



DIVISION OF

Student Affairs

ANNUAL REPORT

[2011-2012]



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SECTION A

Introduction

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

I. Mission Statement

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

II. Vision Statement

The Division of Student Affairs at DePaul University is a full partner in the university's efforts to promote student learning and success. Recognizing that learning happens always and everywhere throughout the student experience, we design and implement learning experiences that advance students' intellectual, personal, spiritual, social and civic

development. We provide personal and academic support services that strengthen students' readiness to learn while identifying and addressing barriers to learning. We do all of our work mindfully, in accordance with DePaul's Catholic and Vincentian traditions and values, and in the context of the university's urban character.

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

Student Affairs espouses a developmental view of learning and higher education that obligates us and the university to pay careful attention to the development and formation of students as whole persons. We celebrate the diversity of our community of students, faculty and staff, and we commit ourselves to social justice and service to others, particularly those who are marginalized. We seek to recognize and respond appropriately to the challenges faced by our students in their efforts to learn and participate fully and actively in a diverse community. We strive to infuse a Vincentian perspective and a spiritual dimension in our programs and services.

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

Through the work we do as stewards of student learning and development, all members of the Division of Student Affairs serve the mission of St. Vincent de Paul, ennobling the dignity of each person and preparing students to create lives of rich meaning and purpose. We welcome the responsibility given to 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 Domains and Outcomes

KNOWLEDGE ACQUISITION, APPLICATION AND INTEGRATION DOMAIN Outcome: Students who participate in Student Affairs programs and activities will be able to integrate and apply knowledge gained across curricular and cocurricular experiences in order to advance academic, personal and career growth.

INTELLECTUAL SKILLS AND PRACTICAL COMPETENCIES DOMAIN Outcome: Students who participate in Student Affairs programs and activities will acquire intellectual and practical skills that will enable them to live productive and healthy lives during and after DePaul.

PERSISTENCE AND ACADEMIC ACHIEVEMENT DOMAIN Outcome: Students who participate in Student Affairs programs and activities will be able to achieve their personal and academic goals while at DePaul through acquisition of academic and cognitive skills.

SOCIALLY RESPONSIBLE LEADERSHIP DOMAIN Outcome: Students who participate in Student Affairs programs and activities will, as leaders, demonstrate integrity, show that they take seriously the perspective of others, and contribute to positive social change.

INTERCULTURAL MATURITY AND INCLUSIVE COMMUNITY DOMAIN Outcome: Students who participate in Student Affairs programs and activities will be able to participate thoughtfully and respectfully in cultural exploration, engagement, acceptance and collaboration as members of an inclusive community during and after DePaul.

INTRAPERSONAL AND INTERPERSONAL DEVELOPMENT DOMAIN Outcome: Students who participate in Student Affairs programs and activities will develop a strong sense of personal identity and form mature, respectful relationships with others.

SPIRITUALITY AND VINCENTIAN VALUES DOMAIN Outcome: 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 five 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 four 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, and the Center 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.

5. Assessment, Planning and Communication: Assessment, Planning and Communication supports the vice president by overseeing divisional initiatives related to assessment, research, strategic planning, communications and information management. The three positions reporting to the assistant vice president for Assessment, Planning and Communication include the assessment coordinator, the communications coordinator and the project leader for Student Affairs.

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 187 collaborative partnerships within the university community and 176 partnerships with organizations external to DePaul. Appendix B provides a complete list of external partners.

SECTION B

2011–2012 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 2011-2012 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 84 strategic activities set forth, 61 (73 percent) were initiated. Of the 61 activities initiated, 28 (46 percent) are complete. The following is an abbreviated list of key accomplishments related to each strategic goal.

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

- 1. Facilitated discussion on student success and engagement with institutional leaders and partners.
- 2. Secured Student Affairs representation on key university committees such as the Liberal Studies Program Review, University Strategic Planning groups and the Committee on Teaching and Learning.
- 3. Increased participation in and contributions to DePaul’s Teaching and Learning Conference.
- 4. Facilitated discussions with university partners regarding the use of e-portfolios to promote and assess cocurricular learning.
- 5. Engaged the Office of Student Employment in initial conversations about how to promote and assess student learning related to on-campus student employment.

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

- 1. Collaborated with institutional partners to further develop an integrated, cocurricular programming calendar.
- 2. Integrated Student Affairs calendar into new university events calendar, Localist.
- 3. Completed inventory of Student Affairs data systems to determine gaps and overlaps.
- 4. Created student engagement reports utilizing data from OrgSync, the online student organization registration and management tool.
- 5. Assessed current communications with students and student programming interests to further strengthen communication strategies.



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

- 1. Completed the divisional Learning Outcomes initiative resulting in a full set of learning outcomes for each department, linked to higher-level divisional outcomes.
- 2. Kicked off the Professional Competencies project to establish agreed upon competencies for all staff members in the division.
- 3. Completed data entry of student affairs-identified student groups into PeopleSoft in order to track cocurricular involvement and maintain data integrity over time.
- 4. Developed student data reports for individual departments to improve integrity and management of student data.
- 5. Developed divisional standards and guidelines for the solicitation and distribution of external revenue.
- 6. Conducted a review of current budgeting practices across the division and implemented process improvements.

III. VISION twenty12 Activities to Date (2010-2012)

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 those activities implemented between 2010 and 2012.

A. ENRICH ACADEMIC QUALITY (UNIVERSITY GOAL 1B & C)

2011-2012

- Implemented the first annual Student Success/Student Engagement Speaker Series with George Kuh, Ph.D., of Indiana University and the National Survey of Student Engagement (NSSE).
- Began a comprehensive review of Common Hour as a result of the Liberal Studies Program Review Memorandum of Understanding.
- Joined the Liberal Studies Council to implement new Student Affairs initiatives to support the Liberal Studies Program Curriculum.
- Formed a partnership with Peace, Justice and Conflict Studies to begin a study abroad service-immersion trip to El Salvador.

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

2011-2012

- Implemented a division-wide professional development retreat for all staff members based on the Socially Responsible Leadership model in order to increase understanding of the model and share it with students.
- Instituted the DiverseCity Tours program, a series of student excursions throughout the city to learn what it means to be a leader in urban, diverse settings.
- Hosted the Interfaith Leadership Institute in partnership with Interfaith Youth Core in spring 2012, which included 150 students, staff and faculty from over 40 different institutions.

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.
- Completed 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.

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

2011-2012

- Converted the Jewish Life coordinator position from part time to full time.
- Implemented the first annual DemonTHON, a dance marathon involving 300 students that raised over \$100,000 for Children’s Memorial Hospital.
- Renamed Sexual Violence Support Services to Sexual Health and Violence Prevention (SVHP) to shift focus to sexual health and wellness and made the SHVP coordinator position full time.
- Created the quarterly Adult Student Graduation Reception to build affinity among graduating adult students.
- Won a grant from the Tawani Foundation to support the “Transition Assistance Program.” The goal of the program is to support newly admitted veteran students in adjusting to student life after their military careers.

2010-2011

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

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

2011-2012

- Completed data entry of Student Affairs identified student groups into PeopleSoft.
- Developed data reports for individual departments to improve integrity and management of student data.
- Completed the build out of the Loop Campus office for the Center for Students with Disabilities.
- Hired an assistant director and administrative assistant to support the newly expanded Center for Students with Disabilities.

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.



E. STUDENT WELFARE (UNIVERSITY GOAL 2D)

2011-2012

- The division’s proposed Health Promotion and Wellness Plan was accepted.
- A full-time sexual health and violence prevention coordinator was hired.
- Two new, additional full-time positions were approved for the Health Promotion and Wellness Office and candidate searches launched.

2010-2011

- Developed and approved a comprehensive Health and Wellness Plan. The search for a new sexual health coordinator will begin shortly.

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

2011-2012

- Implemented quarterly interfaith celebrations involving 250 students and student leaders in interreligious learning and cooperation.
- Partnered with the Steans Center to offer 90-minute workshops on Cultural Values and Conflict in community-based service learning courses.

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.

G. CATHOLIC IDENTITY (UNIVERSITY GOAL 6)

2011-2012

- Lead DePaul’s “Blue for Peace” project, focused on non-violence and peacebuilding, involving over 1,500 youth and 1,600 DePaul students in partnership with Chicago Public Schools, 60 other local community organizations and churches, and a core group of 15 families impacted by youth violence as part of the President’s Challenge Project in 2011-12.

2010-2011

- Began building greater connections and improved efficiencies between St. Vincent de Paul Parish and DePaul through 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.



SECTION C

2011–2012 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.

STUDENT HEALTH INSURANCE

NATIONAL

- Health care and health insurance remain important topics at universities across the nation, especially since the Affordable Health Care Act (AHCA) was signed into law in March 2010 (See Liang, 2010; Lipka, 2011; Lipka, 2010; and Turner, 2010), and the Supreme Court decision on the act in June 2012 did not fundamentally change the law (Levey, 2012).
- 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). Because the cost of premiums on student insurance policies will increase with AHCA-mandated changes to coverage limits and pre-existing conditions, many colleges and universities are dropping student health insurance plans and no longer requiring students to show proof of health insurance (Radnofsky, 2012).

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- The National College Health Assessment (NCHA) conducted in spring 2010 found that 12 percent of DePaul students were without health insurance as compared to 6 percent of the national sample of college students.
- Because state funding for public-sector mental health and substance abuse treatment has undergone cutbacks (National Alliance on Mental Illness, 2011), 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.

STUDENT LEARNING

NATIONAL

- The Association of American Colleges and Universities (AAC&U) continues to emphasize an increased focus on student learning, and how we can become better educators within and beyond the classroom. AAC&U has launched the Liberal Education and America’s Promise (LEAP) initiative, which includes the Value of Assessment of Learning in Undergraduate Education

(VALUE) project, which seeks to contribute to the national dialogue on assessment of college student learning (aacu.org/value/index.cfm).

- Arum and Roska, in “Academically Adrift” (2011), suggest that college students learn little during their undergraduate careers, and stress increased academic rigor as a meaningful way to increase student learning during college as well as job prospects and performance after college (Jaschik, 2011).
- Richard Keeling and Richard Hersh released the book “We’re Losing our Minds” in December 2011. The book explores how the goal of graduating students has displaced the goal of learning in higher education (Keeling and Hersh, 2011).

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- DePaul has renewed its commitment to student learning. The university has begun to rethink and rewrite its 10 learning goals as part of the new strategic plan that will take the university to 2018.
- There has been a continued emphasis on student learning in Student Affairs, as evidenced by the divisional learning outcomes initiative completed during the 2011-12 academic year. This initiative has resulted in a complete set of learning outcomes for each department, linked to higher level learning outcomes that define cocurricular learning across the division.
- The Division of Student Affairs invited and hosted a January 2012 visit from George Kuh, Ph.D., author of “Student Success in College.” Kuh gave a talk about his Documenting Effective Educational Practice (DEEP) project, which focuses on the relationships among college student engagement, persistence, satisfaction, learning and personal development.

STUDENT FINANCIAL STRESS

NATIONAL

- College students commonly experience high levels of stress due to many factors, and financial pressure heightens existing stress, making the college years even more difficult (Guo, Wang, Johnson & Diaz, 2011).
- Negative effects of financial stress include lower self-esteem, behavioral difficulties and higher risk for substance abuse (Guo et al., 2011).

- Students under high financial stress were more likely to report that they were uncertain as to whether or not they would graduate from their current institution and that they had higher expected difficulty with learning (Cole, 2012).
- Many students who face financial troubles drop out of college and simply return home. Those who stay in college are concerned about their investment in college and whether or not they will see a return on that investment (Arnold, 2011).

DEPAUL UNIVERSITY

- The number of DePaul students who received emergency funds and scholarships from Student Affairs grew from seven in the fall of 2011 to 19 in the spring of 2012.
- The National College Health Assessment (NCHA) found that 36 percent of DePaul students reported they were always or often stressed about their financial situation in the past. Forty-six percent reported that they are currently always or often stressed about their finances.
- The number of DePaul students seeking and receiving emergency transportation assistance grew from three requests in 2009-10 to 37 requests during the 2011-12 academic year.

MORE STUDENTS WITH AUTISM ENTERING COLLEGE

NATIONAL

- Autism, formerly a rare condition, affected one in 88 children in 2008, following a change in diagnostic practices that acknowledge a broad autism spectrum (Baio, 2012).
- At the university level, autism spectrum is the most rapidly growing reason students are coming to counseling centers for psychiatric problems, including anxiety, depression and bipolar disorder. Additionally, students must be self-advocates, a skill students on the autism spectrum have significant difficulty implementing. That said, more schools each year are adding these support services (Gose, 2011).
- College students with autism have difficulty with social interactions, and can struggle with connecting with roommates to working in groups to appropriately interacting during job interviews (Hood, 2011).

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- Thirty-two students enrolled in the Center for Students with Disabilities (CSD) have the diagnosis of Asperger’s Syndrome (high functioning autism), pervasive development disorder (on the spectrum), or non-verbal learning disability (autism spectrum characteristics).
- During 2011-12, CSD began to develop a plan for more specialized services for students on the autism spectrum, and during the 2012-13 academic year will invite these students to group sessions where they will address social communication skills with a professional.

MORE U.S. MILITARY VETERANS ATTENDING COLLEGE

NATIONAL

- Results of the annual survey of college freshman conducted by UCLA’s Higher Education Research Institute (HERI) showed that veterans are significantly less likely to engage with their instructors and fellow students. Forty percent of them are expected to have low involvement in college life generally, compared with 26 percent of nonveterans. Twenty-four percent of veterans, in the fall of their freshman year, said they had not yet asked a faculty member for advice after class, compared with 13 percent of nonveterans (Brainard, 2011).
- The transition from military service to a college campus can exacerbate post-traumatic stress disorder, anxiety and depression, as student veterans often feel socially isolated and struggle to relate to others (Lipka, 2011).
- More than a half million veterans who served after September 11, 2001 were enrolled in college classes during the 2011-12 academic year under the Post-9/11 GI Bill, and thousands more are expected to enroll when millions of additional veterans return to the United States from Afghanistan and Iraq (Sander, 2012).

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- The number of post-9/11 veterans returning to DePaul continues to increase. According to the summer 2012 figures from Financial Aid, there are currently 338 students accessing Chapter 33 benefits at DePaul, while

there were only 242 last spring, and 74 in the fall of 2009.

- The number of students accessing the Office of Veterans Affairs has also increased significantly with 325 students accessing the office from August 2011 to present. According to office intake forms, most students have questions about GI Bill benefits, or they are there to meet other veterans.

ISSUES TO WATCH:

HOMELESSNESS AND FOOD INSECURITY AMONG COLLEGE STUDENTS

- According to the National Association of Student Financial Aid Administrators, the number of homeless college students is likely to increase (Nelson, 2011). A growing consensus believes that the homeless student population grew during the recession, and college administrators are now asking what they can do to address the challenges that homeless students bring to college campuses (Christian, 2011).

STUDENTS WITH INTELLECTUAL DISABILITIES ATTENDING COLLEGE

- The number of college programs for students with intellectual disabilities (such as Down Syndrome, autism, developmental delays and multiple learning disabilities) grew from 15 to 250 in the 10 years between 2000 and 2010 (Kowarski, 2010). Lengthy advocacy on the part of parents of children with intellectual disabilities resulted in 2008’s Higher Education Opportunity Act and is driving the creation of educational and life skills programs for these students at a number of U.S. colleges and universities (Mann, 2011; Gose, 2011). Programs at the University of Iowa, Elmhurst College, National Louis University and Vanderbilt University, among others, offer these students the opportunity to experience college, as well as gain social, occupational and daily living skills so they can earn more and live more independently after college (Gose, 2011; Mann, 2011; Kowarski, 2010).

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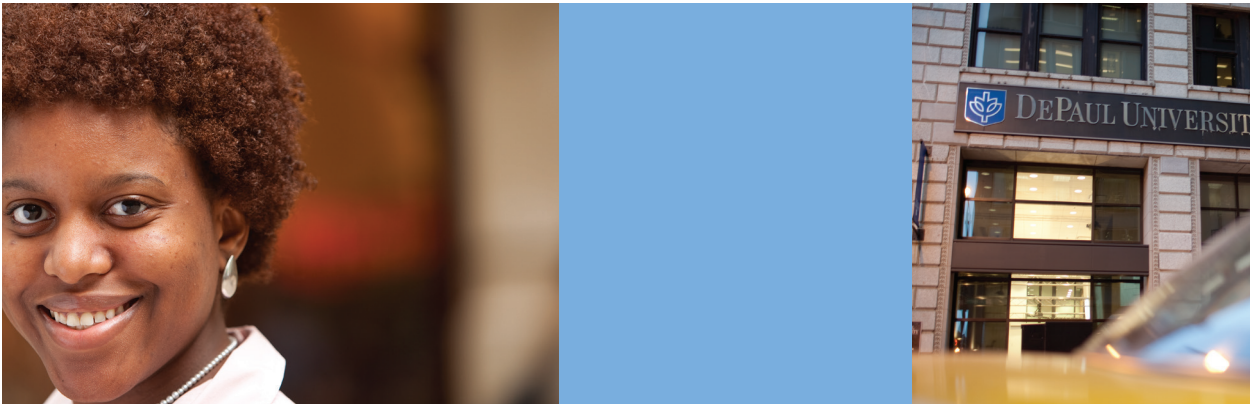
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SECTION D

Assessment Activities

I. Overview

The division has completed year eight 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. 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.



SECTION D

The 15 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 collecting data that measures the department’s performance, each department is asked to conduct an annual assessment project that focuses on student learning related to department 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	09-10	10-11	11-12
Residential Education	Programs	609	615	631
Religious/Spiritual	Programs	1,402	1,870	1,470
Diversity/Cultural	Programs	130	266	381
Student Development	Programs	383	476	334
	Student Organizations	263	283	340
	Student Organizations Members	2,783	4,063	5,065

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, religious and spiritual development 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	09-10	10-11	11-12
Level I Programs	Programs	104	114	101
	Participants	37,225	31,648	43,155
Level II Programs	Programs	1,691	2,142	968
	Participants	72,945	77,008	40,893
Level III Programs	Programs	1,359	1,589	2,555

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	09-10	10-11	11-12
Student Disciplinary Cases	Code/Policy Violations	382	330	369
	Students	973	911	856
Crisis Emergency Response	Crises/Critical Incidents	169	176	157
	On-Duty Pages	808	1,033	538
Counseling Sessions	Students	1,057	1,141	1,176
	Number of Kept Appointments	6,835*	7,609*	8,013*

* 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	09-10	10-11	11-12
University-wide, One-Day Service Experiences	Programs	2	2	2
	Total Participation	2,498	2,343	2,771
	Volunteer Hours	8,744	8,207	8,877
Immersion Experiences	Programs	21	20	19
	Total Participation	237	271	188
	Volunteer Hours	4,740	5,220	3,760
Recurring/Ongoing Service Experiences	Programs	552	576	690
	Participants per Week	237	228	293
	Unique Participants	1,097	1,100	1,099
	Volunteer Hours	20,826	24,786	12,150

D. STAFF TRAINING AND DEVELOPMENT

Staff training is designed to develop skills, abilities and awareness around a particular position. It also is 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	09-10	10-11	11-12
Training External to DePaul	Conferences Attended	96	112	44
Student Development	Student Staff Hourly Positions	175	144	134
	Student Leader Positions	531	566	583

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), 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	09-10	10-11	11-12
DePaul Community Celebrations	Total Celebrations	21	29	25
	Attendees	18,253	14,512	26,227
Student Recognition Programs	Programs	10	8	8
	Attendees	1,148	993	848

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 Committee, the Loop Initiatives Task Force, the Student Health and Wellness Task Force and the Student Advocacy and Wellness Initiative, 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	09-10	10-11	11-12
First-Year Program: Discover and Explore Course Delivery	Student Mentors	110	110	122
	Staff Professionals	63	65	65
	Experiential Courses Taught by Student Affairs Professionals	23	5	18
Course Withdrawals Process	Total Requests	254	311	382
	Course Withdrawals Granted	220*	300*	382*

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

III. Assessment Results

The goal of the Student Affairs assessment initiative is to understand how students are learning, engaged or involved in programs and services provided by the division. With the addition of a comprehensive set of student learning outcomes at the divisional and departmental level, the 2011-12 assessment projects focused specifically on measuring student learning occurring in each department. The following is a summary of two projects that highlight student learning in the division 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. CENTER FOR INTERCULTURAL PROGRAMS (CIP)

CIP assessed student learning that occurred through a new program, Dismantling White Privilege Group Dialogue Project, a collaboration between CIP and the Women and Gender Studies Program at DePaul. The program brought together a group of students to build knowledge, conduct critical analysis and develop communication skills to increase their capacity as leaders in addressing issues of privilege and oppression within the DePaul community and in the broader context of their own lives. The program encouraged participants to honor the dignity of each person; to engage in dialogue across differences; to cultivate social responsibility for the well-being of others; to create inclusive, respectful community across differences; and to develop socially responsible leadership for social service and social justice. The purpose of this assessment project was to determine the success of the Dismantling White Privilege Dialogue Group Project pilot program in teaching student participants to become social justice, anti-racist allies through the attainment of the stated learning outcomes. The program consisted of six, 90-minute group meeting sessions followed by attendance at the Thirteenth Annual White Privilege Conference (WPC). Three meetings followed the conference, providing time for reflection and a brief planning session to develop future steps. The methodology used for this project consisted of a pre/post test attitudinal survey and individual personal interviews.

LEARNING OUTCOMES ASSESSED:

- Students who participate in this project will demonstrate a self-reflective awareness of their identity, personal beliefs and values related to gender, sexual, racial, cultural and other social inequalities.
- Students who participate in this project will develop critical thinking skills and knowledge regarding how white privilege and racial oppression shape their experiences and perspectives in relationships and communities.
- Students who participate in this project will articulate the ways that historical systems of white supremacy, inequality and privilege associated with race, gender, sexuality and religion interact and interconnect.
- Students who participate in this project will develop skills and strategies to address everyday oppression and to create alliances across social differences and divisions.

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

- CIP will advocate for the continuation of the Dismantling White Privilege Group Dialogue Project as an ongoing departmental program.
- CIP will explore extending the length of group meetings by 30 minutes to allow for more robust and thorough coverage of the session topic, and to provide enough time for the check-in/check-out process in order to further support students' sense of emotional support and inclusivity.
- CIP will revise the curriculum to put a greater emphasis on role playing and practical application activities which simulate real world experiences of disrupting micro-aggressions and other instances of everyday oppression. A greater emphasis will be placed on naming and defining strategies and skills with interactive experiential learning activities for hands-on application.

2. CATHOLIC CAMPUS MINISTRY (CCM)

CCM assessed student learning outcomes associated with the Search Retreat program; a weekend retreat during which participants reflect on and build upon relationships with themselves, with others and with God. Through the assessment of the Search Retreat learning outcomes, CCM explored whether or not engagement with the program provided any new insights into students' belief. This project used a qualitative online survey sent to participants following the retreat. Survey questions were open ended and intended for short answer format. Assessing the learning outcomes helped CCM a) understand how students relate to the ecumenical dimension of the retreat, b) examine if the Search Retreat serves as an entry point to to other CCM programs, and c) recognize if students learned to develop those relationships of which the retreat was designed to develop.

LEARNING OUTCOMES ASSESSED:

- Students who participate in the Search Retreat will be able to list components of their self-identity related to thoughts about self and recognition of personal feelings/emotions.
- Students who participate in the Search Retreat will articulate aspects of their belief while respecting differences in the viewpoints and beliefs of others.
- Students who participate in the Search Retreat will identify helpful resources for further conversations about faith and life.
- Students who participate in the Search Retreat will be able to identify opportunities for wider participation in University Ministry events.

CCM FOUND THE FOLLOWING:

- Though students did not list specific components of self-identity, students' discussion of self, thoughts about self and self-reported growth in areas of acceptance, optimism, coping mechanisms and sense of belonging all point to an increased understanding of self-identity and an ability to articulate thoughts and feelings about self.
- Students exhibited an enthusiasm to engage in dialogue with people of different viewpoints, sharing each other's faith as well as a desire to engage in a respectful manner with someone of a different belief.
- Students identified multiple resources for further conversations about faith and life. These included both student and staff resources as well as naming programs and events where such conversations could take place.
- Students also reported learning about other's held beliefs/faith and this, in turn, effected how they viewed their own faith.

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

- CCM will look at the stated learning outcomes for the Search Retreat and consider revision to better capture the learning that happens as students participate in forming the faith community.
- CCM will review the curriculum presented at the retreat to ensure students are equipped with the tools they need in order to gain knowledge related to the program learning outcomes.
- CCM will continue to enhance the ecumenical dimension of the Search Retreat given students' readiness to engage respectfully with those of different beliefs.

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 2011-12 academic year:

1. Using Students’ Work, Assignments or Writing Samples

Student learning is best measured through direct assessment, rather than self-reported gains in learning. Athletic Academic Advising, New Student and Family Engagement, Office of Diversity Education and the Student Leadership Institute utilized final papers, reflective journals or action plans associated with their individual programs in order to assess whether particular learning outcomes were met. Finding ways to imbed assessment into existing components of a curriculum helps capture student learning in its intended design and alleviates adding an extra assessment method for the student’s involved.

2. Using Multiple Methods and Data Sources

This year, there was a marked increase in the number of departments who utilized multiple methods, both quantitative and qualitative. The Center for Intercultural Programs, Dean of Students Office, Office of Diversity Education, Office of Student Involvement, Residential Education, Student Leadership Institute, University Counseling Services and the Vincentian Community Service Office all employed mixed methods. Each methodology have their merits in assessment depending on the question being answered within a project. However, using multiple data sources and different methods can help to corroborate the findings and provide a more comprehensive picture of how learning occurred through the department’s efforts.

3. Tying Results Back to Each Learning Outcome Assessed:

Measuring student learning through outcomes assessment is different than other types of assessment in the manner in which the results are presented. Three departments—Catholic Campus Ministry, Center for Intercultural Programs, and New Student and Family Engagement—were able to effectively present their results related to each learning outcome measured. Such an approach helped to showcase how each individual outcome was or was not achieved, and provided clarity for the reader.

4. Grounding the Project in Literature and Strategic Plans

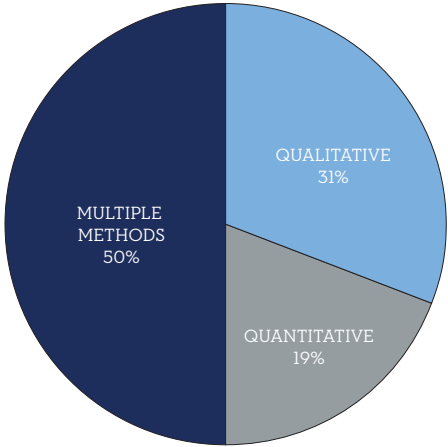
Several departments did a nice job of contextualizing their projects within relevant literature as well as key connections to the Division and University’s strategic plans. The Office of Diversity Education, University Counseling Services, and Vincentian Community Service Office departments framed their project and the importance of student learning in light of literature related to the program or service assessed. Additionally, Catholic Campus Ministry, Office of Diversity Education, Office of Religious Diversity, Residential Education, and the Vincentian Community Service Office effectively articulated the connections between their project and items within the Division’s strategic plan and VISION twenty12.



IV. EMERGING THEMES FROM THE ASSESSMENT PROJECTS

Between 2010 and 2012, the Division of Student Affairs developed a comprehensive set of student learning outcomes at the divisional, departmental, programmatic and activity level of the organization. While in past years departmental assessment projects focused on needs, impact, learning, benchmarking or satisfaction, the 2011-12 academic year marked the first opportunity to base the department assessment projects solely on student learning. Each department was asked to select an activity or program and its associated learning outcome(s) to use as the basis of this year’s assessment project.

1. THE METHODOLOGIES BEING USED



- Three projects used quantitative methods
- Five projects used qualitative methods
- Eight projects used a combination of quantitative and qualitative methods (multiple methods)

2. THE ASSESSMENT PROJECTS REFLECT

- A transition to focusing primarily on student learning.
- A 23 percent increase in the number of departments using multiple methods rather than exclusively quantitative or qualitative.
- A 27 percent decrease in the number of departments using exclusively quantitative methods.
- The complexity of directly assessing student learning.
- Clear connections to the Division of Student Affairs Strategic Plan, as well as VISION twenty12.
- Partnering with academic departments outside of Student Affairs.

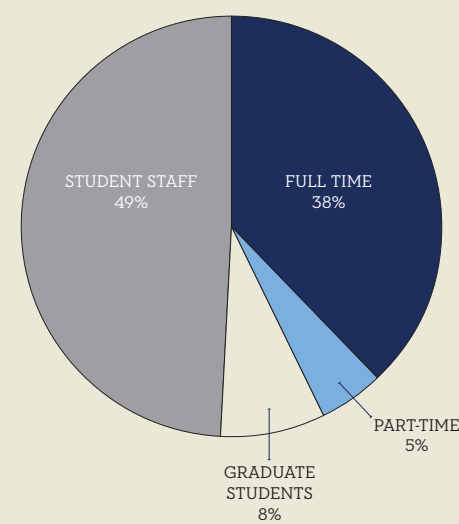


SECTION E

Personnel and Professional Development

I. Personnel Overview

The Division of Student Affairs employs 103 full-time staff members (38 percent), 13 part-time staff members (five percent), 23 graduate students (8 percent) and 134 student staff members (49 percent). There are an additional 122 staff members working on behalf of the division who are paid stipends by the College of Liberal Arts and Social Sciences. An organizational chart is provided in Appendix A.



II. Scholarly Activities

During the 2011-12 academic year, 36 staff members within the division conducted over 60 presentations at regional and national conferences and/or workshops. In addition, eight staff members produced nine 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 Professional Development 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
 - 1. Budget Management Training Session I: Budget Processes, Systems and Reports
 - 2. Budget Management Training Session II: Budget Planning and the SRAC Process
 - 3. Adobe InDesign Training Session
 - 4. Empowering Students of Color: A Gendered Approach to Student Success
 - 5. External Partnerships and Fundraising
 - 6. An Introduction to DePaul Data
 - 7. Results of the Biannual Residential Education Alcohol and Drug Survey
 - 8. Everything You Ever Wanted to Know About Academic Affairs
- c. Assessment Presentations and Labs
 - 1. Writing Learning Outcomes 101 and 201
 - 2. Learning Outcome Labs (nine sessions)
 - 3. New Staff Orientation: Assessment in Student Affairs and Learning Outcomes 101

2. External Professional Development Activities
Members of the division participated in 44 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 D provides a complete list of involvement during the 2011-12 academic year.

B. ADVANCED DEGREES

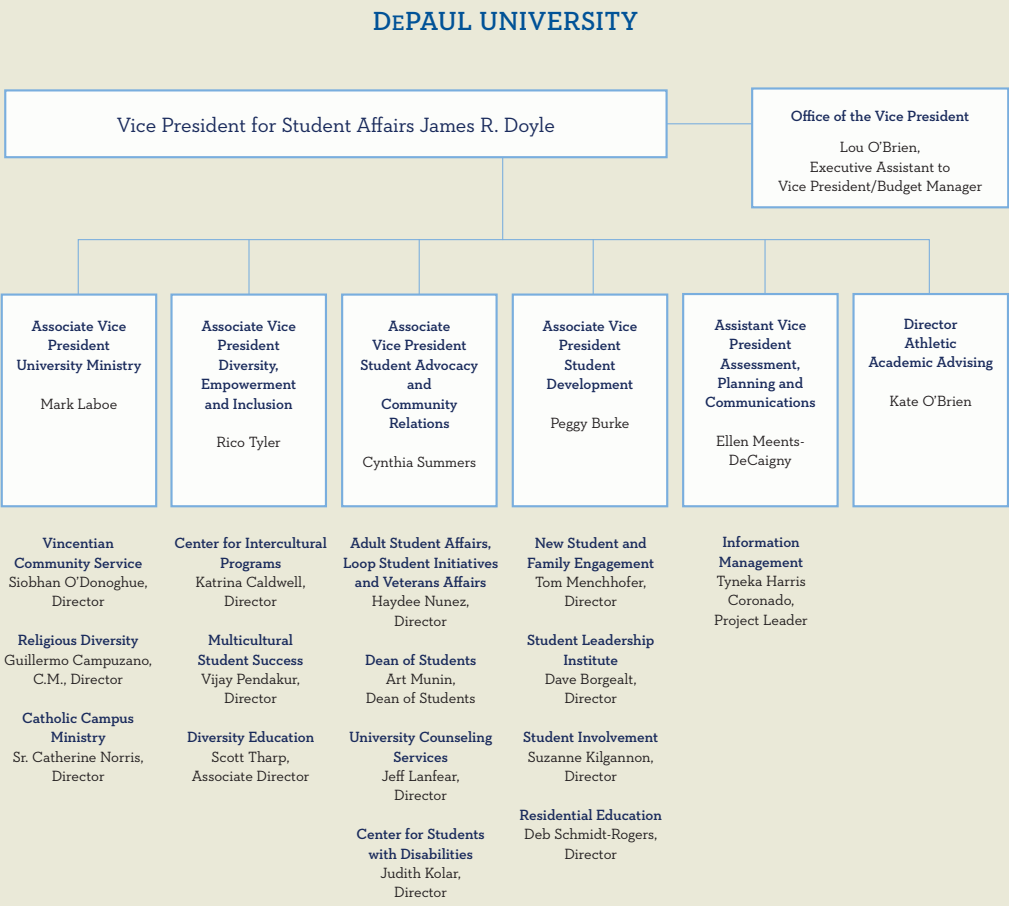
The following chart highlights the academic degrees earned and in-progress among Student Affairs staff members.

ACADEMIC DEGREES	EARNED	IN-PROGRESS	TOTALS
Master's Degrees	92	5	97
Doctoral Degrees	15	6	21
Law/Medical Degrees	2	0	2



Appendices

APPENDIX A
DIVISION OF STUDENT AFFAIRS ORGANIZATIONAL CHART



APPENDIX B
EXTERNAL DIVISIONAL PARTNERS

Businesses

1. 1237 West/Loft-Right
2. Apple
3. AT&T
4. Barrio Taqueria
5. Broadway in Chicago
6. Brown Elephant
7. Chase Bank
8. Chicago Getaway Hostel
9. City Grounds Café
10. Corrigan Moving
11. CORT
12. Credit Suisse
13. Dominick’s
14. DOMU
15. Excel, Inc., Okolona, MS
16. Harrison Group
17. I-Go Cars
18. Interpark
19. Krueger International
20. Nervana Group
21. OrgSync
22. Out Sourced Technology
23. PNC Bank
24. Pockets
25. RCN
26. Speaking Specialists, The
27. Starbucks
28. The Second City
29. University Center of Chicago
30. Waterton Residential
31. Wintrust Financial Corporation

Community Organizations

1. 8th Day Center and Immigrants for Justice
2. Access Living
3. Aid for Women
4. Arlington House
5. Broadway Youth Center
6. Cara Project
7. CEDA (Community and Economic Development Association of Cook County)
8. Center on Halsted
9. Center for Social Concerns, Notre Dame
10. Chicago Career Transitions Center
11. Chicago Coalition for the Homeless
12. Connections for Abused Women and their Children
13. Cranks Creek Survival Center
14. First Defense Legal Aid
15. Greater Chicago Food Depository
16. Harmony, Hope and Healing
17. Hostelling Chicago
18. Illinois Action for Children
19. Insight for Eating
20. International House at the University of Chicago
21. Interpark
22. Krueger International
23. Lake View Pantry
24. Lincoln Park Shelter
25. Marillac House
26. Mercy Works
27. Minority and Friends Network
28. Misericordia
29. Montrose Beach Clean-up
30. Mujeres Latinas in Accion
31. National Able Network
32. Night Ministry
33. Oak Street Beach Clean-up
34. Pace e Bene
35. Pritzker Military Library
36. Project NIA
37. Sarah’s Circle
38. Special Olympics
39. Veterans Resource Center
40. Voices for Creative Non-Violence
41. Women and Children First Bookstore
42. World Sports Chicago
43. YMCA Lawson House

Cultural Organizations

1. American Jewish Committee
2. Chicago Chinese Cultural Institute
3. Dusable Museum
4. Immigrants for Justice
5. Jewish Muslim Community Building Initiative
6. Mitchell Museum of American Indians
7. National Museum of Mexican Art
8. Porchlight
9. Uptown Uprise

Educational Institutions/Organizations

1. Arthur J. Schmidt Foundation
2. Azusa Pacific University
3. Big East Conference
4. Calvin College
5. Catuín College
6. Chicago Public Library
7. Chicago Public Schools
8. Creighton University
9. Illinois Campus Compact
10. Indiana Campus Compact
11. Interactive Collegiate Solutions
12. Loyola University Chicago
13. Lutheran School of Theology at Chicago
14. Messiah College
15. Michigan Campus Compact
16. North Central College
17. Oscar Meyer School
18. Paul B. Henry Institute for the Study of Christianity and Politics
19. Perspectives Charter High School
20. Spring Avenue School
21. St. Edward University
22. St. Joseph College
23. St. Mary’s College of California
24. St. Pius V Catholic School
25. Trinity Christian College
26. Young Women’s Leadership Charter School

Health Care Institutions/
Mental Health Centers

1. Access Community Health
2. Advocate Illinois Masonic
3. Alexian Brothers Behavioral Health
4. American Back Center
5. Blue Cross Blue Shield
6. Cathedral Counseling Center
7. Chicago Comprehensive Care
8. Chicago Counseling Center
9. Chicago Lakeshore Hospital
10. Comprehensive Services Counseling
11. Heartland Alliance Marjorie Kovler Center
12. Lakeview Center for Psychotherapy
13. Live Oak Chicago
14. National Alliance on Mental Illness of Greater Chicago
15. Parkinson’s Northwestern Hospital
16. Rape Hotline
17. Rape Victims Advocates
18. Rehab Institute of Chicago
19. Reserance Substance Abuse Prevention
20. Rush Outpatient Clinical Service
21. St. Joseph Hospital
22. Suicide Prevention Coordinators in Counseling Centers
23. Test Positive Awareness Network
24. The Family Institute at Northwestern

Governmental Offices/Agencies

1. Chicago Police Department (18th District Police Commander’s Office)
2. Chicago Aldermanic Office (32nd Ward Alderman’s Office)
3. City of Chicago Mayor’s Office of Special Events
4. German Consulate
5. Women Infants Children (WIC)

Professional Organizations

1. American Group Psychotherapy Association
2. Association for Fraternal Leadership Values (AFLV)
3. Association for the Coordination of Counseling Center Clinical Services
4. Association of College and University Housing Officers
5. Association of Counseling Center Training Agencies
6. Association of University College Counseling Center Directors
7. Chicago Archdiocesan Vocation Association (CAVA)
8. Chicago Area Greek Advisors
9. Chicago Dental Society
10. Great Lakes Association of College and University Housing Officers
11. National Association of Academic Advisors for Athletics
12. National Association of Collegiate Women Athletic Administrators
13. National Collegiate Athletic Association
14. National Faith Justice and Civic Learning Conference
15. Student Affairs Administrators in Higher Education (NASPA)

Spiritual/Religious Organizations

1. American Friends Service Committee
2. Archdiocese of Chicago
3. Archdiocese of Chicago, Amate House
4. Archdiocese of Chicago, Office for Ecumenical and Interreligious Affairs
5. Archdiocese of Chicago, Office for Peace and Justice
6. Catholic Charities
7. Catholic Church in Chicago
8. Catholic Relief Service
9. Chicago Theological Seminary
10. Colorado Vincentian Volunteers
11. Daughters of Charity
12. From Mission to Mission
13. Gateways Vincentian Volunteers
14. Interfaith Youth Core
15. Interprovincial Daughters of Charity Advocacy and Social Justice Committee
16. Jesuit Volunteer Corps
17. Latin-Americans Conference of Religious Women and Men on Systematic Change, Dominican Republic
18. Pui Tak Center
19. St. Vincent de Paul Parish
20. St. Vincent de Paul Soup Kitchen
21. Taize Community
22. Vincentian Family Collaborations
23. Vincentian Family Midwest
24. Vincentian Volunteer Corps

APPENDIX C
SUCCESS FACTORS: DEFINITIONS FOR ACTIVITIES
AND MEASURES

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

A. QUALITY PROGRAMS

Quality programs constitute cocurricular and extracurricular learning opportunities that support students’ transformational learning and foster students’ personal growth and development. Quality programs include new student orientation, leadership workshops, diversity workshops, involvement in student organizations, Residential Education programs, Center for Intercultural Programs events, 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.
- 2. Religious and spiritual activities are measured by the total number of educational programs and religious services facilitated by the Office of Religious Diversity and Catholic Campus 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, the number of diversity workshops and programs facilitated by the Office of Diversity Education, and the number of programs facilitated through LGBTQA student services.
- 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 Office, 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 academic support programs.

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.
- The Office of Diversity Education collects ongoing feedback regarding diversity and culture workshops.

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 Center for Students with Disabilities collects written feedback from first-year students regarding their stress levels and how the Center for Students with Disabilities has or can better support them. The Center for Students with Disabilities also collects feedback from students using assistive technologies to assess the effectiveness of these technologies in supporting student success and learning.
- The Dean of Students Office collects feedback from students who have participated in disciplinary cases and the course withdrawal process.

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 the Vincentian Community Service Office.
- 2. Immersion experiences are measured by the total number of national and international service immersion trips facilitated by the Vincentian Community Service Office and the Office of Religious Diversity 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 Vincent and Louise House (Vincentian Community Service Office and Catholic Campus 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:

- The Vincentian Community Service Office collects data from service immersion trip participants through written evaluations.

- The Vincentian Community Service Office 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.
- The Vincentian Community Service Office 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, the Vincentian Community Service Office, the Office of Religious Diversity and Catholic Campus 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 (Homecoming, FEST, etc.) and division-wide programs (Welcome Week, Involvement Fairs 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,

Catholic Campus Ministry, the Office of Religious Diversity, the Vincentian Community Service Office, 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, Catholic Campus Ministry, the Office of Religious Diversity and the Vincentian Community Service Office.

F. UNIVERSITY PARTNERSHIPS

Collaboration is an essential element of the Division of Student Affairs. Developing and implementing effective programs and supporting student success require 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, 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.

APPENDIX D

SCHOLARLY ACTIVITIES: PRESENTATIONS, PUBLICATIONS AND PROFESSIONAL ORGANIZATION LEADERSHIP

I. PRESENTATIONS

ADULT STUDENT AFFAIRS

Haydee Nunez

“What Color is Your Ribbon: Partnerships to Reach Returning Veterans”
American Association of Collegiate Registrars and Admissions Officers
Assessment Planning and Communications

ASSESSMENT, PLANNING AND COMMUNICATION

Mark Manderino and Ellen Meents-DeCaigny

“Broadening the Scope: Moving Beyond Activity-level Learning Outcomes”
NASPA Assessment and Persistence Conference, Ohio State University Assessment Conference, Northwestern University

- 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.

“A True Division-wide Effort: Writing Divisional and Departmental Outcomes”
NASPA Assessment and Persistence Conference
“Measuring Learning Throughout Student Affairs: Moving Beyond Activity-level Outcomes”
NASPA Assessment, Evaluation and Research Knowledge Community Webinar Series

Tyneka Harris Coronado

“Making Progress with Academic Progress Reporting”
Chicago Area Region Higher Education User Group
“Piloting Profiles”
Chicago Area Regional Higher Education User Group
“Making Progress with Academic Progress Reporting”
Student Affairs Administrators in Higher Education (NASPA) Region VI-East Conference

CENTER FOR INTERCULTURAL PROGRAMS

Katrina Caldwell

“Careers in Higher Education”
Diversifying Higher Education Faculty in Illinois/Illinois African American and Latino Higher Education Alliance (DFI/IALHEA) Conference and Diversity Research Forum
“Art and Activism: Black Women Writers and the Post War Era (1945-1959)”
Association for the Study of African American Life and History Conference
“The Unfulfilled Promise of Black Middle Class Women’s Social Responsibility in Dorothy West’s ‘The Living Is Easy’”
Association for the Study of African American Life and History Conference

Stefanie Smith

“New Professionals Panel”
NASPA Region IV-East Conference

CATHOLIC CAMPUS MINISTRY

Matt Merkt

“Young Adult Meet-ups”
National Pastoral Musicians Convention

CENTER FOR STUDENTS WITH DISABILITIES

Judy Kolar

“Building an Assistive Technology Program”
Learning Disabilities Association
“Planning for College Success”
Children’s Memorial Hospital, SAILS Program
“Building a Road to Success in College”
York High School, Elmhurst, Ill.
“Successful Transition from High School to College”
Illinois Association for College Admissions Counseling

Judy Napier

“Successful Transitioning from High School to College”
Learning Disabilities Association Annual Conference

DEAN OF STUDENTS

Art Munin

“Diversity, Justice and Leadership”
Miami University Ohio, Santa Clara University, University of Chicago and IES Abroad
“Color by Number”
Massachusetts Institute of Technology, Northwestern University and Dominican University

“Ethics and Leadership”
University of Wisconsin Oshkosh and Wisconsin Library Association
“White Privilege 101”
Eastern Connecticut University
“Racial Justice in the Immigration Debate on College Campuses”
Co-presented with Vijay Pendakur
NASPA Annual Conference
“Bystander Intervention: Application to Combat Racism and Homophobia”
NASPA Annual Conference

Domonic Rollins

“Collaborative Supervision for New & Mid-Level Professionals”
NASPA Annual Conference
“Ally Development Social Justice Dinner Dialogue”
Loyola University Chicago

DIVERSITY EDUCATION

Emy Cardoza

“Stories of Hope: Building Interfaith Cooperation in the Classroom”
National Association for Multicultural Education
“Setting the Table: Engaging Social Justice and Identity in Interfaith Organizing”
Illinois Conference on Interfaith Collaboration and University of Illinois

Scott Tharp

“Cultural Values and Conflict Workshop: Exploring Socially Based Values”
National Conference on Race and Ethnicity
“Introduction to Fundamentals of Cultural Competency: Exploring Our Own Identity”
Legal Advocates Conference

“And Justice for All: Exploring Cultural Inequality, Privilege and Oppression”
Concordia University
“Allyship Audit”
Concordia University

MULTICULTURAL STUDENT SUCCESS

Sara Furr

“Being Your Authentic Self”
Filipino Americans Coming Together 2011
“Best Practices Supporting Asian-American and Pacific Islander Students”
American College Personnel Association

“Living at the Crossroads: When Dominant and Subordinated Identities Converge”
NASPA Region IV-East Conference

Eric Mata and Tomika Rodriguez

“Empowering Students of Color: A Gendered Approach to Student Success”
NASPA Region IV-East Conference

Eric Mata

“Exploring Identity to Understand Privilege and Develop Allies”
Scripps College

“I Can, I Will Summit”
San Jose State University

“Utilizing a Multi-Pronged Approach to Engage Male Students of Color”
NASPA Region IV-East Conference

“Living at the Crossroads: When Dominant and Subordinated Identities Converge”
NASPA Region IV-East Conference

“Gender Performance: Setting the Stage for Expanded Gender Expression Possibilities”
College Student Educators International (ACPA) Annual Convention

“Against Me(n)”
TEDxDePaul

Vijay Pendakur

“Casting Light onto the Margins: Building Allies for the Asian-American Student Community”
NASPA Region IV-East and NASPA Annual Conference

“Inclusion and Supervision”
GLACUHO

“Cultivating Compassion: Walking in the Shoes of Another”
St. Edward’s University

“Color-Blind Racism and Asian-American Racial Identity”
Midwest Asian American Student Union

“From Authorship to Action —An Empowering Asian-American Pacific Islander Journey for Change”
NASPA Annual Conference

“First Generation and Low-Income Asian Pacific Islander College Students”
NASPA Annual Conference

“Racial Justice in the Immigration Debate on College Campuses”
Co-presented with Art Munin
NASPA Annual Conference

Tomika Rodriguez

“Empowering Students of Color: A Gendered Approach to Student Success”
NASPA Regional IV-East Conference

NEW STUDENT AND FAMILY ENGAGEMENT

Katie Granholm

“Understanding the University of Minnesota Twin Cities Transfer Student”
Focusing on the First Year Conference at the University of Minnesota

“Parent Orientation: Best Practices in Planning, Implementation and Evaluation”
Webinar for Paperclip Communications

“Building the Foundation of an Effective Online Orientation”
Webinar for the National Orientation Directors Association

Alex Miller

“Using a Team-teaching Approach in a First-year Experience Seminar”
Midwest First-year Experience Conference

OFFICE OF RELIGIOUS DIVERSITY

Katie Brick

“Faith and Work: A Framework for Interfaith Dialogue”
Mercy Home for Boys and Girls

RESIDENTIAL EDUCATION

Rachel Abo

“Into the Classroom: A Preview of Grad School”
Chicago Area Student and Campus Housing Association (CASCHA)

“The Bro Effect: Investigating Masculinity and Male Identity Performance”
GLACUHO

“Post Camp NACURH: A Fireside Chat on Student Conferences”
GLACUHO

Kelly Carder

“Finding Your Flow”
Chicago Area Student and Campus Housing Association (CASCHA) Conference

Anne Marie Klotz

“Are You Ready for Mid-Level? A Top 10 List to Consider Before Moving Up”
Mid-Atlantic Association of College and University Housing Officers (MACUHO), GLACUHO and CASCHA

“Feminist Leadership in Higher Education”
GLACUHO

“Your Second (Third or Fourth) Year in an Entry-level Position: A Survival Guide”
GLACUHO

“Re-imagining How You Use Social Media as a Professional”
NASPA Region IV-East Conference

“Leveraging Your Skills for the Next Professional Level: Re-imagining Your Strengths”
NASPA Region IV-East Conference

“Why Did You Get Hired? It’s Not All About You”
ACUHO-I

“Negotiation: It’s Not Just About the Offer”
ACUHO-I

“Using Social Media to Engage Your Communities”
Association of College Unions International (ACUI) Women’s Leadership Conference

Bill Mattera and Kelly Carder

“Strengths Introduction”
Illinois Institute of Technology Division of Student Affairs

Bill Mattera

“Choosing the Right Grad School”
CASCHA Conference

“Strengths Introduction”
Illinois Institute of Technology Residence Life

Nickelaziena Miller, Edwin Darrell and Sarah Van Nostrand

“My Roommate is a Nutcase: Student Learning in the Judicial Process”
GLACUHO

Nickelaziena Miller

“Don’t ‘B’ Afraid of the B-Word: Personal Budgeting”
GLACUHO

Deb Schmidt-Rogers

“Finding Your Professional Path”
Illinois Residence Hall Association

“Inclusion and Equity: A Social Justice Approach”
GLACUHO Webinar

“Reframing Professional Development: A Grand Idea for Maximizing Career Potential”
GLACUHO

“Managing Motherhood: A Panel Discussion About Women’s Experiences Balancing Full-time Careers and Families Within Student Affairs”
GLACUHO

“Leadership on Our Urban Campuses”
NASPA Annual Conference

“Athlete Etiquette Dinner”
Northwestern University Athletics Department

“Managing a Departmental Makeover”
ACUHO-I

STUDENT DEVELOPMENT

Peggy Burke

“Today’s College Students: Millenials or Emerging Adults?”
(Co-presented with Rich Whitney)
NASPA Annual Conference

STUDENT INVOLVEMENT

Meghan Funk & Martise Cooks

“Involvement: There’s an App for that!”
OrgSync Connect User Conference

Tanya Vandermoon

“Matchmaker, Matchmaker: Find Me a Fit!”
NASPA Region VI-East Women in Student Affairs Conference

STUDENT LEADERSHIP INSTITUTE

Dave Borgealt and Danielle Kuglin

“Re-Awakening a Divisional Approach to Student Leader Training”
NASPA Region VI-East Conference

Dave Borgealt

“Students’ Understanding of Leadership: Definitions and Context”
NASPA Annual Conference

“Leading as Service”
Student Leadership Exchange, Association of Campus Activities Administrators

Danielle Kuglin-Seago

“How Green is Your Paw Print? Examining Your Carbon Footprint”
National Learning Communities Conference

“Strengths Quest Introduction and Team Talent Man”
Naperville Chamber of Commerce

Kristen Reid-Saloman

“Leading Groups”
Association of Campus Activities Administrators (ACAA)
Leadership Exchange at Columbia College Chicago

UNIVERSITY COUNSELING SERVICES

Esperanza Salinas

“The College Psychiatrists Role: National Survey Data and Mental Health Service Design”
American College Health Association

“Physician Specialists in College Mental Health Services: Evolving Mental Health Needs of University Students: National Survey Data”
American Psychiatric Association – College Mental Health Caucus

VINCENTIAN COMMUNITY SERVICE OFFICE

Siobhan O’Donoghue

“Systemic Change and Sustainability”
Midwest Vincentian Family Systemic Change Orientation

II. PUBLICATIONS

ASSESSMENT PLANNING AND COMMUNICATIONS

Ellen Meents-DeCaigny and Mark Manderino

“Measuring Learning Throughout Student Affairs: Moving Beyond Activity-level Outcomes”
NASPA NetResults: Critical Issues for Student Affairs Practitioners

Ellen Meents-DeCaigny (Co-authored with Lance Kennedy Phillips, Ohio State University)

“Data: Are You Aware of What is Out There?”
2012 NASPA Knowledge Community Publication

DEAN OF STUDENTS

Art Munin

“Color by Number: Understanding Racism Through Facts and Stats on Children”

DIVERSITY EDUCATION

Scott Tharp

“A Language for Social Justice”
Change Magazine

MULTICULTURAL STUDENT SUCCESS

Sara Furr (Co-authored with Bernard Liang, Seattle University, and Stephanie Nixon, Columbia University)

“Creating a Legacy: Multiracial and Multiethnic Asian Pacific Islander American Professionals in Higher Education”
Asian-Americans and Pacific Islanders in Higher Education: Research and Perspectives on Identity, Leadership, and Success

Eric Mata

“The Importance of Compassion: On How I Came to Do Men’s Work”
Women in Student Affairs Knowledge Community Blog

Vijay Pendakur

“Reflections on the Pledge of Allegiance”
Voices, Online Journal for the Commission of Social Justice Education

“Let’s Get Radical: Being a Practitioner Ally for Asian-American College Students”
Asian-Americans and Pacific Islanders in Higher Education: Research and Perspectives on Identity, Leadership, and Success

RESIDENTIAL EDUCATION

Anne Marie Klotz

“Igniting your Department via StrengthsQuest to Influence Change”
Trends Magazine

III. PROFESSIONAL ORGANIZATION LEADERSHIP

ASSESSMENT, PLANNING AND COMMUNICATIONS

Ellen Meents-DeCaigny

Co-chair, Assessment, Evaluation and Research Knowledge Community
NASPA

ATHLETIC ACADEMIC ADVISING

Kate O’Brien

Co-chair, Academic Advisors Group
Big East

Postgraduate Scholarship Committee (Region IV)
NCAA

DEAN OF STUDENTS

Art Munin

Co-chair Volunteers, Grad Students, Special Events
NASPA IV-E

MULTICULTURAL STUDENT SUCCESS

Sara Furr

Co-chair for the Asian Pacific American Network on the Standing Committee for Multicultural Affairs
ACPA

RESIDENTIAL EDUCATION

Rachel Abo

Vice-chair for Professional Development
ACPA

Anne Marie Klotz

Chair-elect, Women in Student Affairs Knowledge Community
NASPA

Illinois Membership Director, Region IV-East Advisory Board
NASPA

President, DePaul Women’s Network

Bill Mattera

Region IV-E Awards and Exemplary Programs Chair
NASPA

Nickelaziena Miller

Health and Wellness Chair and Secretary
Executive Board Member
GLACUHO

Deb Schmidt-Rogers

Inclusion and Equity Director
ACUHO-I

Christy Shipyor

Co-Director of Professional Development
CASCHA

STUDENT DEVELOPMENT

Peggy Burke

Regional Director-elect
NASPA Region IV-East

STUDENT INVOLVEMENT

Ashlee Canty

Chair
Chicago Area Greek Advisors

Tanya Vandermoon

Service, Social and Philanthropy Chair
NASPA IV-E Women in Student Affairs 2013 Drive-in Conference

STUDENT LEADERSHIP INSTITUTE

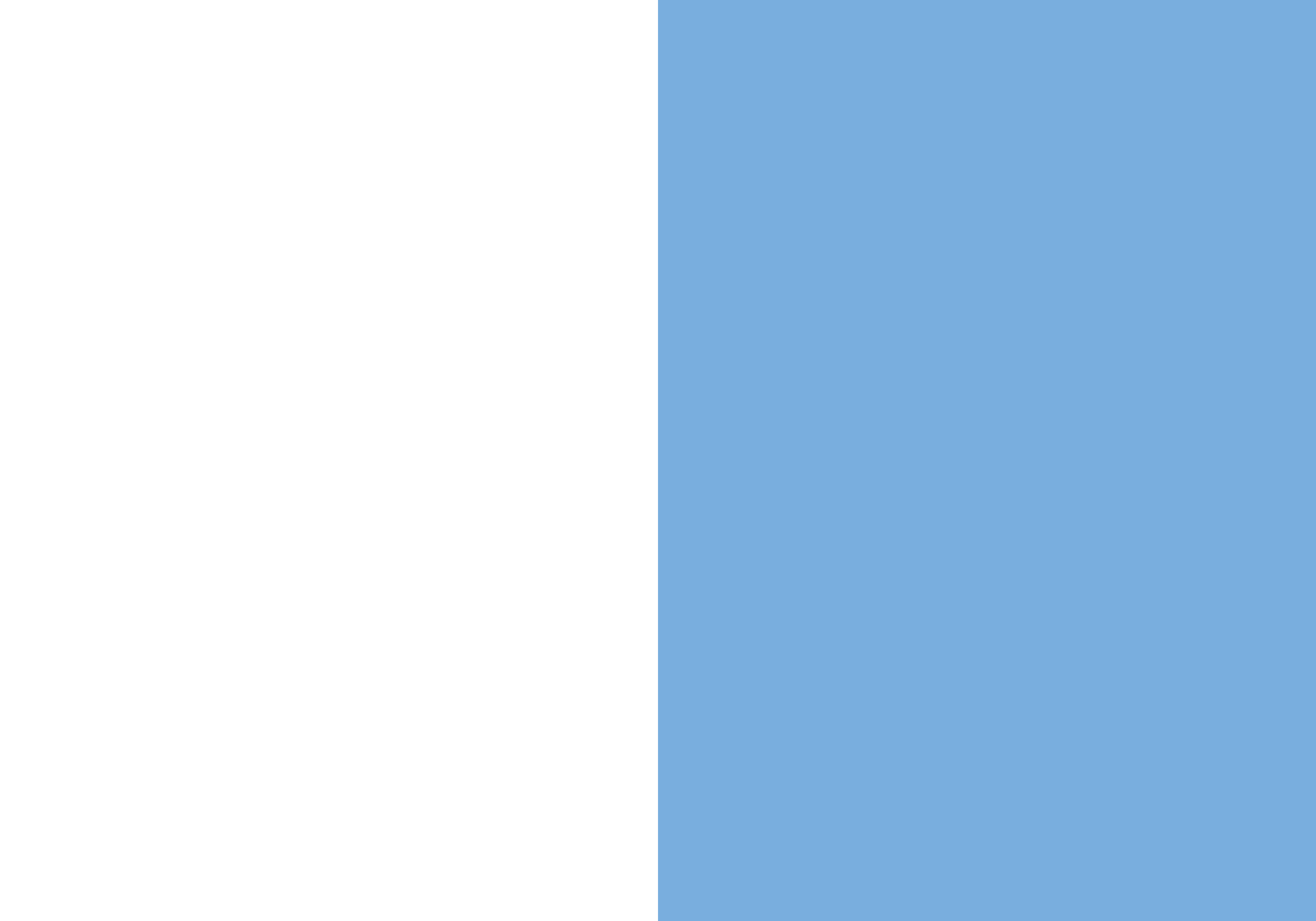
Dave Borgealt

Leadership Team Member Knowledge Community
NASPA Student Leadership Programs

UNIVERSITY COUNSELING SERVICES

Rufus Gonzales, Ph.D.

President-elect
Association of Chicagoland Externship and Practicum Training (ACEPT)





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