DIVISION OF

Student Affairs

ANNUAL REPORT

[2010–2011]

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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

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.

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.

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.

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.

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.

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.

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 the Office of 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 New Student and Family Engagement, Residential Education, Student Involvement 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 and Veteran Student Affairs, the Productive Learning Strategies Program, and the Office for Students with Disabilities.

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. The three departments that report to the associate vice president of University Ministry include the Vincentian Community Service Office, Catholic Campus Ministry and the Office of Religious Diversity.

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 180 collaborative partnerships within the university community and 323 partnerships with organizations external to DePaul. Appendix B provides a complete list of external partners.

2010–2011 Goals and Accomplishments

I. 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 2-3).

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 that 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 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.

II. Status Report

To illustrate where the Division of Student Affairs has focused its efforts during the 2010-2011 academic year, the following status report outlines advancement toward achieving the division's strategic plan.

Progress has been made toward all three goals in the division's strategic plan. Of the 50 strategic activities set forth in the first year, 37 (74 percent) were initiated. Of the 37 activities initiated, 9 are complete and 17 are more than 50 percent complete. The following is an abbreviated list of key accomplishments related to each strategic goal.

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

1. Developed common talking points about student learning.
2. Participated in the Liberal Studies Program review.
3. Distributed approved divisional learning outcomes.
4. Increased Student Affairs contributions to DePaul's annual Teaching and Learning Conference.
5. Developed a process to propose new cocurricular learning experiences within Liberal Studies Program.

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

1. Conducted an inventory of gaps in Student Affairs programs and services.
2. Collaborated with institutional partners to create an integrated programming plan.
3. Conducted an inventory of Student Affairs data systems to determine gaps and overlaps.
4. Conducted an inventory of current student communications and audiences.

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

1. Facilitated workshops and lab sessions to increase staff capacity in writing learning outcomes.
2. Developed divisional and departmental learning outcomes.
3. Developed and implemented divisional graphic identity guidelines.
4. Completed an internal organizational communication inventory.
5. Strengthened the relationship with Advancement and Procurement Services.
6. Established a Student Affairs policy review group.
7. Identified and implemented strategies to enhance staff hiring, training and development.

III. VISION twenty12 Activities to Date (2009-2011)

Since 2006, Student Affairs has designed and implemented a number of programs and services to assist the university in achieving its VISION twenty12 goals. Following is a list of the those activities implemented between 2009 and 2011.

A. SOCIALLY RESPONSIBLE LEADERSHIP (UNIVERSITY GOAL 2A & B)

2010-2011

- Utilized the Socially Responsible Leadership Model to develop and implement student leader trainings for spring 2011, and to develop a common student learning agreement and resource packet to be used with leaders across the division.

- Initiated a DePaul chapter of the Better Together Campaign, an interfaith program in partnership with the Interfaith Youth Core, to promote greater interfaith engagement, learning and service among DePaul students.

- Sponsored the second annual National Faith, Justice and Civic Learning conference, hosting 140 participants from 60 institutions.

- Co-sponsored three programs with Mission and Values, Catholic Studies and the Religion and Society Lecture Series for the Catholic Intellectual Tradition Series.

- Made staffing adjustments in University Ministry's Office of Religious Diversity to strengthen support to non-Catholic religious communities and to interfaith engagement.

- Conducted an assessment of alumni (one to five years out) who participated in community service while attending DePaul. Results indicate that involvement in service and social justice activities while attending DePaul can have an impact on life decisions after DePaul.

- Established a university-wide Integrated Campus Activities Committee to better coordinate and deliver cocurricular programs and events, resulting in a comprehensive divisional programming calendar and increased cross-university collaborations.

2009-2010

- Developed student leader workshops focused on the relationship between socially responsible leadership and group development through collaboration between the Student Leadership Institute and Student Involvement.

- Developed an enhanced socially responsible leadership training program for all student leaders in the division.

- Implemented programs to enhance resident student awareness and understanding of green practices and sustainability.

B. STUDENT SUPPORT AND PROGRAMMING (UNIVERSITY GOAL 2C)

2010-2011

- Improved transfer student orientation and online orientation for students that cannot attend on-campus orientation programs.

2009-2010

- 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.

- Established a new university-wide Parent and Family Advisory Board to enhance programs and services offered to this constituency across the university.

- Collaborated with Alumni Relations to implement an open house for students and families during commencement weekend.

- Implemented phase two of the Men of Color Initiative, expanding the program to engage sophomore, junior and senior men of color.

- 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.

- 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.

- 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.

- Athletic Academic Advising supported and contributed to four of DePaul's 13 athletic teams achieving the highest collective grade point averages in their sports 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.

- Established a divisional Corporate Sponsorship Committee to coordinate solicitation and distribution of external funding.

C. STUDENT SUPPORT AND PROGRAMMING (UNIVERSITY GOAL 2D)

2010-2011

- Completed phase one of developing and implementing the new Center for Students with Disabilities; two new positions have been funded and filled.

- Created and staffed the Veterans Affairs Office and relocated the office under the Office of Adult Student Affairs to better serve this student population.

- Began to use PeopleSoft functionality to track identified student leaders, scholars and targeted program participants.

- Implemented OrgSync, an online student organization management tool open to all students, to increase students' engagement with the university.

- 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.

- 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.

- 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.

- Funded a university sustainability audit and helped provide leadership for the Sustainability Initiatives Task Force.

D. STUDENT WELFARE (UNIVERSITY GOAL 2D)

2010-2011

- Developed and approved a comprehensive Health and Wellness Plan. The search for a new Sexual Health Coordinator will begin shortly.

2009-2010

- 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.

- Implemented a triage or "same-day consultation" system in University Counseling Services to more effectively and quickly screen high-risk students.

- Facilitated three training sessions specific to the treatment of returning veterans and began tracking veteran status in order to better support the population.

- Incorporated the Veterans Affairs Office into the Adult Student Affairs office in order to more appropriately place these services, increase visibility and enhance services.

- Expanded outreach efforts to disabled and able students regarding services available for students with learning disabilities to maximize the number of students utilizing services.

- Through a collaborative effort with Advancement, Student Affairs established a student fund for catastrophic relief.

E. DIVERSITY (UNIVERSITY GOAL 3B, C & D)

2010-2011

- Implemented a career and graduate school discernment program for the university's highest-risk students.

- Participated in the White House Office of Faith-Based and Neighborhood Partnerships Conference on Interfaith Cooperation and Service (August 2010).

- Collaborated with the Interfaith Youth Core to facilitate a DePaul climate survey related to interfaith engagement, learning and service and received recommendations to improve curricular and cocurricular interfaith initiatives.

2009-2010

- Collaborated with over 25 campus community partners to deliver diversity education and training.

- Re-established the Human Dignity Committee with 15 campus partners, including faculty, staff and students.

- 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.

- Conducted introductory meetings with Chicago's cultural institutions to discuss cross-promotion of programs and collaborations.

- Implemented a first-year Discover Chicago course rooted in the experiences of males of color.

- Developed and implemented a Men of Color Upperclassmen Experience.

- 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.

- 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.

- 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.

F. CATHOLIC IDENTITY (UNIVERSITY GOAL 6)

2009-2010

- 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.

- 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.

- 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.

- Advanced interfaith dialogues by establishing a 12-member advisory board for University Ministry and by holding two quarterly gatherings for all University Ministry leaders.

- Expanded outreach initiatives of the Interfaith Scholars Program to provide additional cocurricular interfaith dialogue and learning opportunities for DePaul students.

- Developed two new weekly catechetical programs in Catholic Campus Ministry.

- 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.

- 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.

2010–2011 Trends

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 health and wellness continues to be a hot topic in higher education nationally (Ruthug, Marrone, Hladky and Robinson-Epp, 2011).

- A recent survey of first-year students reported that the percent of students who rate their mental health as below average has risen, and those reporting above average mental health have declined (Lewin, 2011).

- Another study found "the number of students on psychiatric medicines increased more than 10 percentage points over the last 10 years" (Neighmond, 2011).

- For the first time, anxiety has overtaken depression as the number one presenting problem of college counseling center clients (AUCCCD, 2010).

- Students work more, carry more stress on their shoulders, are affected by the financial realities of their parents and worry about taking on college debt when their job prospects upon graduation are limited (Lewin, 2011).

- The national survey "The American Freshman: National Norms Fall 2010" indicated that more students are feeling "frequently overwhelmed" (29.1 percent) and less able to cope with emotional stressors. At the same time, their expectations for academic success are higher than ever (CIRP American Freshman survey, 2010).

- The national economic downturn has caused state budget cuts that will reduce public mental health services. In Illinois, one proposed budget would see the Department of Human Services and the Department of Healthcare and Family Services lose a combined $227 million for personnel and contracts, or almost one-third of their total budget (Wills, 2011). Further, community mental health services for adults who are not eligible for Medicaid are reduced or eliminated in the upcoming Illinois budget (Johnson, Oliff and Williams, 2011).

- The number of students utilizing University Counseling Services (UCS) has increased 50 percent over the past three years, from 5,079 kept appointments in 2008-09 to 7,609 kept appointments in 2010-11.

- UCS has engaged in more outreach and training of staff and faculty due to heightened awareness related to reports of campus violence throughout the nation and due to stated priorities in the Division of Student Affairs.

- UCS has hired an urgent care specialist responsible for increasing the coordination of crisis intervention and response between the counseling center, on- and off-campus professionals, agencies and organizations.

- The level of stress that DePaul students have reported has increased significantly since the economic downturn beginning in 2008. In the winter and spring quarters of 2011, students were asked about their past versus current financial stress. Of 410 responses, 197 students (48 percent) reported they were often or always stressed about their financial situation in the past. Of the 410 responses, 238 students (58 percent) reported that they were often or always stressed about their current financial situation.

- As a result of concern for student health and wellness, a study of students' attitudes, beliefs and behaviors related to health and wellness topics was conducted in spring 2010. Student Affairs staff members presented the findings to over 600 members of the DePaul community during the 2010-11 academic year.

- The Student Government Association and DePaul Student Health Advocates hosted forums and fairs during the 2010-11 academic year bringing sexual health and wellness to light.

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.

- Changes to the Higher Education Act (2008) encourage colleges and universities to develop initiatives that offer postsecondary education opportunities to students with intellectual disabilities, which is characterized both by a significantly below-average score on a test of mental ability or intelligence and by limitations in the ability to function in areas of daily life, such as communication, self-care and getting along in social situations and school activities. 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 the Productive Learning Strategies (PLuS) program with insufficient documentation or no previous diagnosis due to the implementation of Response to Intervention (RTI) during their primary and secondary school careers. 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 2010-11 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."

- PLuS is seeing occasional, but steady, documentation that specifies intellectual disabilities (ID). ID is based on different criteria for diagnosis than learning disabilities, and this diagnosis is more than likely going to increase. Solutions that work for learning disabilities and AD/HD are not necessarily "best practice" for ID. DePaul will need to research and make recommendations as to how to best accommodate this population.

- Faculty this year have contacted PLuS staff on several occasions describing concerns and difficulties in communicating course material, as well as general conversation, with ID students.

- It is important to note that over the past five years, the number of students with learning disabilities utilizing services through the PLuS program has increased 71 percent from 252 in 2006-07 to 431 in 2010-11.

3. COLLEGE STUDENT ACCESS TO HEALTHCARE AND HEALTH INSURANCE

NATIONAL TRENDS

- Health care and health insurance remain important topics at universities across the nation, especially since the Affordable Health Care Act was signed into law in March 2010 (See Liang, 2010; Lipka, 2011; Lipka, 2010; and Turner, 2010).

- Many public institutions of higher education require students to have health insurance, and a debate swirls around this topic (see Burger, 2010; Collier, 2009; Lipka, 2010).

DEPAUL TRENDS

- The National College Health Assessment (NCHA) conducted in spring 2010 found that 12 percent of DePaul students were without health insurance as compared to six percent of the national sample of college students.

- Because state funding for public-sector mental health and substance abuse treatment has undergone

cutbacks, the ability to refer students off campus when necessary and appropriate is already difficult. The fact that a high number of DePaul students also are uninsured further complicates matters.

- A composite report of faith-based institutions that have completed the NCHA has found that 0.9 percent of students at these schools reported lacking health insurance compared to 12.5 percent at DePaul.

- As a result of the Affordable Care Act being signed into law in March of 2010, Aetna, DePaul's contracted student insurance company, has set up a website to house information regarding this act and the legal challenges it faces: aetna.com/health-reform-connection/index.html.

4. CONTINUED FOCUS ON SOCIALLY RESPONSIBLE LEADERSHIP DEVELOPMENT

NATIONAL TRENDS

- Teaching socially responsible leadership was identified as a trend by Susan Komives, a leading educator in college student leadership development, in a panel discussion on the future of leadership at the 2010 Leadership Educators Institute and during the pre-conference institute, "Student Leadership: Reviewing Our History, Embracing the Movement," during the 2010 NASPA conference.

- New research on socially responsible leadership is focusing on how college students learn to be socially responsible leaders and what factors influence their capacity to learn (Dugan, J., 2011; Dugan, J. Morosini, A. and Beazley, M., 2011; Micari, M., Gould, A., and Lainez, L., 2010).

DePAUL TRENDS

- The Division of Student Affairs highlighted the promotion of socially responsible leadership within its new mission statement and identified socially responsible leadership as one of seven divisional learning outcomes critical to student learning.

- In the spring of 2011 the Division of Student Affairs implemented the Socially Responsible Leadership Common Experience, a two-day leadership retreat that teaches new student leaders across the division about the five dimensions of the Socially Responsible Leadership (SRL) framework.

- The Socially Responsible Leadership Development Task Force (SRLDT) developed an SRL "learning agreement" to be utilized by all student leaders in the division. The learning agreement requires students to identify learning goals within the SRL framework they would like to achieve over the course of their position and then map out a plan to achieve these goals by identifying resources that can help them in their efforts, and by determining how they will know when the goals have been achieved.

- The SRLDT developed a student resource packet to assist students in completing the SRL learning agreement. The packet includes an SRL audit, a list of leadership competencies within SRL and a list of opportunities that promote the development of socially responsible leaders.

5. CONTINUED ATTENTION ON VETERANS RETURNING TO SCHOOL

NATIONAL TRENDS

- There are currently 21.9 million veterans in the United States and 800,000 of them are receiving educational benefits (U.S. Census).

- The number of veterans is expected to increase with the withdrawal of 33,000 troops from Afghanistan by September 2012 (Garamone, J., 2011).

- According to the census, 92 percent of veterans have high school diplomas as compared to 85 percent of the civilian population.

- The number of veterans and a 2009 increase of $78 billion to the GI Bill to help post-9/11 veterans go back to school suggests a possible increase in the overall student veteran population.

DePAUL TRENDS

- DePaul has experienced an increase in student veteran enrollment since fall 2009 according to records kept by the Office of Financial Aid. In fall 2009, there were 158 student veterans receiving educational benefits and, as of spring 2011, that number has grown to 351.

- In post-9/11 benefits participation alone, the number of students increased from 74 to 242.

6. INTERFAITH RELATIONS AND INTERGROUP DIALOGUE

NATIONAL TRENDS

- Intergroup dialogue, facilitated, face-to-face meetings between students from two or more social identity groups that have a history of conflict or potential conflict, remains a promising tool that has received recognition by the American Association for Higher Education, the National Association for Student Personal Administrators and the American College Personnel Association for having merit in accomplishing this task.

- Recent research indicates that intergroup dialogue produces consistent positive effects in intergroup understanding, intergroup relationships, and intergroup collaboration and engagement (Nagda et al, 2009). It also is suggested by Gurin, Nagda and Lopez (2004) that participation in intergroup dialogue programs in the first year at college influenced student curricular and cocurricular choices later in college.
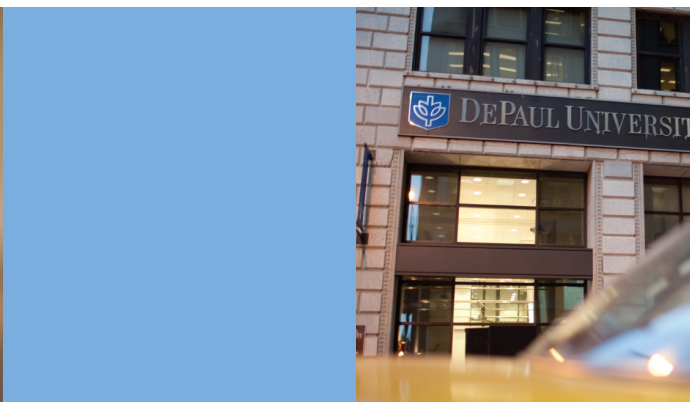
- As tensions remain high in the Middle East and as those on all sides of the issue become more organized and more polarized in their actions and in debates, tensions around this issue also remain high on college campuses throughout the country (Church, 2009; Jaschik, 2006).

- 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 and Behringer, 2009).

DePAUL TRENDS

- Intergroup dialogue methods were used multiple times during the 2010-11 academic year in working with student organizations. Student Affairs educators used and encouraged the use of civil discourse around polarizing political issues that arose around student organization programs and events. Students were educated on working through challenges, solving problems, and tackling an issue with diplomacy and respect for others' perspectives.

- Results of the Interfaith Youth Core (IFYC) partnership from the summer and fall of 2010 are now being incorporated in the university's 2018 Strategic Plan Diversity Goals.

- DePaul participated in this year's President's Interfaith and Community Service Campus Challenge, a White House initiative inviting institutions of higher education to commit to a year of interfaith and community service programming on campus.

REFERENCES

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Assessment Activities

I. Overview

The division has completed year seven 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, and divisional learning outcomes that need to be in place to support student learning and 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 two of this section. Divisional learning outcomes are focused in the following seven learning domains: 1) knowledge acquisition, application and integration, 2) intellectual skills and practical competence, 3) persistence and academic achievement, 4) socially responsible leadership, 5) intercultural maturity and inclusive community, 6) intrapersonal and interpersonal development and 7) spirituality and Vincentian values.

Division of Student Affairs **MISSION & GOALS**

| **SUCCESS FACTORS** Programs, services & collaborations in support of mission | **DIVISIONAL LEARNING OUTCOMES** |

DEPARTMENT KEY ACTIVITIES Measures: *Cost, Magnitude, Satisfaction, Learning Outcomes*

DEPARTMENT ASSESSMENT QUESTION Measures: *How are students learning, engaged or involved?*

The 16 departments in Student Affairs each contribute to some subset of the success factors and learning outcomes. Departments demonstrate contributions through their key activities and department learning outcomes. 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 and assessing learning outcomes, each department is asked to conduct an assessment project that focuses on one aspect or learning 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 on the previous page 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 and diversity 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	08–09	09–10	10–11
Residential Education	Programs	634	609	**615**
Religious/Spiritual	Programs	1,607	1,402	**1,870**
Diversity/Cultural	Programs	45	130	**266**
Student Development	Programs	291	383	**476**
	Student Organizations	222	263	**283**
	Student Organizations Members	3,545	2,783	**4,063**

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 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 Typically 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 Typically 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, adult student affairs programs, student organization workshops, DePaul Community Service Association activities, service immersion trips and programs offered by Multicultural Student Success.

ACTIVITIES	MEASURES	08–09	09–10	10–11
Level I Programs	Programs	108	104	**114**
	Participants	44,561	37,225	**31,648**
Level II Programs	Programs	1,506	1,691	**2142**
	Participants	29,951	72,945	**77,008**
Level III Programs	Programs	1,643	1,359	**1,589**

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	08–09	09–10	10–11
Student Disciplinary Cases	Code/Policy Violations	434	382	**330**
	Students	1,278	973	**911**
Crisis Emergency Response	Crises/Critical Incidents	270	169	**176**
	On-Duty Pages	463	808	**1033**
Counseling Sessions	Students	879	1,057	**1141**
	Number of Kept Appointments	5,079	6,835	**7,609**

* The number represents individual, couples and group counseling appointments.

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	08–09	09–10	10–11
University Wide, One-Day Service Experiences	Programs	2	2	**2**
	Total Participation	2,262	2,498	**2343**
	Volunteer Hours	9,048	8,744	**8207**
Immersion Experiences	Programs	17	21	**20**
	Total Participation	168	237	**271**
	Volunteer Hours	3,720	4,740	**5220**
Recurring/Ongoing Service Experiences	Programs	759	552	**576**
	Participants per Week	243	237	**228**
	Unique Participants	993	1,097	**1100**
	Volunteer Hours	21,870	20,826	**24,786**

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	08–09	09–10	10–11
Training External to DePaul	Conferences Attended	61	96	**112**
Student Development	Student Staff Hourly Positions	57	175	**144**
	Student Leader Positions	552	531	**566**

E. UNIVERSITY CELEBRATIONS

Celebrations foster pride, build school spirit and connect students to the larger DePaul community. Annual celebrations include cultural events (Martin Luther King Jr. programs, the President's Diversity Brunch, etc.), religious ceremonies (Baccalaureate Mass and Family Weekend Mass) and social events (Involvement Fairs, Homecoming and Fest). Another important area of celebration is leadership recognition across the division.

ACTIVITIES	MEASURES	08–09	09–10	10–11
DePaul Community Celebrations	Total Celebrations	29	21	**29**
	Attendees	35,523	18,253	**14,512**
Student Recognition Programs	Programs	9	10	**8**
	Attendees	1,211	1,148	**993**

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 New Student Programming Planning Committe, the Loop Initiatives Task Force, and the Student Health and Wellness 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	08–09	09–10	10–11
First-Year Program: Discover and Explore Course Delivery	Student Mentors	110	110	110
	Staff Professionals	65	63	65
	Experiential Courses Taught by Student Affairs Professionals	10	23	5
Course Withdrawals and Erasure Process	Total Requests	260	254	311
	Course Withdrawals Granted	110	220*	300*
	Course Erasures Granted	123	0*	0*

* 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 for 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 2010-11 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 Teaching, Learning and Assessment website at condor. depaul.edu/tla/Assessment/AssessmentTemplates.html.

A. ASSESSMENT REPORTS

1. STUDENT LEADERSHIP INSTITUTE (SLI)

SLI completed a project which addressed three primary questions: 1) how students define leadership, 2) how the Catholic, Vincentian, urban mission of the university influences their definition of leadership, and 3) if the definition differs between the general student population and those identified as divisional student leaders. This project used qualitative data from the Multi-Institutional Study of Leadership (MSL), a study which measures students' perceived leadership development along the eight dimensions of the Social Change Model of Leadership (SCM). To analyze these qualitative questions in conjunction with the quantitative data SLI used a triangulation mixed method design. SLI wanted to develop a better understanding of how DePaul students define leadership at different levels in their DePaul experience in order to more effectively shape curriculum to meet students where they are in their understanding of leadership. This data will also help SLI understand if the mission is influencing students' understanding of leadership and provide insight into how student affairs might more effectively make the connection between mission and leadership for students.

SLI FOUND THE FOLLOWING:
- Students' defined leadership as involving others, having certain characteristics, being inspirational, working toward a common goal for the common good, being hierarchical and involving authenticity.
- Students indicated their definition of leadership has been influenced by DePaul's mission, using such descriptors as contributing to the greater good, service to and working with others, Vincentian personalism,

respecting the dignity of others and demonstrating social responsibility/social justice.
- Students in the general DePaul student population (main sample) reported there has been no influence of the Vincentian mission on their understanding of leadership at a rate of almost twice that of the Student Affairs identified student leaders (comparative sample).

AS A RESULT OF THIS ASSESSMENT, SLI WILL CONSIDER THE FOLLOWING PROPOSED ACTIONS:
- SLI and partners across the division and university need to increase efforts to incorporate the university's mission into leadership education and development efforts. We must help students understand how this model is directly engendered from and emboldened by the university mission.
- SLI and Socially Responsible Leadership Development Task Force (SRLDT) will look to implement staff development initiatives that help Student Affairs staff more fully understand the SRL model and its connection to the university's mission, while also learning how to more fully incorporate the model into their departments' student leader training efforts.
- SRLDT will also be implementing a tool kit for departmental staff to utilize with their student leaders.

2. CENTER FOR INTERCULTURAL PROGRAMS (CIP)

CIP completed a project to assess the impact of identity across variables examining self concept, conversations across difference, and taking the perspective of others prior to and during college experiences. CIP performed an analysis of the 2009 MSL-DePaul University dataset to test whether the variables of gender, sexual orientation, race and religion lead to differences in socio-cultural discussions, social perspective taking, and the four components of collective racial esteem (CRE) of DePaul students. In addition, CIP examined to what extent differences may exist, and whether evidence of difference occurred before or after the beginning of college. The selected dimensions of the MSL analysis chosen for this assessment are viewed by CIP as interconnected to the objectives of the center and the outcomes it is trying to achieve.

CIP FOUND THE FOLLOWING:
- Differences found within gender and sexual orientation across the dimensions of CRE occurred during the

students' time at DePaul, while differences among racial groups or among religions originated prior to entry into DePaul.

- Significant differences were found between men and women for the dimensions of socio-cultural discussions, social perspective taking, and a subcomponent of CRE.

- The occurrence of socio-cultural discussions was the only difference between heterosexual and LGBT students.

- There was difference in all components of CRE for the variable of racial group, with the largest differences occurring between white and Latino students.

AS A RESULT OF THIS ASSESSMENT, CIP WILL CONSIDER THE FOLLOWING PROPOSED ACTIONS:

- CIP proposes working with the Office of Diversity Education to help facilitate cross-cultural conversations to enhance CIP's programming. Incorporating talkback sessions as part of the Speaker Series would assist students in having a deeper engagement with the issues raised.

- CIP has explored best practices and outside funding opportunities for its proposed race, gender and class graduate discussion group, Summer Research Institute, and a university-wide undergraduate research symposium.

- CIP could also explore ways of best involving and engaging white-identified DePaul students as community members in the center by creating a pilot program on white identity, which explores issues of privilege, power and the development and racialization of white identity.

3. VINCENTIAN COMMUNITY SERVICE OFFICE (VCSO) AND CATHOLIC CAMPUS MINISTRY (CCM)

VCSO and CCM each completed a project assessing the impact of the Vincentian Community Service Office (VCSO) and Vincent and Louise House (V & L) experiences on the lives of alumni who participated in programming as DePaul students between 2003 and 2010. Respondents had been involved in one or more of the following VCSO programs: DePaul Community Service Association (DCSA), Alternative Break Service Immersions, University-wide Service Days, Political Activist VIA Engagement (PAVE), VOICES, and Vincentians in Action

(VIA) Alumni, as well as a resident of CCM's V & L. The relevance of this assessment question, as it relates to the work of VCSO and CCM, is an opportunity to see if the values and purpose, embraced by these departments, are articulated as important and integrated into life by alumni who participated in programming as students. Answering this question helped VCSO and CCM understand how to improve/strengthen/change identified aspects of programming and reinforce areas that are successful.

VCSO AND CCM FOUND THE FOLLOWING:

- Overall, respondents reported sustained community service and social justice engagement through post-graduate service, pursuit of studies and careers in education and the nonprofit sector, and personal activities.

- Overwhelmingly, 92 percent of VCSO respondents reported being involved in community service or social justice engagement.

- Regarding faith and spiritual engagement, 73 percent of VCSO respondents reported being involved in a faith or spiritual community and V & L alumni indicated their faith was strengthened or expanded as a result of their time in the house.

- Alumni's current engagement was positively influenced by experiences within VCSO and CCM programming.

- VCSO alumni indicated their involvement: offered an introduction to new and previously unfamiliar people, settings and issues; led to personal transformation and growth; helped to form community and connections with other people; led to clarity of vocation and purpose; and inspired them to sustain lasting commitments to service and social justice.

- The V & L experience helped participants reframe their communication within relationships and their understanding of community and interdependence.

- Diversity of perspectives within the V & L was a significant factor in helping them learn about new issues, or re-think their ideologies.

AS A RESULT OF THIS ASSESSMENT, VCSO AND CCM WILL CONSIDER THE FOLLOWING PROPOSED ACTIONS:

- VCSO will continue to invite alumni back to campus to speak to students engaged in VCSO programming (VIA Big 8, service immersion send-offs, post-graduate

volunteer fairs and informational events, etc.) and participate in signature/prominent VCSO events.

- Affordability and access are critical and ongoing issues to address. Students should not be restricted from benefiting from such profound experiences for financial reasons.

- Continued attention will be paid to implementing programs that serve the rich diversity of spiritual and faith communities at DePaul University.

- CCM plans to include new methods to assess current V & L participants each year.

- CCM will consider creating a newsletter that will be sent to V & L alumni focused on alumni stories.

- CCM will invite V & L alumni during the program's orientation week so that the continuity between past and present V & L participants remains strong.

4. DEAN OF STUDENTS (DOS) AND UNIVERSITY COUNSELING SERVICES (UCS)

DOS and UCS collaborated to complete a project which sought to examine the frequency and impact of a range of psychosocial, health and academic outcomes among the significant number of DePaul University students who lack access to health insurance. During spring quarter 2010, DePaul University participated in the National College Health Assessment (NCHA) for the first time. University Counseling Services (UCS) and the Dean of Students Office (DOS) both serve large student populations where issues of access to health insurance coverage (both medical/surgical and behavioral health) may strongly impact a student's potential for academic and/or personal success at the university often during times of personal or family crises.

The combined data sets provide valuable information to inform and shape discussions and strategic policy decisions about how to provide more accessible and viable access to basic health services for a greater percentage of the DePaul student body. Given the wide range of student success, health and wellness outcomes that can be impacted by the presence or absence of health insurance, UCS and DOS incorporated a diverse mix of methodologies (e.g., student surveys, professional observation data, case studies, etc.) to garner and integrate multiple data sets. Both the partnership between the two offices and the combined data

sets allowed for a more complete analysis of issues related to student health insurance at DePaul.

DOS AND UCS FOUND THE FOLLOWING:

- NCHA data indicated a much higher than average percentage of the DePaul student body without health insurance (12.5 percent) vs. a national sample of peer institutions (6.1 percent).

- 57 percent of UCS clients reported that they have health insurance; 24 percent did not have health insurance and 19 percent were uncertain.

- UCS staff reported that having private health insurance significantly increases the likelihood of making successful linkages to: longer term psychological counseling, (outside) psychiatric evaluation, psychiatric hospitalizations, and efficacious and affordable psychiatric medications.

- The percentage of overall successful referrals for clients with health insurance (78 percent) was much higher than the percentage of overall successful referrals for clients without health insurance (45 percent).

- Out of a total of 183 students the community resource specialist assisted this year, 76.5 percent were uninsured and 23.5 percent were insured.

AS A RESULT OF THIS ASSESSMENT, DOS AND UCS WILL CONSIDER THE FOLLOWING PROPOSED ACTIONS:

- Students who lack health insurance are at higher risk for a variety of adverse personal and academic outcomes when compared to students who have health insurance. Given the university's Vincentian mission and values, these disparities call for further analysis and decision making.

- Further analysis of the data, consultation and deep conversations in the context of both economic realities and university mission and values are necessary to explore viable options for expanding access to health resources for our uninsured students.

- It is recommended that a Student Health Insurance Task Force be considered to explore enhancing access to health insurance for a much greater percentage of the DePaul student body.

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 2010-11 academic year:

1. Utilizing Nationally Recognized Instruments: The Dean of Students and University Counseling Services utilized data collected through the National College Health Assessment. Using this type of data not only brings credibility to the process and the project, but also allows comparison of DePaul data to other institutions. The Student Leadership Institute and the Center for Intercultural Programs both utilized data previously collected through participation in the Multi-Institutional Study of Leadership. Utilizing Multi-Institutional Study of Leadership data not only brought credibility to the project but also demonstrated how one set of data can be analyzed for multiple purposes.

2. Utilizing Multiple Methods and Data Sources: Diversity Education, Multicultural Student Success, Religious Diversity, and the combined project between University Counseling Services and the Dean of Students all utilized either multiple methods or multiple data sources to inform their projects. Diversity Education and Multicultural Student Success collected quantitative and qualitative data through multiple methods to inform their projects. Religious Diversity reviewed previously collected survey data to inform their project, while University Counseling Services and Dean of Students combined previously collected survey data with data collected through each department and added benchmarking data related to the topic.

3. Utilizing External Resources to Support Assessment Efforts: Multicultural Student Success utilized a graduate student to assist with their assessment projects. The Student Leadership Institute enlisted additional support from a faculty member in the School of Education to assist with their study of leadership. The Productive Learning Strategies Program used an outside research provider, the Education Advisory Board, to conduct a literature review related to their assessment topic.

4. Collaboration Among Departments: University Counseling Services and the Dean of Students Office collaborated to assess an important topic closely related to both departments. Collaborating led to a more comprehensive view of the issue and resulted in rich data to be shared with university administrators. The Vincentian Community Service Office and Catholic Campus Ministry collaborated to facilitate separate projects with a similar focus, targeting a shared student population. Developing a single survey for a shared student population can help to reduce survey fatigue and question redundancy.

5. Framing the Issue: Diversity Education, Multicultural Student Success, the Productive Learning Strategies Program, Religious Diversity, the Student Leadership Institute, University Counseling Services, and the Vincentian Community Service Office did an excellent job describing the importance of the issue they assessed and including literature relevant to the assessment project.

6. Building on Previous Projects: Multicultural Student Success, Diversity Education, Student Involvement and the Student Leadership Institute conducted assessment projects that further investigated issues presented in the previous year's assessment.

IV. Emerging Themes from Assessment Reports

The Student Affairs Assessment Committee reviewed the 15 assessment reports submitted across the division. The following is a summary of what the committee learned.

1. THE TYPE OF ASSESSMENT PROJECTS BEING FACILITATED
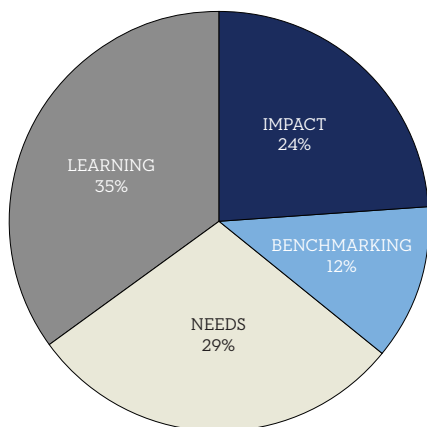
- Six reports focused on learning.
- Four reports focused on impact.
- Five reports focused on need.
- Two reports focused on benchmarking.

Note: There are more than 15 reports total because two reports focused on multiple types of assessment.

2. THE METHODOLOGIES BEING USED
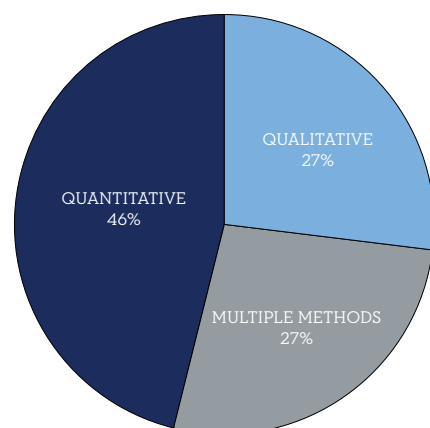
- Four projects used strictly qualitative methods.
- Seven projects used strictly quantitative methods.
- Four projects used multiple methods.

3. THE ASSESSMENT PROJECTS REFLECT

- Increase in knowledge and complexity of assessment as compared to 2009-10.
- Increase in the quality of department literature reviews written in support of assessment projects.
- Increase in the number of projects focusing on learning.
- Increase in the number of departments using qualitative methods.
- Increase in the number of departments using preexisting data to inform and facilitate assessment projects.

Personnel and Professional Development

I. Personnel Overview

The Division of Student Affairs employs 97 full-time staff members (21 percent), 17 part-time staff members (3 percent), 27 graduate students (6 percent) and 328 student staff members (70 percent). There are an additional 197 student staff members working in the division who are paid through stipends or scholarship funded by other colleges, departments or outside organizations. An organizational chart is provided in Appendix A.

FULL TIME 21%

PART TIME 3%

GRADUATE STUDENTS 6%

STUDENT STAFF 70%
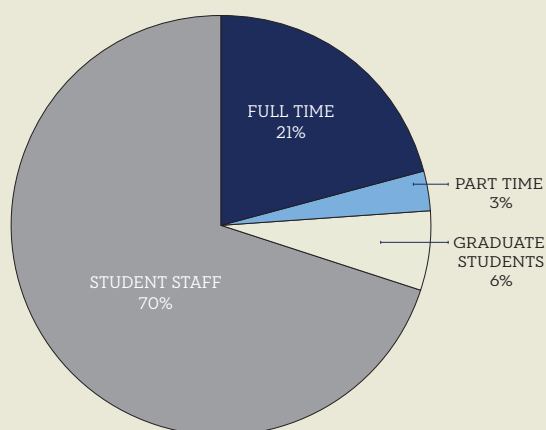
II. Scholarly Activities

During the 2010-11 academic year, 19 staff members within the division conducted over 50 presentations at regional and national conferences and/or workshops. In addition, eight staff members produced 10 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 and Assessment Committees 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

• Educational Strategies for Encouraging Moral and
  Spiritual Development in College

• Sexual Health & Wellness: Presenting the Results
  from the NCHA

• Fraternity and Sorority Strategic Plan - Four Years
  for the Future

• Building Strategic Cross-cultural Female Alliance in
  Higher Education

c. Assessment Presentations and Labs

• Writing Learning Outcomes 101 and 201

• Learning Outcome Labs (nine sessions)

2. External Professional Development Activities
Members of the division participated in 112 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 2010-11
academic year.

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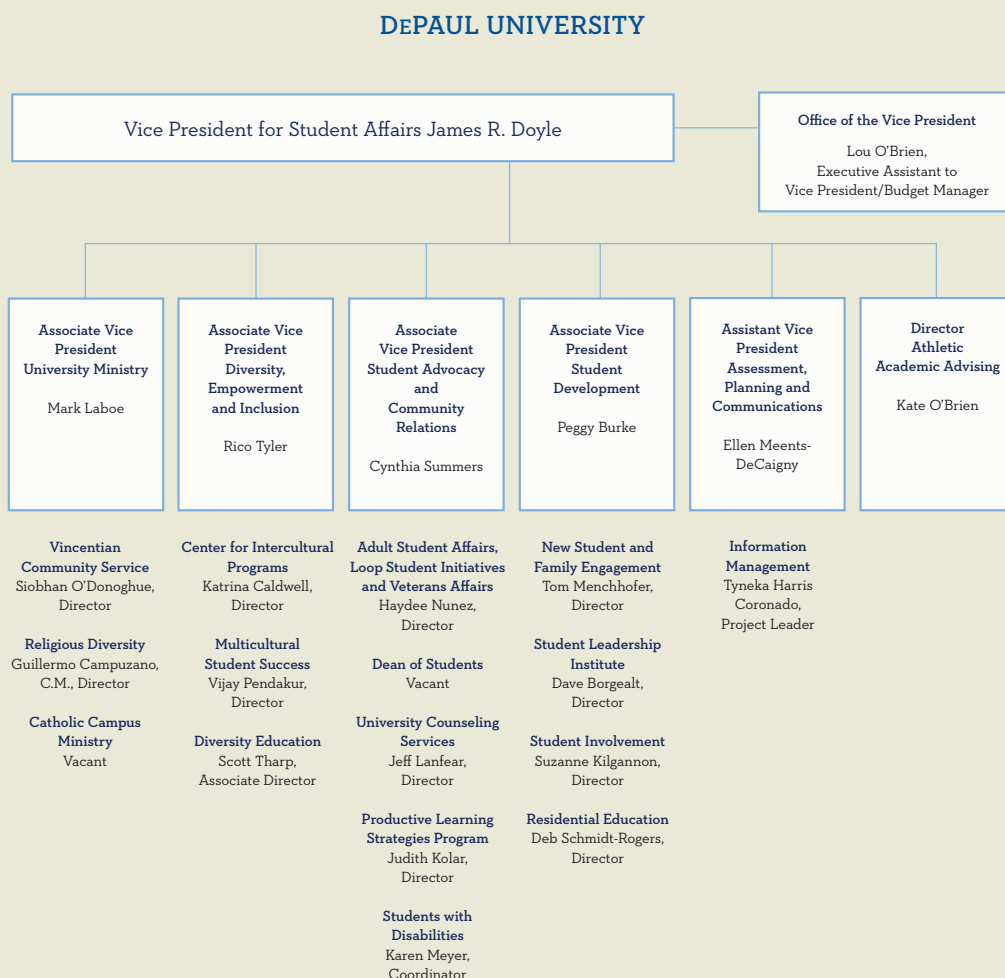and in-progress among Student Affairs staff members.

ACADEMIC DEGREES	EARNED	IN-PROGRESS	TOTALS
Master's Degrees	93	4	**97**
Doctoral Degrees	14	6	**20**
Law/Medical Degrees	3	0	**3**

Appendices

DIVISION OF STUDENT AFFAIRS ORGANIZATIONAL CHART

DePAUL UNIVERSITY

Vice President for Student Affairs James R. Doyle

Office of the Vice President
Lou O'Brien,
Executive Assistant to
Vice President/Budget Manager

Associate Vice President University Ministry
Mark Laboe

Associate Vice President Diversity, Empowerment and Inclusion
Rico Tyler

Associate Vice President Student Advocacy and Community Relations
Cynthia Summers

Associate Vice President Student Development
Peggy Burke

Assistant Vice President Assessment, Planning and Communications
Ellen Meents-DeCaigny

Director Athletic Academic Advising
Kate O'Brien

Vincentian Community Service
Siobhan O'Donoghue, Director

Religious Diversity
Guillermo Campuzano, C.M., Director

Catholic Campus Ministry
Vacant

Center for Intercultural Programs
Katrina Caldwell, Director

Multicultural Student Success
Vijay Pendakur, Director

Diversity Education
Scott Tharp, Associate Director

Adult Student Affairs, Loop Student Initiatives and Veterans Affairs
Haydee Nunez, Director

Dean of Students
Vacant

University Counseling Services
Jeff Lanfear, Director

Productive Learning Strategies Program
Judith Kolar, Director

Students with Disabilities
Karen Meyer, Coordinator

New Student and Family Engagement
Tom Menchhofer, Director

Student Leadership Institute
Dave Borgealt, Director

Student Involvement
Suzanne Kilgannon, Director

Residential Education
Deb Schmidt-Rogers, Director

Information Management
Tyneka Harris Coronado, Project Leader

EXTERNAL DIVISIONAL PARTNERS

Businesses

1. 1237 West/Loft-Right
2. Abbot Labs
3. Apple Computers
4. AT&T
5. AthLife
6. Barnes & Noble
7. Broadway in Chicago
8. Bucca di Beppo
9. CME Group
10. Chipotle
11. Collegiate Link
12. Dell
13. Digital Hub
14. Dominick's
15. Domu
16. Excel, Inc., Okolona, MS
17. FBR Furniture
18. Fisher Building City Apartments
19. Grant Thornton
20. Harrison Group
21. Hyatt Place, Schaumburg
22. I-Go Cars
23. Insight Sports Medicine
24. Interpark
25. Kaplan
26. Keeling & Associates
27. Krueger International
28. Lakeshore Athletic Club
29. LAZ Parking
30. OrgSync
31. Pamela Yasuko Photography
32. Professional Affiliates
33. PNC Bank
34. Pockets/Kingoberry
35. Pride Sash
36. RCN Cable Company
37. Speaking Specialists, The
38. Sports Awards
39. STA Travel
40. State Farm
41. Tailor Lofts
42. TCF Bank
43. Uncle Dan's
44. University Center of Chicago
45. Uptown Café
46. Walgreen's
47. Waterton Residential
48. Women and Children First Bookstore
49. Yoga Lunch

Community Organizations

1. 8th Day Center for Justice
2. A Safe Haven Foundation
3. Access Living
4. Aid for Women
5. Americorps
6. Amnesty International
7. Ark Clinic and Food Pantry
8. Arlington House
9. Austin Green Team
10. Awakening Center, The
11. Breakthrough Urban Ministries
12. Broadway Youth Center
13. Cara Project
14. Cardinal Manning Center, Los Angeles
15. Career Transitions Center
16. Casa de Providencia
17. Center for Jewish Elderly
18. Center for Social Concerns
19. Center on Halsted
20. CEDA (Community and Economic Development Association of Cook County)
21. Chicago Citizens for Change
22. Chicago Coalition for the Homeless
23. Chicago Safe Start Program
24. City Year Chicago
25. Cranks Creek Survival Shelter
26. David R. Lee Animal Shelter
27. Eco Justice Collaborative
28. Erie Neighborhood House
29. Esperanza Community Service
30. Excel, Inc., Okalona, MS
31. Ezra Multi-Service Center
32. First Defense Legal Aid
33. Friends of the Parks, Dunning Reed Park
34. Gingko Organic Gardens
35. Girls on the Run
36. Give Kids the World Village
37. Greater Chicago Food Depository
38. Harmony, Hope and Healing
39. Hostelling International Chicago
40. House of Charity, New Orleans
41. Illinois Action for Children
42. INROADS
43. Insight for Eating
44. Instituto del Progreso Latino
45. Jaffa Institute
46. Jewish Community Relations Council, Israel on Campus Initiative
47. Jewish Vocational Services
48. Kilbourn Park Organic Gardens
49. Lake View Pantry
50. Lincoln Park Shelter
51. Little Friends for Peace
52. Little Village Environmental Justice Organization
53. Marillac House
54. McKenna Center, Washington, D.C.
55. Misericordia
56. Monarch Community Garden
57. Montrose Beach Clean Up
58. Mujeres Latinas en Accion
59. Multicultural Youth Project
60. National ABLE Network
61. National Alliance on Mental Illness of Greater Chicago
62. Near North Development Corp.
63. Night Ministry
64. Oak Street Beach Clean Up
65. Ohio Street to North Avenue Beach Clean Up
66. Operation Helping Hands, New Orleans
67. Operation PUSH
68. Pace e Bene
69. Rebuilding Exchange
70. Refugee and Immigrant Services of Chicago
71. Refugee One
72. REST
73. Special Olympics
74. St. Ann's Infant and Maternity Home
75. Stand With Us
76. United Way
77. Voices for Creative Non-violence
78. Washington Park Conservancy
79. World Sport Chicago
80. YMCA: La Grange, Kelly Hall, Lawson House, Rauner House, South Chicago, West Communities

Cultural Organizations

1. American Indian Center
2. Chicago Children's Museum
3. Chicago Chinese Cultural Institute
4. Chicago Filmmakers
5. Chicago Israeli Dance
6. Chicago Public Library
7. Concern Worldwide
8. Council of Islamic Organizations of Greater Chicago
9. Hasbara Fellowship
10. Hillel Argentina
11. Hillel Arts in the Loop
12. Hillel International
13. Hillels Around Chicago
14. Hillels of Illinois
15. Hiroshima Peace Memorial Museum
16. Illinois Holocaust Museum
17. Jewish United Fund
18. J Street U
19. Porchlight
20. Pritzker Military Library
21. Puerto Rican Cultural Center
22. Victory Gardens Theater
23. Young Chicago Authors
24. Zionist Organization of America

Educational Institutions/Organizations

1. Adlai Stevenson High School
2. Al Raby High School
3. American Islamic College
4. Azusa Pacific University
5. Big East Conference
6. Buffalo Grove High School
7. Calvin College
8. Chicago Public Schools
9. City Year Chicago
10. Clark School
11. Clemente School
12. Community High School District 128
13. Dominican University
14. Douglas School
15. Evanston Township High School
16. Farragut School
17. Fenger School
18. Flashpoint Academy
19. Foreman High School
20. Gary Comer Campus
21. Gear Up
22. George B. Armstrong School
23. Glenbrook North High School

24. Glenbrook South High School
25. Guerin Prep High School
26. Harper College
27. Hinsdale High School
28. Hope School
29. Illinois Campus Compact
30. Illinois Institute of Technology
31. In Search of Genius
32. Indiana Campus Compact
33. Jewish Education Team
34. Joliet Central
35. Joliet West
36. JS Morton Alternative High School
37. Kelvyn Park High School
38. Kenwood High School
39. LaGrange Area Department of Special Education
40. Landmark College
41. Libby Elementary School
42. Loyola University Chicago
43. Messiah College
44. Michigan Campus Compact
45. Minority and Friends Network
46. New Trier High School
47. Niles Township District for Special Education
48. North Central College
49. Northwestern University, The Family Institute
50. Oscar Meyer Elementary School
51. Our Lady of Charity Catholic School
52. Paul B. Henry Institute of the Study of Christianity and Politics
53. Perspectives Charter School
54. San Miguel Schools/Gary Comer Campus
55. Shubert Public School
56. Spring Avenue School
57. St. Andrew School
58. St. Charles East High School
59. St. Edward University
60. St. Mary's College of California
61. St. Pius V Catholic School
62. Stand With Us
63. Teach for America
64. Trinity Christian College
65. University of Chicago
66. University of Illinois at Chicago
67. University of Notre Dame
68. University of South Florida
69. Uplift Community High School
70. Urban Prep Academy
71. Virginia Commonwealth University
72. Visitation Catholic School
73. Williams Prep Middle School
74. Winona State University
75. Young Men's Educational Network

Health Care Institutions/ Mental Health Centers

1. Access Community Health
2. Advocate Illinois Masonic
3. Alexian Brothers Behavioral Health
4. Awakening Center
5. Cathedral Counseling Center
6. Chicago Lakeshore Hospital
7. Chicagoland Comprehensive Care
8. Chicagoland Counseling Center Director's Group
9. Children's Memorial Hospital
10. Comprehensive Services Counseling
11. Concentra
12. Heartland Alliance Marjorie Kovler Center
13. Insight for Eating
14. Jesse Brown VA Medical Center, Veteran Resources
15. Lakeview Center for Psychotherapy
16. Lake View Chiropractic
17. Live Oak Chicago
18. National Alliance on Mental Illness Chicago
19. Northwestern University Feinberg School of Medicine, Family and Community Medicine
20. Rape Hotline
21. Rape Victim Advocates
22. Rehabilitation Institute of Chicago
23. Rush Outpatient Clinical Services
24. Schreiber Foundation
25. St. Joseph Hospital
26. Test Positive Aware Network
27. Y-me National Breast Cancer Organization

Governmental Offices/Agencies

1. Chicago Aldermanic Offices
2. Chicago Police Department
3. Chicago Transit Authority
4. City of Chicago Mayor's Office of Special Events
5. Commission on Human Relations- States Attorney's Office
6. Consulate General of Japan
7. Department of Housing Services
8. Department of State, Chicago Passport Agency
9. United States Department of Veterans Affairs, Housing Support Services
10. 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. Catholic Colleges and Universities Consortium of Chicago
7. Chicago Archdiocesan Vocation Association
8. Chicago Area Runners Association
9. Chicago Area Student and Campus Housing Association
10. Chicago Dental Society
11. National Association for Academic Advisors for Athletics
12. National Association for Student Personnel Administrators
13. National Association of Campus Activities
14. National Association of College and University Chaplains
15. National Association of Collegiate Women Athletic Administrators
16. National Collegiate Athletic Association
17. National Faith Justice and Civic Learning Conference
18. National Religious Vocation Conference
19. River North Business Association

Spiritual/Religious Organizations

1. American Friends Service Committee
2. Archdiocese of Chicago
3. Breakthrough Urban Ministries
4. Catholic Charities
5. Catholic Relief Services
6. Catholics on Call
7. Colorado Vincential Volunteers
8. Daughters of Charity
9. Dorothy Day/Catholic Worker
10. Father McKenna Center- Washington, D.C.
11. From Mission to Mission
12. Gateway Vincentian Volunteers
13. Interfaith Youth Core
14. Jesuit Volunteer Corps
15. Jewish Community Relations Council
16. Little Sisters of the Poor
17. Mercy Works
18. Our Lady of the Angels
19. Perboyre House
20. Presbyterian Church USA
21. Resurrection Parish, Montgomery, AL
22. San Jose Obrero Mission
23. St. Alyosius Parish
24. St. Charles Parish
25. St. Clement Parish
26. St. Columbanus Parish
27. St. Frances of Rome Parish
28. St. Gregory Church
29. St. John the Baptist Church, Brooklyn, NY
30. St. Michael's Church/Catholic Campus Ministry
31. St. Paul's House
32. St. Vincent de Paul Center, Chicago & Philadelphia
33. St. Vincent de Paul Soup Kitchen
34. St. Vincent de Paul Parish
35. Vincentian Family Midwest
36. Vincentian Lay Missionaries
37. Vincentian Volunteer Corps
38. Willow Creek Community Church

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, 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 facilitated by the Center for Intercultural Programs and diversity workshops and programs facilitated by the Office of Diversity Education.

4. Student development activities are measured by total number of programs facilitated by New Student and Family Engagement, Adult Student Affairs, Athletic Academic Advising, the Dean of Students, Multicultural Student Success, the Student Leadership Institute and Student Involvement. 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 IS OBTAINED THROUGH THE FOLLOWING METHODS

- The Student Leadership Institute utilizes qualitative responses from the Multi-Institutional Study of Leadership survey to understand students' definitions of leadership and any influence the university's mission has on their definitions of leadership.

- The Office of New Student and Family Engagement 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 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, couples 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 IS OBTAINED THROUGH THE FOLLOWING METHODS

- Residential Education conducts 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 collects written feedback from first-year students

regarding their stress levels and how the PLuS program has or can better support them. The PLuS program also collects feedback from students using assistive technologies to assess the effectiveness of these technologies in supporting student success and learning.

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 and Student Involvement 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 and the Catholic Social Concerns service group (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 IS OBTAINED THROUGH THE FOLLOWING METHODS

- University Ministry collects data from service immersion trip participants through written evaluations.

- University Ministry collects data from service day participants through evaluation forms and conducts individual interviews with residents who live in community (Vincent and Louise House) for one year, participating in community service on a weekly basis.

- University Ministry collects written evaluations from students who participate in the Vincentians in Action (VIA) program.

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 mentors, orientation leaders, DePaul Community Service Association coordinators, etc.), graduate assistants/interns/externs and professional staff.

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

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 New Student and Family Engagement, Adult Student Affairs, Athletic Academic Advising, the Center for Intercultural Programs, Diversity Education, Dean of Students Office, Residential Education, Multicultural Student Success, Student Leadership Institute, Student Involvement, and University Ministry.

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

1. DePaul community celebrations are measured by the total number of community building programs facilitated by New Student and Family Engagement, University Ministry, Student Involvement, 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, the Dean of Students, Multicultural Student Success, Residential Education, Student Leadership Institute, Student Involvement 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 here. 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 New Student and Family Engagement 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 New Student and Family Engagement 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 and administrative withdrawals granted. 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 New Student and Family Engagement collects 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 collects 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

I. PRESENTATIONS

1. **Dave Borgealt, M.A.**, Director, Student Leadership Institute, presented "Leadership for the Common Good: Leadership as Service" at Association of Campus Activities Administrators.

2. **Amy Foran, B.A.**, Administrative Assistant, Office of Student Affairs, presented the following:
  • "Ability and Success: Do Colleges Have the Ability to Improve Student Outcomes?" at Complete College America.
  • "Building Better Students by Building Better College Procedures" at Educational Testing Service, American Educational Research Association and College Board.

3. **Sara Furr, M.A.**, Assistant Director, Office of Multicultural Student Success, presented the following:
  • "Be More Empowered During Hard Times, Transition and Unemployment" co-presented with Myra McPhee and LaShandra Little at the American College Personnel Association (ACPA) annual meeting.

• "New P.A.T.H.S. for Higher Risk Sophomore Students" co-presented with Richard Morales at ACPA.
• "You're Asian, not a Model Minority: APIs and Social Justice" at a Roundtable Presented at ACPA.

4. **Rufus Gonzales, Ph.D.**, Staff Psychologist, University Counseling Services, presented the workshop, "The Art of the Sell: Selling Group Therapy to Clients" at the American Group Psychotherapy Association Conference.

5. **Shannon Greybar Milliken, M.S.**, Program Coordinator for Fraternity and Sorority Life, Office of Student Involvement, presented the following:
• "Campuspeak SALAD: Bringing Student Leaders Together for a Day of Community Building" at St. Mary's of Minnesota, Winona Campus and Ball State University.
• "Strategizing to Ensure Your Community's Future: Strategic Planning Pathway" at Association of Fraternal Leadership and Values Central Fraternal Conference.

6. **Bari Guibord, Psy.D.,** Staff Psychologist, University Counseling Services, participated in the panel discussion/seminar "Working with Diverse Families" at Streamwood Behavioral Health Hospital, Streamwood, Ill.

7. **Molly Harris, M.A.,** Sexual Violence Support Services Coordinator, Dean of Students Office, presented the following:
   • "Healing From Sexual Violence" to the Vagina Monologues Cast Members.
   • "Sexual Violence Support Services at DePaul" at Northwestern University, Loyola University Chicago and the University of Illinois, Chicago.
   • "Sexual Violence Resources at DePaul" at Roosevelt University.

8. **Anissa Jones, Ed.D.,** Assistant Dean of Students, Dean of Students Office, presented "Africentric Paradigm: Transformation from the Inside Out" at the White Privilege Conference.

9. **Ann Marie Klotz, M.A.,** Assistant Director, Residential Education, presented the following:
   • "It's Not All About You: Millennial Supervision" at the Great Lakes Association of College and University Housing Officers (GLACUHO) annual meeting.
   • "Best Practices for Working with Men in the Conduct Process" at the Student Affairs Administrators in Higher Education (NASPA) annual meeting.
   • "Negotiation: It's Not Just About the Offer" at GLACUHO.

10. **Lavonne Kopca, M.Ed., MSW,** Learning Disabilities Specialist, Productive Learning Strategies Program, presented "LADSE Transition/Information Fair" at the LaGrange Area Department of Special Education.

11. **Mark Manderino, M.Ed.,** Office of Student Affairs, presented "Exploring Post-Secondary Aspirations: Individual and School-Level Influences" at Loyola University School of Education: Graduate Research Symposium.

12. **Eric Mata, M.S.,** Assistant Director, and **Sarah Furr, M.A.,** Assistant Director, Office of Multicultural Student Success, co-presented "Living at the Crossroads: When Dominant and Subordinated Identities Converge" at the ACPA Institute on Social Justice.

13. **Ellen Meents-DeCaigny, Ph.D.,** Assistant Vice President Assessment, Planning and Communications, Student Affairs, presented the following:
   • "Developing a Division-Wide Approach to Assessment" at Roosevelt University.
   • "Systematizing Assessment Efforts Across Student Affairs" at Academic Impressions Assessment Institute.

14. **Nickelaziena Miller, M.A.,** Coordinator, and **Deborah Schmidt-Rogers,** Director, Residential Education, co-presented "Making the Move 101: Moving Off Campus" at GLACUHO.

15. **Richard Morales, M.A.,** Coordinator, and **Sara Furr, M.A.,** Assistant Director, Office of Multicultural Student Success, co-presented "New P.A.T.H.S. for Higher Risk Sophomore Students" at ACPA.

16. **Art Munin, Ph.D.,** Assistant Dean of Students, Dean of Students Office, presented the following:
   • "Ally Promises" at ACPA and the White Privilege Conference.
   • "Confronting Pervasive Myths in Leadership Education: Being More for Students" at ACPA.
   • "Diversity, Privilege and Leadership: Are We Making Any Progress?" at the White Privilege Conference.
   • "Ethics and Leadership" at DeVry University and the University of Illinois at Chicago.
   • "Interrupting Privilege" at Loyola University Chicago.
   • "Social Justice Retreat" at Washington University in St. Louis.
   • "Student Leadership Banquet Keynote" at the University of Wisconsin, Parkside.
   • "Survive & Thrive: A Conversation About Doctoral Journey" at Loyola University Chicago.
   • "Targeting Majority in Diversity Education" at Township High School District 113.
   • "Turning Knowledge Into Action: A Leader's Next Step" at Loyola University Chicago.
   • "White Privilege" at Indiana University, Bloomington; Lake Forest College; White Privilege Conference and Wisconsin Library Association.
   • "Walk the Talk: Making Choices for Social Justice" at Loyola University Chicago.
   • "Interrupting Privilege" Loyola University Chicago.

17. **Kristen Reid Salomon, M.A.,** Program Coordinator, Student Leadership Institute, presented "Social Justice at Your Institution-Roundtable Discussion" at Association for Campus Activities Administrators.

18. **Deb Schmidt-Rogers, M.Ed.,** Director, and **Ann Marie Klotz, M.Ed, M.A.,** Assistant Director, Residential Education, co-presented "Why Do You Think You Got Hired? Managing Professional Expectations: It's Not All About You" at GLACUHO.

19. **Elisabeth Sullivan, M.A.,** Assistant Director, Productive Learning Strategies Program, presented the following:
   • "Resources for Students with Learning Differences and Disabilities" at the National Association of College Admission Counselors.
   • "Preparing LD Students for College Success" at Noble Charter Schools.
   • "Panel Discussion; Disabilities Compliance" at the U.S. Department of Labor.

II. PUBLICATIONS

1. **Ann Marie Klotz, M.A.,** Assistant Director, Residential Education, published the following:
   • "Giving to the Foundation: Professional Association Renewal" in Talking Stick Journal (January 2011).
   • "Understanding Our History: The GLACUHO Winter Meeting at Camp Tecumseh" in Trends Magazine (January 2011).

2. **Eric Mata, M.S.,** Assistant Director, Office of Multicultural Student Success, published "Perspectives: Mentoring Can Be the Critical Ingredient in Minority Male Academic Achievement" in Diverse Issues in Higher Education (January 2011).

3. **Ellen Meents-DeCaigny, Ph.D.,** Assistant Vice President of Assessment, Planning and Communications, Student Affairs, served as an advisory board member for the production of "Qualitative & Quantitative Research: A Mixed Methods Approach in Higher Education" co-edited by Howard, Watt and Kennedy-Phillips (2010).

4. **Shannon Greybar Milliken, M.A.,** Program Coordinator for Fraternity and Sorority Life, Office of Student Involvement, published "How to Make Service Work a Priority and Long Lasting" in Association of Fraternal Leadership and Values Officer Manual for Philanthropy and Community Service (2010).

5. **Richard Morales, M.A.,** Coordinator, Office of Multicultural Student Success, published "Application of the Providing Access Through Holistic Support Program" in Journal of Student Affairs Colorado State University (March 2011).

6. **Art Munin, Ph.D.,** Assistant Dean of Students, Dean of Students Office, published "Inclusive Design in Leadership Program Development" in The Handbook for Student Leadership Development (2011).

7. **Christy Shipyor, M.S.,** Residence Director, Residential Education, published "Assessment 101: Top Take-Away Tips" in Trends Magazine (Winter, 2010).

8. **Travis Whisler, B.S.,** Assistant Residence Director, Residential Education, published "The Partner Mark" in Trends Magazine (Summer, 2011).

APPENDIX E

PROFESSIONAL ASSOCIATION LEADERSHIP INVOLVEMENT

1. **Eric Mata, M.S.,** Assistant Director, Office of Multicultural Student Success, serves as Interim Secretary, Latinos Empowered at DePaul.

2. **Ann Marie Klotz, M.Ed., M.A.,** Assistant Director, Residential Education, serves as:
   • Annual Event Co-Chair, DePaul Women's Network
   • Tri-presidency Track, President for 2011-12, DePaul Women's Network
   • Illinois State Coordinator for NASPA, IV East
   • Social Media Co-Chair, Women in Student Affairs, NASPA.

3. **Ellen Meents-DeCaigny, Ph.D.,** Assistant Vice President Assessment, Planning and Communications, Office of Student Affairs, serves at National Co-Chair, Assessment, Evaluation and Research Knowledge Community, NASPA.