS presented the results to the Sexual Health and Wellness Committee. The full set of data collected will be presented to and discussed with the Student Welfare Task Force. DOS will investigate avenues to present this data set to the entire division of Student Affairs, and DOS will begin to develop academic, college-specific presentations from this data for its 2010-2011 Student Advocacy & Wellness initiative.

- 2. Diversity Education (DE):** DE completed a project to determine the degree to which students are learning about diversity and culture through the Understanding Diversity & Culture workshops facilitated by DE within the Chicago Quarter Common Hour. DE wanted to gather data that would inform future diversity education offerings.

Freshmen enrolled in the Chicago Quarter Common Hour program during the fall 2009 quarter were targeted for this assessment. A total of 543 first-year students in 23 sections of the Chicago Quarter classes participated in the Understanding Diversity and Culture one-hour workshop sessions facilitated by DE. A satisfaction survey and written reflection exercise were created and distributed to all workshop participants upon completion of the workshop. All 543 participants completed the evaluation instruments (100% response rate).

DE found the following:

- Students have the capacity to critically engage in diversity and cultural learning.
- Students are most comfortable/familiar with their racial/ethnic identity.
- Students are least comfortable/familiar with their religious identity.
- Students value structural diversity as a mechanism to learn about their own cultural identities.
- Students did not clearly identify ways to learn about different cultural groups.

As a result of this assessment, DE plans to develop new learning outcomes to meet students at their developmental level while simultaneously providing challenge. Curriculum modifications will need to be made based on the learning outcomes revisions. Activity and debrief modifications will be made to the workshops and some new evaluation instruments may be developed after the learning outcomes revision.

3. Student Leadership Institute (SLI): SLI completed an aspirational benchmarking project to determine national best practices in college student leadership development grounded in socially responsible leadership, to determine how the social change model (SCM) of leadership would augment its continued strategic planning and potentially shape key activities (LEAD-In, Certificate Program, DePaul Leadership Scholars, VOICES), and to help them recognize strengths and gaps in services. SLI also wanted to conduct research that would help them refine and further develop learning outcomes. SLI conducted phone interviews with seven carefully selected comprehensive, aspirational leadership programs at large, urban, mission-based universities across the U.S. A specialized research study by the Educational Advisory Board on the activities of student leadership departments at five additional institutions was available and acted as additional input into the assessment. The results of the student affairs assessment this year by Keeling and Associates also were considered.

SLI found the following:

- All but one of the leadership programs used the SCM directly in their work.
- No program used SCM exclusively.
- Four of seven programs offered a key activity that integrated social identity and leadership development.
- No trends or patterns of note emerged in the programs' responses regarding their use of the model in training their student and professional staff members.
- Five of the seven programs develop and teach leadership courses, with two of them coordinating leadership minors for their universities.
- Word of mouth was identified as the most effective marketing approach for the programs.
- All but one school had students leading at least one key activity.
- Approaches to training the students who assisted in the design and implementation of leadership programs varied and included retreats, classes, one-day experiences and continued training throughout the duration of the positions.
- Most of the programs were not utilizing the city as a backdrop for their leadership programs and identified doing so as an area for growth.

As a result of this assessment, SLI will consider the following proposed actions:

- Ensure that SLI programs are learning-based and work to intentionally deepen and focus student learning.
- Continue to build on the momentum and progress SLI has made in efforts to increase the role of students in the planning and implementation of its key activities.
- Enhance partnerships or build new partnerships with Athletics, Academic Affairs, the Career Center and student organizations.
- Examine the possibility of incorporating leadership development inventories.
- Ensure that SLI initiatives are available to and reach students at all points along their leadership identity development.
- Incorporate the city of Chicago in leadership education efforts.
- Consider the addition of one-day leadership conferences and the possibility of hosting a nationally recognized leadership speaker.

4. University Counseling Services (UCS): UCS completed a project to assess the impact of and response to the same day consultation (SDC) system. Every student assigned to a counselor was asked about their SDC experience (by telephone or in-person) via a Same-Day Consultation Survey instrument.

UCS found that students give the UCS clinical staff high marks for accurately understanding their needs and alleviating their concerns. Students report that they are more hopeful after their SDC appointment. After a relatively brief consultation appointment with a senior staff clinician, students reported a significant reduction in their level of distress. In fact, the percentage of students “in crisis” was reduced from 13 percent to three percent, indicating a high level of effectiveness at alleviating symptoms upon initial contact. UCS also found that a majority of staff and faculty concurred that more students have complex mental health histories. Faculty felt comfortable consulting with the UCS staff and felt that they have the information and tools that they need to refer distressed students. Staff and faculty were less comfortable in referring students “in crisis.”

As a result of this assessment, UCS made changes and revisions in the triage system throughout the year. SDC time was extended from 20 minutes to 30 minutes and the number of SDC hours per week was adjusted to meet student demand. Case assignments were streamlined to eliminate an intake clinician. Further, a summer 2010 training session was added to achieve additional consistency in how UCS clinicians respond to various situations.

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 2009-2010 academic year.

- 1. Utilizing Nationally Recognized Instruments:** The Dean of Students utilized the National College Health Assessment to collect data related to student sexual health and wellness. Using this instrument not only brings great credibility to the process and the data, but also allows us to compare DePaul data to other institutions. Student Life utilized the National Association of Campus Activities Competency Guide for Student Leaders to assess specific competencies among DePaul student leaders. Using nationally recognized competencies not only brings credibility to the process, but also allows us to contribute to the conversation on student learning.
- 2. Utilizing Available Resources:** Residential Education and Multicultural Student Success utilized graduate students to assist with their assessment projects. The Student Leadership Institute (SLI) enlisted additional resources to assist with their benchmark study. In order to conduct a credible and useful benchmark study, SLI utilized information from the Multi-Institutional Study of Leadership to determine study participants, and used an outside research provider, the Education Advisory Board, to interview additional institutions and gather information about leadership programs across the country.
- 3. Quantifying Qualitative Data:** The Office of Diversity Education did an excellent job of analyzing student reflection papers and translating the results into quantifiable results.
- 4. Approaching a Question from Multiple Angles:** The Productive Learning Strategies program (PLuS), University Counseling Services (UCS) and Student Life (SL) all incorporated two or more constituencies in their assessment projects to provide data and perspective related to their questions. The PLuS program included students and faculty in their project, UCS included students, UCS staff and other staff and faculty, and SL included student leaders and student organization advisors. The inclusion of multiple constituencies is helpful when trying to construct a well-rounded response to the assessment question.
- 5. Framing the Issue:** Diversity Education, the Center for Intercultural Programs, Student Leadership Institute and the Dean of Students Office did an excellent job describing the importance of the issue they assessed and developing a literature review that supported the assessment project.
- 6. Building on Previous Projects:** Residential Education, the Productive Learning Strategies program and University Counseling Services conducted assessment projects that further investigated issues presented in the previous year's assessment. Residential Education's project is of particular note since it has spanned the last four years.
- 7. Utilized Results:** Catholic Campus Ministry, University Counseling Services, Student Life and the Productive Learning Strategies program have used the results of their assessment projects to implement program changes.

IV. Emerging Themes from Assessment Reports

The Student Affairs Assessment Committee reviewed the 13 assessment reports submitted across the division. The following is a summary of what the committee learned:

1. The types of assessment questions being asked:

- Three reports focused on learning.
- Six reports focused on impact.
- Two reports focused on need.
- One report focused on benchmarking.
- One report focused on learning and needs.

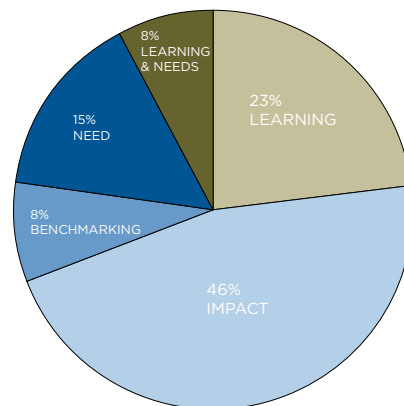
2. The methodologies being used:

- Three projects used strictly qualitative methods.
- Six projects used strictly quantitative methods.
- Four projects used mixed methods.

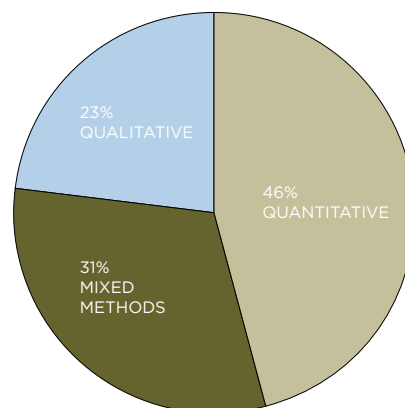
3. The assessment projects reflect:

- Increase in knowledge of assessment as compared to 2008-2009.
- Increase in the number of departments using mixed methods.
- Increase in the quality of department literature reviews written in support of assessment projects.
- Increase in the number of departments facilitating research projects with Human Subjects approval.

TYPES OF ASSESSMENT QUESTIONS
BEING ASKED



METHODOLOGIES BEING USED





SECTION E: PERSONNEL AND PROFESSIONAL DEVELOPMENT

I. Personnel Overview

The Division of Student Affairs employs 99 full-time staff members (21 percent), 18 part-time staff members (4 percent), 31 graduate students (6 percent) and 322 student staff members (69 percent). 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.

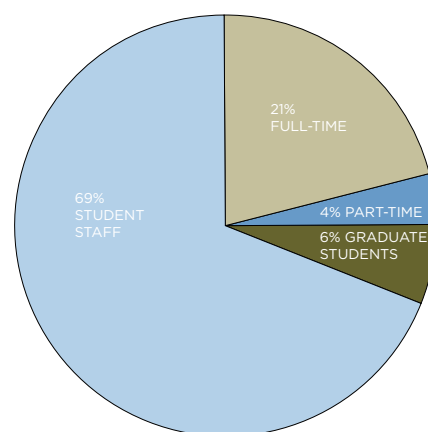
II. Scholarly Activities

During the 2009-2010 academic year, 27 staff members within the division conducted over 67 presentations at regional and national conferences and/or workshops. In addition, five staff members produced seven 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 provides 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. 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:
 - Assessment Planning
 - Residential Student Conduct by the Numbers
 - The DePaul Student Profile
 - Beyond the Campus Zipcode
 - Spiritual Development of College-Aged Students
- c. Workshops:
 - Professional Development and Capacity Building in Writing Learning Outcomes

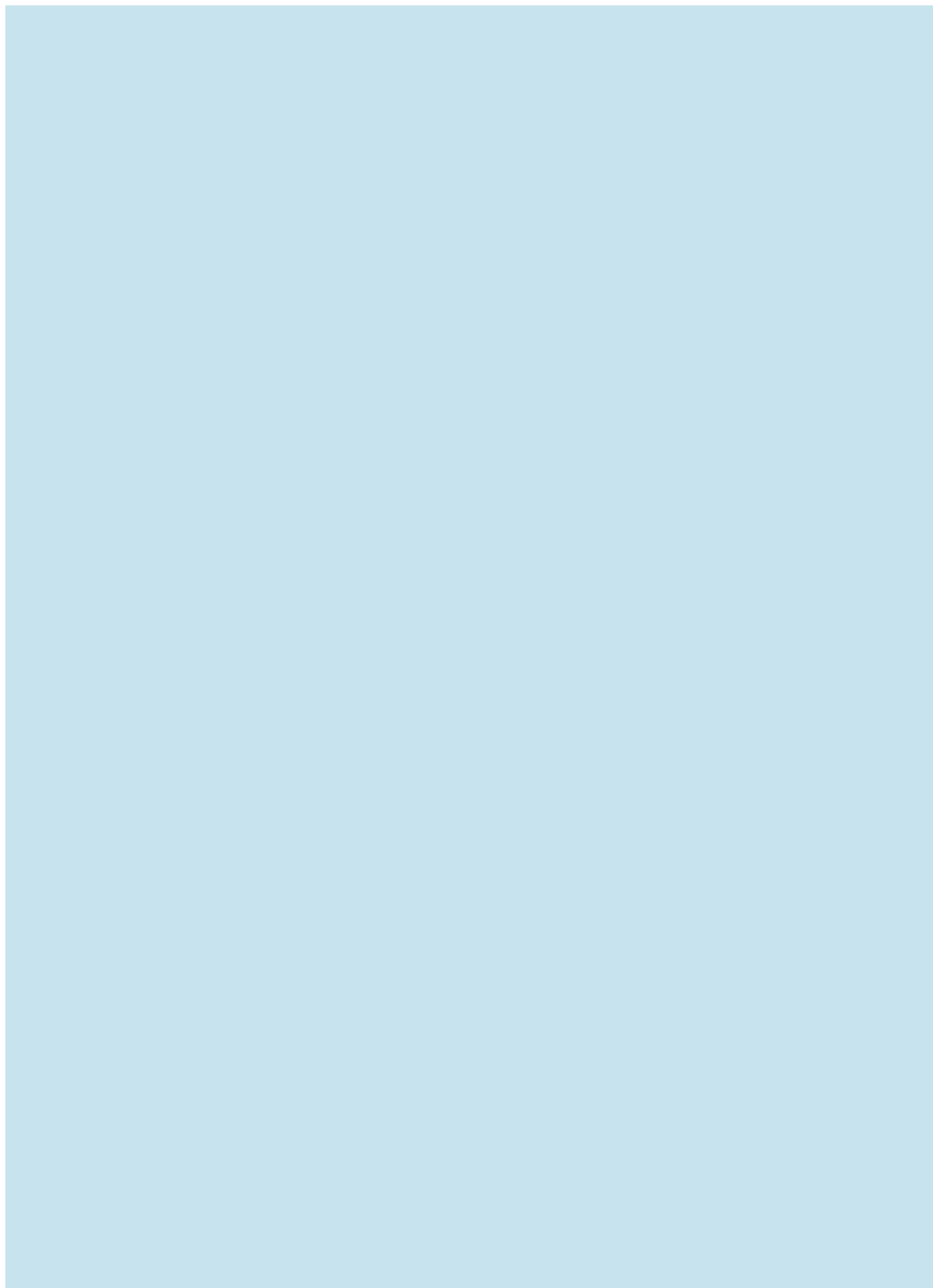
2. External Professional Development Activities:

Members of the division participated in 96 national and regional professional development conferences, workshops or webinars 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. In addition to attending professional development activities, members of the division also held numerous leadership roles in professional organizations. Appendix E provides a complete list of involvement during the 2009-2010 academic year.

B. Advanced Degrees

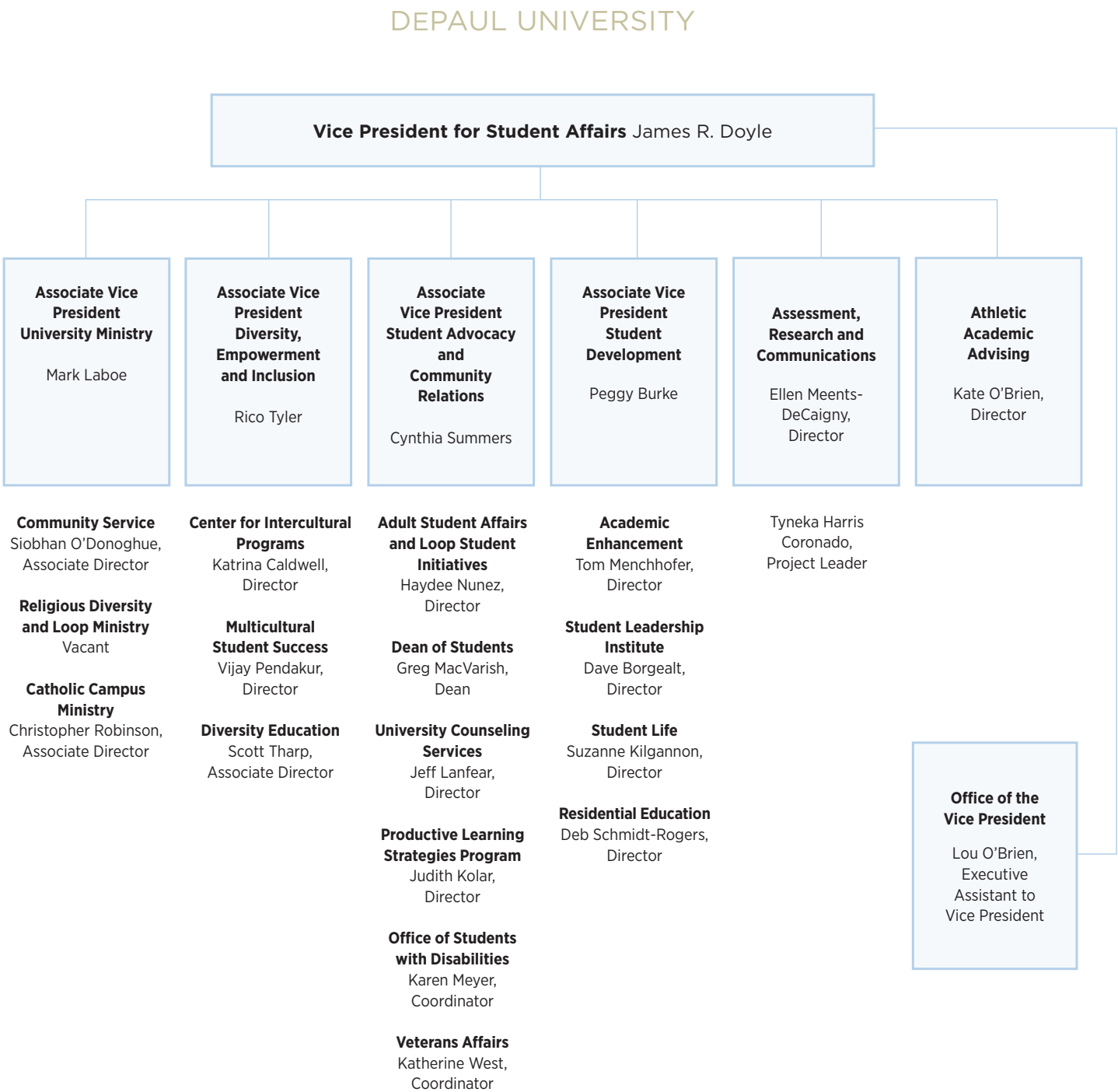
The following chart highlights the academic degrees earned and in-progress among Student Affairs staff members.

ACADEMIC DEGREES	EARNED	IN-PROGRESS	TOTALS
Master's Degrees	82	5	87
Doctoral Degrees	15	6	21
Law/Medical Degrees	4	0	4





APPENDIX A: DIVISION OF STUDENT AFFAIRS ORGANIZATIONAL CHART



APPENDIX B: EXTERNAL DIVISIONAL PARTNERS

Businesses

1. 1237 West/Loft-Right
2. Apartment Vigilantes
3. Apple Computers
4. AT&T
5. Black & Black Lawyers
6. Bucca di Beppo
7. Career Partners 3
8. Chicago Transit Authority
9. Chipotle
10. Collegiate Link
11. Dell
12. Dominick's
13. Excel, Inc.-Okolona MS
14. Grant Thornton
15. Greenheart
16. Harrison Group
17. I-Go Cars
18. Interpark
19. Kaplan
20. Keeling & Associates
21. Links Unlimited
22. Lululemon Athletica
23. Northern Trust
24. PNC Bank
25. Pride Sash
26. Speaking Specialists, The
27. STA Travel
28. TCF Bank
29. Uncle Dan's
30. Walgreen's
31. World Shoppe

Community Organizations

1. Access Living
2. Agents of Change
3. Aid for Women
4. All Kids
5. Alliance for the Great Lakes
6. Amnesty International
7. Appalachian Science in the Public Interest
8. Arlington House
9. Arts of Life
10. Austin Green Team
11. Austin YMCA
12. Awakening Center, The
13. Be Bright Pink
14. Bikerdike Redevelopment Corporation
15. Boy's Hope/Girl's Hope
16. Breast Cancer Network of Strength
17. Broadway Youth Center
18. BUILD Chicago
19. Burnham Prairie Restoration
20. Cara Project
21. Cardinal Manning Center, Los Angeles
22. Casa Aztlan
23. Casa Central
24. Casa de Providencia
25. Center on Halsted
26. CEDA (Community and Economic Development Association of Cook County)
27. Chicago Cares
28. Chicago Coalition for the Homeless
29. Chicago Fair Trade
30. Chicago Women AIDS Project

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| 31. | Christopher House | 74. | Service Corp. - St. Louis |
| 32. | City Year Chicago | 75. | Sharing Connections Furniture Bank |
| 33. | Claretian Associates | 76. | Special Olympics |
| 34. | Cornerstone Homeless Shelter | 77. | Streetwise |
| 35. | Cranks Creek Survival Shelter | 78. | Sunlight African Community Center |
| 36. | Enlace Chicago | 79. | Telpochcalli Community Education Project |
| 37. | Erie Neighborhood House | 80. | US Empowered |
| 38. | Esperanza Community Service | 81. | Veterans Resource Center |
| 39. | First Defense Legal Aid | 82. | Washington Park Conservancy |
| 40. | First Friday Club | 83. | Working Bikes Cooperative |
| 41. | Friends of the Parks—
Dunning Reed Park | | |
| 42. | Gage Park | | |
| 43. | Gateway Volunteers | | |
| 44. | Gingko Organic Gardens | | |
| 45. | Girls on the Run | | |
| 46. | Greater Chicago Food Depository | | |
| 47. | Howard Area Community Center | | |
| 48. | Howard Brown: Brown Elephant | | |
| 49. | Hyde Park Art Center | | |
| 50. | Illinois Action for Children | | |
| 51. | INROADS | | |
| 52. | Jewish Community Relations Council,
Israel on Campus Initiative | | |
| 53. | Kenwood Brotherhood | | |
| 54. | Kilbourn Park Organic Gardens | | |
| 55. | Kohl's House | | |
| 56. | Lake View Pantry | | |
| 57. | Latinos Progresando | | |
| 58. | Lincoln Park Shelter | | |
| 59. | Loop Alliance | | |
| 60. | Lydia Home | | |
| 61. | Marillac House | | |
| 62. | McKenna Center, Washington, D.C. | | |
| 63. | Misericordia | | |
| 64. | Mujeres Latinas en Accion | | |
| 65. | National Alliance on Mental Illness
of Greater Chicago | | |
| 66. | Near North Development Corp. | | |
| 67. | Night Ministry | | |
| 68. | Pipeline to College | | |
| 69. | Primo Women's Center | | |
| 70. | Pullman Garden Club and
Historic Site | | |
| 71. | PurpleStride | | |
| 72. | Refugee and Immigrant Services
of Chicago | | |
| 73. | REST (Homeless Shelter and
Support Services) | | |

Cultural Organizations

1. American Indian Center
2. Amigas Latinas
3. BorderLinks
4. Chicago History Museum
5. Chicago Underground Library
6. Concern Worldwide
7. Echoes of the World
8. Hillels Around Chicago
9. Hiroshima Peace Memorial Museum
10. Hostelling Chicago
11. Hyde Park Art Center
12. International House
13. Native American Center Chicago
14. Porchlight
15. Rumble Arts Center
16. Shimane International Center (SIC)
17. Sunlight African Community Center Task Force

Educational Institutions/Organizations

1. ACE Tech Charter School
2. Adlai Stevenson High School
3. Advancement by Individual Determination (AVID)
4. Aspira Charter School
5. BIG EAST Conference
6. Britt Krieger School
7. Buffalo Grove High School
8. Chicago Academy High School
9. Chicago Public Schools
10. City Year Chicago
11. Columbia College

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|---|--|
| 12. Community High School District 128 | 56. University Center of Chicago |
| 13. Community Links High School | 57. University of Chicago |
| 14. Cristo Rey Jesuit High School | 58. University of Illinois at Chicago |
| 15. Curie Metropolitan High School | 59. University of South Florida |
| 16. Dominican University | 60. Urban Prep Academy |
| 17. Elmhurst College | 61. Visitation Catholic School |
| 18. Evanston Township High School | 62. Waukegan High School |
| 19. Flashpoint Academy | |
| 20. Gary Comer Campus | |
| 21. Gear Up | |
| 22. Glenbrook North High School | |
| 23. Glenbrook South High School | |
| 24. Guerin Prep High School | |
| 25. Hamline Elementary School | |
| 26. Hancock High School | |
| 27. Harper College | |
| 28. Hinsdale High School | |
| 29. Illinois Campus Compact | |
| 30. Josephinum High School | |
| 31. Journal of College and Character | |
| 32. Juarez High School | |
| 33. Jumpstart Literacy Program | |
| 34. Landmark College | |
| 35. Little Village Lawndale High School | |
| 36. Manely High School | |
| 37. Mary Crane Center | |
| 38. Minority and Friends Network | |
| 39. Morton College | |
| 40. New Trier Township High School | |
| 41. Niles Township District for Special Education | |
| 42. Noble Street College Prep | |
| 43. Northwestern University Feinberg School of Medicine | |
| 44. Northwestern University, The Family Institute | |
| 45. Oscar Meyer School | |
| 46. Our Lady of Tepeyac High School | |
| 47. Pedro Albizu Campus High School | |
| 48. San Miguel Schools/
Gary Comer Campus | |
| 49. St. Charles East High School | |
| 50. St. Gregory High School | |
| 51. St. Pius V Catholic School | |
| 52. St. Scholastica Priory | |
| 53. Stand With Us | |
| 54. Teach for America | |
| 55. Uhlich Academy | |
| | |
| | Health Care Institutions/
Mental Health Centers |
| | 1. Access Community Health |
| | 2. Advocate Illinois Masonic |
| | 3. Alexian Behavioral Health |
| | 4. Cathedral Counseling Center |
| | 5. Chicago Comprehensive Care |
| | 6. Chicago Lakeshore Hospital |
| | 7. Chicagoland Counseling Center
Director's Group |
| | 8. Comprehensive Services Counseling |
| | 9. Heartland Alliance Marjorie
Kovler Center |
| | 10. Insight for Eating |
| | 11. LaGrange Department of
Special Education |
| | 12. Lakeview Center for Psychotherapy |
| | 13. Leukemia and Lymphoma Society, The |
| | 14. Live Oak Chicago |
| | 15. Parkinson's Northwestern Hospital |
| | 16. Rape Hotline |
| | 17. Rape Victim Advocates |
| | 18. Rehabilitation Institute of Chicago |
| | 19. Rosenthal Clinic & American
Back Center |
| | 20. Rush Outpatient Clinical Services |
| | 21. St. Joseph Hospital |
| | 22. Test Positive Awareness Network |

Governmental Offices/Agencies

1. Chicago Park District
2. Chicago Aldermanic Offices
3. Chicago Police Department
4. Commission on Human Relations-
State's Attorney's Office
5. Consulate General of Japan
6. Haitian Congress to Fortify Haiti
7. Mayor's Office of Special Events
8. Safety Net Works, The
9. Women Infants Children (WIC)

Professional Organizations

1. American College
Personnel Association
2. American Group
Psychotherapy Association
3. Association for the Coordination of
Counseling Center Clinical Services
4. Association for University and
College Counseling Centers
5. Association of Counseling Center
Training Agencies
6. Chicago Area Runners Association
7. Chicago Area Small Campus
Housing Association
8. Chicago Dental Society
9. Compass Life Coaching
10. Driehaus Center for
International Business
11. National Association for Academic
Advisors for Athletics
12. National Association of Collegiate
Women Athletic Administrators
13. National Association for Student
Personnel Administrators
14. National Clearinghouse for
Leadership Programs-University of
Maryland
15. National Collegiate Athletic
Association, The
16. National Faith, Justice, and Civic
Learning Conference
17. National Lawyers Guild
18. Professional Affiliates as
Workshop Facilitators

Spiritual/Religious Organizations

1. Archdiocese of Chicago
2. Catholic Charities
3. Catholic Relief Services
4. Chicago Religious Leaders Network
5. Church of Our Savior
Episcopal Church
6. Church of Three Crosses
7. Colorado Vincentian Volunteers
8. Daughters of Charity
9. Father McKenna Center-
Washington, D.C.
10. Inner City Muslim Action Network
& Islamic Center
11. Interfaith Youth Core
12. Lincoln Park Presbyterian Church
13. McCormick Theological Seminary
14. Mission of Our Lady of the Angels
15. Our Lady of Grace
16. Pentecostal Church of God
17. Resurrection Parish-Montgomery, AL
18. Rostro de Cristo
19. Salvation Army Midwest Corps and
Community Center
20. Seventh Annual Dominicans in
Action Preaching Conference
21. Society of St. Vincent de Paul
22. St. Alysius Parish
23. St. Basil Visitation Church
24. St. Cecilia
25. St. Charles Parish
26. St. Gregory
27. St. James Lutheran Church
28. St. John the Baptist Church-
Brooklyn, NY
29. St. Michael's Church/Catholic
Campus Ministry
30. St. Paul's House
31. St. Vincent de Paul Soup Kitchen
32. St. Vincent de Paul Parish
33. Tony Blair Faith Foundation
34. Willow Creek Community Church
35. 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 cocurricular and extracurricular 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, Center for Intercultural Programs events, 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 cultural programs and religious services facilitated by University Ministry. Religious activities include daily and weekly prayers and services.
3. Diversity and cultural activities are measured by the total number of cultural programs focused on culture facilitated by the Center for Intercultural Programs and 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 Success, the 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 relate to this success factor were obtained through the following methods:

- The Student Leadership Institute conducts individual meetings/interviews with students completing the Leadership Certificate Program.
- The Office of Academic Enhancement collects written feedback in an online survey of new students attending orientation.
- The Office of Multicultural Student Success conducts focus groups with students participating in various scholarship and mentor programs.

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 critical incidences managed by University Counseling Services and Office of Multicultural Student Success and the total number of on-duty or after-hours pages received by staff members in University Counseling Services and Residential Education.
3. Counseling sessions are measured by the total number of students who attend individual and group counseling sessions, as well as the total number of appointments kept with University Counseling 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 Task Force members) to gather perspectives on drug and alcohol use on campus.
- The Productive Learning Strategies (PLuS) program 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.
2. Immersion experiences are measured by the total number of national and international service immersion trips facilitated by University Ministry, Student Life and the Office of Multicultural Student Success 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 Association (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 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.
- 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, Student Together Reaching for Success [STARS] mentors, orientation leaders, DePaul Community Service Association [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 professionals.
2. Student staff is measured by the total number of hourly student staff positions and student leader positions offered by Student Affairs departments. These departments include Academic Enhancement, Adult Student Affairs, Athletic Academic Advising, Center for Intercultural Programs, Diversity Education, Dean of Students Office, Residential Education, Multicultural Student Success, Student Leadership Institute, Student Life, University Ministry and the Office of the Vice President for Student Affairs.

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 Jr. Prayer Breakfast), leadership recognition (Senior Leadership Awards Ceremony, departmental year-end ceremonies, etc.), religious ceremonies (Baccalaureate Mass), social events sponsored by the DePaul Activities Board (involvement fairs, Homecoming, Fest) and division-wide programs (Welcome Week activities and Family Weekend).

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 Success and the Center for Intercultural Programs, as well as by 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 Success, Residential 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 relationship 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 the University Center of Chicago Task Force, two partnerships are being highlighted this year. These partnerships include the division's work with the First-Year Program and administrative academic withdrawals. 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, administrative withdrawals 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 online 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 2009-2010 academic year is an indication of the professional expertise that exists within the division.

Presentations:

1. **Dave Borgealt, M.A., director, Student Leadership Institute,** presented the following:
“Leadership as Service” at the Leadership Symposium for students from six city colleges, hosted by Wilbur Wright College.
“Looking Within to Lead Beyond” for college students at the Student Leadership Conference, Art Institute of Illinois-Schaumburg.
2. **Katie Brick, M.Div., chaplain, University Ministry,** presented “Student Leadership and the Four Ways of Interfaith Dialogue” to the Interfaith Youth Core.
3. **Jeff Brown, M.S., assistant director, Office of Multicultural Student Success,** presented the following:
“A Good Return on Your Investment: The Benefits of Training Students to Become Agents of Social Change” at the National Conference on Race and Ethnicity (NCORE) Annual Conference.
“Step Up Your Grades” to Chicago Public School students.
4. **Guillermo Campuzano, C.M., Catholic campus minister, University Ministry,** presented the following:
Daughters of Charity VIE (International Program of Formation for the Anglo Provinces).
Keynote of Festival of Faith in Archdiocese.
Keynote of Latino Liturgical Congress of Archdiocese of Milwaukee.
Presented at International Religious Education Congress in Los Angeles.
Lead retreats and ongoing formation meetings for Latino ministers and people of God in several dioceses across North America.
LGBTQA pastoral and spiritual support to Latino young people in the Catholic Church in Chicago.

5. **Stacy Frazier, M.A., staff psychologist, University Counseling Services,** facilitated a workshop on “Recognizing and Attending to Distressed Students” to Midwest resident directors.
6. **Sara Furr, M.A., assistant director, Office of Multicultural Student Success,** presented the following:
 - “The Legacy of Multiracial/ethnic Asian Pacific Americans” at the NASPA Annual Conference.
 - “The Multicultural Tools and Legacy of the Media” at the NASPA Annual Conference.
 - “The Experiences of Multiracial and Multiethnic Asian Pacific American Professionals” at the ACPA Annual Conference.
 - Keynote address, “Lift the Torch, Shine the Light,” at the Maryland College Personnel Association Conference.
7. **Rufus Gonzales, Ph.D., staff psychologist, University Counseling Services,** presented the following:
 - “The Art of the Sell: Selling Group Therapy to Clients” at the American Group Psychotherapy Association Conference.
 - “Motivating and Engaging College Counseling Center Clients in Group Counseling” at the American Group Psychotherapy Association.
8. **Shannon Greybar Milliken, M.S., program coordinator for fraternity and sorority life, Office of Student Life,** presented the following:
 - “Advance Panhellenic!” CAMPSPEAK Workshop Facilitation, Albion College.
 - “Evaluating your Panhellenic Recruitment Options: What is best for YOUR campus?” Association of Fraternity Leadership and Values – Central.
 - “Evaluating your Panhellenic Recruitment Options: What is best for YOUR campus?” Association of Fraternity Leadership and Values – West.
 - “Formal Recruitment NOT WORKING?” Association of Fraternity Leadership and Values (LeaderLink Webinar).
9. **Tyneka Harris Coronado, M.S., project leader, Office of Student Affairs,** presented the following:
 - “Making Progress with Academic Progress Reporting: A Customized Tool for Faculty and Advisors” at the Oracle/Alliance Conference.
 - “Web 2.0: What is it and how can it help me?” to Illinois Campus Compact.
10. **Patrick Harrity, C.M., Catholic chaplain for University Ministry,** presented “The Vincentian Family” to the St. Vincent de Paul Parish.
11. **Ellen Herion, M.Ed., residence director, Residential Education,** presented the following:
 - “Restorative and Social Justice in Sexual Assault Cases: Understanding Your Role and Responsibility” at the Association of Student Conduct Administrators Regional Conference.
 - “Internships and Practicum experiences for graduate students” at the Association of Student Conduct Administrators Drive-In Conference.

12. Joyana Jacoby, M.Div., service immersion coordinator, University Ministry, presented a guest lecture, "Building Bridges of Solidarity: Transforming Stories of Hope," at the University of St. Thomas.
13. Anissa Jones, Ed.D., assistant dean of students, Dean of Students Office, presented the following:

"Racial Identity Development in Education settings," Harold Washington Hospitality Bridge Program.

"An Analysis of Racial Identity using the Seven Principles for Living" (Kwanzaa principles), Harold Washington Hospitality Bridge Program.

"Leadership and Service for African-American Women in College," National-Louis University, graduate class in social justice.
14. Ann Marie Klotz, M.A., assistant director, and Deb Schmidt-Rogers, M.Ed., director, residential education, presented the following:

"Collaborations for Success: Creating Multigenerational Communities of Women on our Campuses," at the GLACUHO Annual Conference (Top Ten Program Winner).

"Life Stories - a Panel Discussion about Women with Multiple Identities in Residence Life," at the GLACUHO Annual Conference (Top Ten Program Winner).
15. Judith Kolar, M.Ed., director, Productive Learning Strategies Program (PluS), presented the following:

"LD and ADHD and the College Student" at Flashpoint Academy.

"Tips for College Success for Disability Students" to Northern Trust Bank, Employees Family Assistance Program, and Deloitte Employees Family Program.

"Strategies for Teaching and Learning for College Students" to Columbia College Faculty and Flashpoint Academy Faculty.
16. Eric Mata, M.S., assistant director, Office of Multicultural Student Success, presented the following:

"The Men of Color Initiative at DePaul University: Strategic. Innovative. Results." at the ACPA Annual Conference.

"Diversity and Social Justice" to the housing professional and student staff at the University of Dayton.

"Facilitating for Social Justice" to the Office for Equity and Diversity at the University of Wisconsin.
17. Ellen Meents-DeCaigny, Ph.D., director of assessment, research and communication, Office of Student Affairs, presented the following:

"Why You Became a Student Affairs Educator: Understanding Yourself in Relation to your Work" at NASPA Annual Conference.

"Knowledge Out There," an online presentation for the Student Affairs Assessment Leaders (SAAAL).

18. **Art Munin, Ph.D., assistant dean of students, Dean of Students Office,** presented the following:
 - Privilege and oppression workshop at UIC.
 - "White Privilege 101" at ASC, Dominican University, NASPA, ACPA, White Privilege Conference and Northwestern University.
 - Diversity and justice retreat at Concordia University Chicago.
 - "Male Privilege" at Dominican University.
 - "Ethics & Leadership: Making Choices for Social Justice" at the University of Wisconsin, NASPA, ACPA, Oakton Community College, White Privilege Conference, Lake Forest College and Northwestern University.
 - "Expanding Worldviews" at Eden Supportive Living.
 - "Diversity, Privilege and Leadership: Are We Making Any Progress?" at NASPA.
 - "Privilege, Social Justice & Conduct Process" at ASCA.
19. **Siobhan O'Donoghue, M.Div., M.S.W., associate director, and Mark Laboe, M.Div., associate vice president, University Ministry,** presented "Spiritual Development of College Students" at the Institute on College Student Values at Florida State University.
20. **Vijay Pendakur, M.A., director, Office of Multicultural Student Success,** presented "Ethics and Leadership: Making Choices for Social Justice" at the NASPA Annual Conference and the ACPA Annual Convention.
21. **Kristen Reid Salomon, M.A., program coordinator, Student Leadership Institute,** presented "Being a Socially Responsible Orientation Leader" for the orientation staff at Roosevelt University.
22. **Tomika Rodriguez, M.Ed., retention coordinator, Office of Multicultural Student Success,** presented "Recruiting Graduates: Serving as an Advocate for Students of Color" at the Illinois Association for College Admission Counseling (IACAC) Conference.
23. **Chelsea Ruff, M.Ed., coordinator of new student programs, Office of Academic Enhancement,** presented:
 - "Promising Practices: Initiatives to Create and Facilitate a Transfer-Year Experience" at the National Institute for the Study of Transfer Students.
 - "Determining the Equation: Formulating a Transfer-Year Experience for your Institution" at the National Orientation Directors Conference.
 - "Beyond Orientation: Engagement Initiatives within a Transfer-Year Experience" at the National Orientation Directors Conference.
 - "Non-traditional Student Orientations," online with Joy Vergara (Student Life), for Innovative Educators.

24. **Deb Schmidt-Rogers, M.Ed.,** director, Residential Education, presented the following:
- “Focus on Supervision: It’s a Matter of Trust” in the Great Lakes Association of College and University Housing Officers webinar series.
- “Supervision,” “Crisis Management,” “Managing Conflict,” “Strategic Planning: Vision and Preparation for Future Success,” “Deconstructing Campus Climate: The Negative Impact of Bias-Related Acts and Hate Crimes,” and “Best Practices in Student Conduct,” ResLife.net/ACPA webinar series.
25. **Elisabeth Sullivan, M.A.,** assistant director, Productive Learning Strategies Program (PLuS), presented the following:
- “Resources for Students with Learning Difference and Disabilities” at the National Association for College Admissions Counseling.
- “What is LD/ADHD?” to Chicago Public Schools.
- “Accommodations & Services at the College Level” at University of Illinois at Chicago.
26. **Scott Tharp, M.S.W.,** associate director, Office of Diversity Education, presented the following:
- “Cultural Identities and Paths to Life Success” at Elmhurst College.
- “Sacred Conversations on Race III” at Elmhurst College.
27. **Joy Vergara, M.Ed.,** assistant director, Office of Student Life, presented the following:
- “Non-traditional Student Orientations” webinar for Innovative Educators, with Chelsea Ruff (OAE).
- “Commuters Coming to Campus: What does your orientation look like?” webinar for Innovative Educators.

Publications

1. **Ann Bregman, Psy.D.,** associate director, **University Counseling Services**, published a ten-part series, “Crohn’s and Me” (crohnsandme.com), about how to navigate the university experience while living with Crohn’s disease.
2. **Ann Marie Klotz, M.A.,** assistant director, **Residential Education**, and **Christopher Haug** [University of Notre Dame], published the following:
“Sexual Health Discussions at Faith-Based Universities: How Does Institutional Mission Inform Practice?” in the Talking Stick, March/April 2010.
“Sexual Health Discussions at Faith-Based Universities: How Does Institutional Mission Inform Practice?” in NetResults, March 2010.
3. **Judith Kolar, M.Ed.,** director, **PLuS Program**, published “Going the Extra Mile” in DePaul Distinctions, March 2010.
4. **Art Munin, Ph.D.,** assistant dean of students, **Dean of Students Office**, published the following:
“Would they still have written if they knew I had to go home and tell my wife?” in Voices, Fall 2009.
“Factors influencing the ally development of college students” in Equity & Excellence in Education, 2010.
5. **Amy Mynaugh, M.A.,** program coordinator for campus activities, **Student Life**, published “Greek Life and Campus Activities: A Mutually Beneficial Partnership” in NACA Programming Magazine, September 2009.
6. **Scott Tharp, M.S.W.,** associate director, **Office of Diversity Education**, published “The Role of Privilege in Diversity Education” in Diverse: Issues in Higher Education.

Scholarly Activities: Awards & Recognitions

1. **Katrina Caldwell, Ph.D.,** director, **Center for Intercultural Programs**, was awarded the Women of Spirit & Action Award by DePaul University.
2. **Patrick Harrity, C.M.,** Catholic chaplain, **University Ministry**, was awarded the Distinguished Leader and Neighbor Award by the Sheffield Neighborhood Association.
3. **Shannon Howes, M.A.,** assistant director, **Student Leadership Institute**, was awarded the Women of Spirit and Action Award by DePaul University.
4. **Ann Marie Klotz, M.A.,** assistant director, **Residential Education**, was awarded two Top Ten Programming Awards by GLACUHO (the Great Lakes Association of College and University Housing Officers).
5. **Deb Schmidt-Rogers, M.Ed.,** director, **Residential Education**, was awarded a Top Ten Programming Award by GLACUHO.
6. The **Residential Education** staff received the President’s Award by GLACUHO.

APPENDIX E: PROFESSIONAL ASSOCIATION LEADERSHIP INVOLVEMENT

1. **Peggy Burke, Ph.D.,** associate vice president for student development, Student Affairs, serves as the Awards Chair for Region IV-E of the Student Affairs Administrators in Higher Education (NASPA).
2. **Edwin Darrell, M.A.,** assistant director, Residential Education, serves in the following roles:
 - Diversity Chair for the DePaul Staff Council
 - Member of Programming and Development Committee for the Great Lakes Association of College and University Housing Officers
 - Training Institute Co-Chair for the Association for Student Conduct Administration
 - Member of the Awards & Diversity Action committees for the Association for Student Conduct Administration
3. **Sara Furr, M.A.,** assistant director, Office of Multicultural Student Success, serves in the following roles:
 - Research and Scholarship Coordinator for the Asian Pacific American Network of ACPA.
 - President of the Maryland College Personnel Association
4. **Patrick Harrity, C.M.,** Catholic chaplain, University Ministry, serves as a trustee of the St. Vincent Day Care-Marillac House Social Agencies.
5. **Ellen Herion, M.Ed.,** residence director, Residential Education, serves in the following roles:
 - Professional Development Team Manager for the Association for Student Conduct Administration
 - New Professional/Graduate Assistant Education for the Association for Student Conduct Administration
 - Training Institute Co-Chair for the Association for Student Conduct Administration
 - Professional Development Team Manager for the Association for Student Conduct Administration
6. **Tom Judge, M.Div.,** chaplain for the College of Law, University Ministry, serves as a board member of Amate House.

7. **Ann Marie Klotz, M.A., assistant director, Residential Education,** serves in the following roles:
 - Brown Bag Subcommittee Chair on the DePaul Women's Network
 - Social Justice Committee Chair of the Great Lakes Association of College and University Housing Officers
 - President Elect of the Great Lakes Association of College and University Housing Officers GLACUHO
 - Knowledge Community Chair for Faith Based Schools and Spirituality for NASPA IV-E
8. **Bill Mattera, M.A., residence director, Residential Education,** serves as the Men and Masculinities Representative to region IV-E of Student Affairs Administrators in Higher Education (NASPA).
9. **Laila McCloud, B.A., coordinator of program development, Center for Intercultural Programs,** serves as the Director of Membership for the Illinois College Personnel Association.
10. **Ellen Meents-DeCaigny, Ph.D., director of assessment, research and communications,** serves as the National Co-Chair Elect for the Assessment, Evaluation and Research Knowledge Community for Student Affairs Administrators in Higher Education (NASPA).
11. **Ziena Miller, M.A., coordinator, Residential Education,** serves as the Health & Wellness Committee Chair for the Great Lakes Association of College and University Housing Officers.
12. **Karl Nass, M.S., project manager of faith and civic engagement, University Ministry,** serves in the following roles:
 - Co-Chair of the National Faith, Justice, and Civic Learning Conference
 - Executive Council for Illinois Campus Compact
 - Board of Directors for the David Darst Center for Justice and Peace, Spirituality and Education
13. **Kristen Reid Salomon, M.A., coordinator, Student Leadership Institute,** serves as the Annual Leadership Exchange Conference Chair for the Association of Campus Activities Administrators.
14. **Chelsea Ruff, M.Ed., coordinator of new student programs, Office of Academic Enhancement,** serves as the Transfer Services Network Co-Chair for National Orientation Directors Association.
15. **Deb Schmidt-Rogers, M.Ed., director, Residential Education,** serves in the following roles:
 - President of the DePaul Women's Network
 - Contemporary Issues Committee of the Great Lakes Association of College and University Housing Officers
16. **Matthew Wadland, Psy.D., staff psychologist, University Counseling Services,** serves as the Council Member of Conference Steering Committee of the Chicago Chapter of the American Psychological Association.



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