

DIVISION OF

Student Affairs

ANNUAL REPORT [2012-2013]



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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

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.

II. Vision

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

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

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

III. Divisional Learning 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.

Diversity, Empowerment and Inclusion 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 and the Center for Intercultural Programs.

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.

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 five departments reporting to the associate vice president of Student Advocacy and Community Relations include the Dean of Students Office, University Counseling Services, Adult, Veteran and Commuter Student Affairs, Health Promotion and Wellness, and the Center for Students with Disabilities.

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.

Assessment, Planning and Communication supports the vice president by overseeing divisional initiatives related to assessment, research, strategic planning, communication 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 144 collaborative partnerships within the university community and 455 partnerships with organizations external to DePaul. Appendix B provides a complete list of external partners.



SECTION B

2012-2013 GOALS AND ACCOMPLISHMENTS

I. 2010-2013 Divisional Strategic Plan

“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.

Rationale The nature of learning is holistic intellectual development, 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.

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.

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.

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.

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.

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 2012-2013 academic year, the following status report outlines advancement toward achieving the division’s and the university’s strategic plans.

Progress has been made toward all three goals in the division’s strategic plan. In the final year of the three-year plan, the in-progress and remaining activities were reviewed and strategically reduced to focus on the mission-critical work left to complete. As of July 2013, of the 66 strategic activities in the plan, 45 (68 percent) were complete, 16 (24 percent) were in progress and 5 (8 percent) were not yet begun. All activities are scheduled to be complete by December 2013.

Vision2018: Dedication to Excellence, Commitment to Community is the university’s new strategic plan that was launched during the 2012-13 academic year and will carry the university through to the 2018. Over the course of the 2012-13 academic year, Student Affairs has designed and implemented a number of programs and services to assist the university in achieving its Vision2018 goals.

The following is an executive summary of the division’s accomplishments in four strategic areas for the 2012-2013 year, and four priorities for the coming year. The section following the executive summary includes specific examples of new accomplishments related to Vision2018 objectives.

Student Affairs Strategic Plan Accomplishments for 2012-2013

Student Learning

The division has increased efforts to be engaged in university conversations related to student learning over the past year through service on university committees and initiating conversations with key partners. In addition, the division completed a two year initiative to define co-curricular learning outcomes across each of the 15 departments in the division.

- Student Affairs representatives served on the university's committee charged with revising the university's learning goals. As a direct result of Student Affairs participation in the process, the division feels the revised learning goals are more reflective of the integrated learning that takes place at DePaul and can open up new opportunities for collaboration between academic units and Student Affairs.
- A continued focus on the assessment of co-curricular learning resulted in the collection of data tied to previously defined departmental student learning outcomes. These learning outcomes, having been mapped to higher level divisional learning outcomes and the university's newly adopted learning goals, will allow Student Affairs to report on learning at both the department and divisional level.
- In an effort to foster on-going conversations with Student Affairs' partners (deans, faculty and staff) about integrated learning, Art Levine and Diane Dean, who co-authored "Generation on a Tight Rope," were invited to speak on campus, in partnership with the President's Office.

Student Success

Over the past year, the division has implemented new programs to address student wellness, as well as expanded and streamlined support services for students with disabilities.

- Student Affairs implemented the Office of Health Promotion and Wellness. The office is staffed with a new director and coordinator, and also includes the existing alcohol and substance abuse prevention specialist and sexual health and violence prevention specialist.
- The health promotion and wellness initiative, overall, has opened doors for further collaboration with the colleges. Student Affairs conducted a second administration of the National College Health Assessment (NCHA), which focuses on students' health habits, behaviors and perceptions, and will once again analyze and share the results according to college so each college can consider the health behaviors and perceptions that possibly stand in the way of their students' academic success and performance.
- Student Affairs established a permanent Loop office for the Center for Student with Disabilities in order to provide equal support to Loop students and faculty. In addition to increased staffing and physical space, the Center for Students with Disabilities worked with Information Services to integrate student data into PeopleSoft and developed online systems to increase access and efficiency.

Student Engagement

In an effort to broaden and diversify student engagement at DePaul, Student Affairs has focused on developing and implementing information management systems to better understand current engagement levels in Student Affairs programs and services.

- Student Affairs implemented systems to track involvement in student organizations, track participation in programs and events, and manage student leader groups across all departments.
- A divisional social media task force was formed to explore the relationship between social media and student engagement.
- An assessment of communication with students was conducted and recommendations for improved communication with students were made and are being implemented. The goal of improved, targeted communication is to increase participation in Student Affairs programs and services, thereby increasing student engagement.

Organizational and Operational Effectiveness

To improve operational effectiveness the division reviewed multiple processes, including staff hiring and budgeting practices, in order to develop divisional guidelines and standards for these areas. To increase organizational effectiveness the division has focused on continuing to develop professionals who are exceptional in their field of expertise and mission driven.

- Student Affairs developed a hiring manager's guide to further enhance consistency of staff recruitment and hiring processes across the division and also ensure the division is in line with university expectations.
- To ensure the division is being an excellent steward of university resources, a thorough review of current budgeting practices was conducted and as a result, an enhanced set of divisional expense guidelines have been proposed to be published fall 2013.

- To improve communication efforts, the division formed a divisional communications committee and developed a quarterly newsletter, Student Affairs Co-Curricular Connections, for faculty and staff.
- The division has also implemented a redesigned orientation series for new staff entering the division that includes half-day socially responsible leadership and StrengthsQuest sessions.

Student Affairs Priorities for 2013-2014

Growth Management

The populations of students that Student Affairs primarily serves (traditional undergraduate, transfer) continue to grow and the demands for services provided by the division remain. In addition, specialized student populations such as first generation students and students with disabilities have continued to grow. The division will have to strategically manage its reduction in resources in order to continue to meet the needs of DePaul's students at the same high level of quality.

Assessment of Learning

Having completed the process of developing learning outcomes across the division, the focus is turned toward effectively assessing these outcomes. The division will continue to offer workshops to build staff capacity around direct assessment of learning and collaborate with the Office of Teaching Learning and Assessment to expand assessment training on campus to support faculty and staff members involved in assessment at DePaul.

Student Engagement

The Division of Student Affairs will continue to create and implement new engagement opportunities with institutional partners based on shared outcomes and operational philosophies. With the co-curricular learning outcomes for the division and the revised university learning goals in place, the division is strategically positioned to pursue collaborative relationships with academic partners to implement integrated learning experiences that involve both in and out of classroom learning.

Completion of Student Affairs Strategic Plan

By May 2014 the division will complete its current strategic plan. The coming year will involve completing strategic activities and fully integrating the remaining initiatives of the plan into the daily operations of the division.

III. Vision2018 Activities to Date

GOAL 1 Enhance academic quality and support educational innovation.

- Student Affairs continued with its speaker series on student learning and success. The 2013 speaker series was a co-sponsored initiative with the President's Office, and featured authors Drs. Arthur Levine and Diane Dean who spoke about their book, Generation on a Tightrope.
- The division contributed two presentations to DePaul's spring 2013 Teaching and Learning Conference. Scott Tharp, interim director of the Center for Intercultural Programs, presented on strategies to effectively promote diversity and social justice in the classroom, and Mark Laboe, associate vice president of University Ministry, presented on strategies for faculty to self-reflect and renew their passion for teaching. Student Affairs also now has a staff representative serving on the Teaching, Learning and Assessment Conference Planning Committee.
- The division has worked with Academic Affairs and additional university partners toward utilizing e-portfolios to structure and assess co-curricular student learning opportunities. As a result, the Office of Multicultural Student Success, the Student Leadership Institute and New Student and Family Engagement all utilized e-portfolios for programs and experiential learning courses during the 2012-13 academic year.
- The Center for Intercultural Programs collaborated with the Women's & Gender Studies Program to create and implement the "Dialogues Project," bringing DePaul students together to build knowledge, engage in critical analysis, and learn and practice communication skills to address issues of privilege and oppression.

- The Digital Stories & Justice course was developed in partnership with the Peace, Justice and Conflict (PAX) program; the Office of Mission and Values; and the Vincentian Community Service Office and Office of Religious Diversity within University Ministry. Digital stories are an increasingly important medium for individuals and organizations to “tell their stories.”
- The Service Immersion program in the Vincentian Community Service Office created a partnership with the Peace, Justice and Conflict studies program (PAX). Students were invited to participate in a fall quarter course (PAX 212) before the winter break service immersion and a follow-up course (PAX 250) during winter quarter 2013.

GOAL 2 Deepen the university’s distinctive connection to the global city of Chicago.

- Catholic Campus Ministry, the Office of Religious Diversity and the Vincentian Community Service Office developed and implemented “Blue for Peace,” a year-long community service project designed to raise awareness of and address violence against youth in Chicago. “Blue for Peace” is DePaul’s contribution to the President’s Interfaith and Community Service Campus Challenge, a national project sponsored by President Barack Obama and the White House Office of Faith-Based and Neighborhood Partnerships through the U.S. Department of Education. As part of Blue for Peace, “We Are Chicago,” a citywide symposium held on April 24, 2012, was presented in partnership with Chicago Citizens for Change, a nonprofit organization led by Joy McCormick, mother of slain DePaul honor student Frankie Valencia.
- The Vincentian Community Service Office successfully piloted a winter break 2012 service immersion for first-year students in Chicago to connect with local community partners. This new initiative is focused on deepening the connections with our Chicago partners.
- A new partnership has been forged with the Office of International Students and Scholars to engage international students in the Vincentian mission by inviting them to weekly service opportunities within the Vincentian Community Service Office. Two information sessions were held during the winter 2013 quarter with over 70 attendees.

GOAL 3 Strengthen our Catholic and Vincentian Identity.

- In 2012, as an outgrowth of the Dean of Student’s Office student food pantry effort, a St. Vincent DePaul parishioner, who is a licensed caterer, offered to prepare a hot meal monthly for DePaul students experiencing food insecurities. The Dean of Students Office, in conjunction with Health Promotion and Wellness, The Ray Meyer Fitness and Recreation Center and Catholic Campus Ministry now offers a dinner each month, which has an educational component regarding nutritional information, as well as healthy meal tips for those using pantry items.
- In February 2013, The Vincentian Community Service Office, Catholic Campus Ministry and Religious Diversity conducted the first-ever “Day with Vincent” service day dedicated to faculty and staff volunteers. Thirty staff and faculty took part visiting three sites; two of which were Vincentian partners.
- A new First-Year Winter Break service immersion trip to East St. Louis with the Daughters of Charity at Hubbard House was piloted. A total of 89 students participated in these transformational learning experiences to deepen their understanding of the Vincentian legacy.

GOAL 4 Foster diversity and inclusion.

- The Office of Diversity Education and the Center for Intercultural Programs were combined in August 2012 in order to support Vision 2018’s call for the university to effectively prepare our students to be successful, innovative leaders in a diverse global society. A unified center allows for an easier transition between teaching students about identity, diversity and different perspectives, and offering opportunities for further exploration of culture and identity.
- The Office of Religious Diversity led three interreligious gatherings, a new program established to celebrate commonalities and educate student religious organizations and service communities around important challenges of interreligious dialogue and collaborations.
- The Safe Zone training program, facilitated by the Lesbian, Gay, Bisexual, Transgender, Questioning, Queer and Ally (LGBTQA) Student Services coordinator, was opened to everyone (faculty, staff and students) in the DePaul community who is interested in learning about being an ally to LGBTQ community. The LGBTQA Student Services coordinator partnered with the Office of Institutional Diversity and Equity to offer Safe Zone Trainings as part of their newly designed diversity certificate for staff and faculty.

GOAL 5 Invest in our staff.

- The Professional Development Committee (PDC) in Student Affairs implemented a new framework for offering professional development opportunities to Student Affairs staff. The PDC offers monthly professional development sessions that align with Student Affairs practitioners’ professional competencies, which were jointly created by the two leading national professional organizations in student affairs; Student Affairs Administrators in Higher Education and College Student Educators International.
- The Dean of Students Office hosted the YWCA to conduct their Sexual Assault Crisis Intervention Training for staff and faculty at DePaul University. This is a comprehensive, 40+-hour certification training program. Fourteen staff members across seven university departments completed the training.
- The Student Judicial Review training process organized and implemented by the Dean of Students office this year gives special guidance to individuals willing to serve as advisors in judicial cases involving sexual violence, domestic violence, stalking and sexual abuse. Twenty advisors have been trained. The Student Judicial Review process is the accountability measure of the Code of Student Responsibility.



SECTION C

2012-2013 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.

Financial Stress Increasing Among College Students

National Trends

- 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, poor academic performance and higher risk or substance abuse (Guo et al., 2011; Sander, 2012).
- 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, NSSE Webinar, June 2012).
- Many students who face financial troubles drop out of college and simply return home, and those who stay in college are concerned about their investment in college and whether or not they will see a return on that investment (npr.org/2011/05/19/136243733/hard-financial-lessons-learned-in-college).
- The National Survey of Student Engagement (NSSE) revealed that 60 percent of freshmen and 60 percent of seniors worried about having enough money for day-to-day expenses, and 36 percent of freshmen and 32 percent of seniors reported that financial concerns had interfered with their academic performance (Sander, 2012).

DePaul University

- The number of students requesting and receiving emergency funding through the Dean of Students office increased from 16 students during the 2011-12 academic year to 26 students as of June 2013, a 62 percent increase.
- More students have used the services of the student food pantry at DePaul: the number of students grew from 53 in the 2011-12 academic year to 87 during the 12-13 academic year (a 54 percent increase).
- University Counseling Services data show that students were more stressed during the 2012-13 academic year than they were in the past. 44.5 percent of students who used UCS services and responded to a survey reported feeling financial stress often or always in the present, as compared to 34 percent reporting feeling financial stress often or always in the past.

Non-traditional Student Populations Show Notable Growth

The National Center for Education Statistics loosely defines “non-traditional” students as those that meet one or more of the following criteria: delays enrollment (does not enter postsecondary education in the same calendar year that he or she finished high school), attends part time for at least part of the year, works 35 hours or more per week while enrolled, is considered financially independent for purposes of determining eligibility for financial aid, have dependents other than a spouse (usually children), is a single parent, or completed secondary education with a GED or other high school completion certificate or did not finish high school.

National Trends

- According to the National Center of Education Statistics (NCES), of students enrolled in four-year programs, more than one in five attends school part time (Fnces.ed.gov/programs/digest/2012menu_tables.asp).
- A report by the American Council on Education states that only 15 percent of students in higher education today are considered traditional students. That means that 85 percent of undergraduate students are non-traditional (Soares, 2013). In addition, this report states that the vast majority of students are employed while in school, with more than one-third working full time and about 44 percent working part time.
- Adult student enrollment in postsecondary programs is expected to continue to grow through 2021 according to National Center for Education Statistics. The greatest growth is expected in the 25-34 year old category at 25 percent growth, compared to 20 percent growth in over 35 and 10 percent growth in under 25.
- Non-traditional students face unique challenges to completing a degree: financial hardship caused by student loans, working while attending classes, familial support obligations, dependent care concern, and competing work and academic commitments (Goodwin, 2012).
- According to an American Council of Education survey, more than half of responding institutions (57 percent) currently provide programs and services specifically designed for service members and veterans, and nearly 60 percent of respondents indicated that such programs and services for military service members and veterans are part of their institution's long-term strategic plan (Cook and Kim 2009).

DePaul University

- Almost 32 percent of undergraduate students at DePaul are 24 years of age or older: 13.3 percent are 24 to 29 years of age; 12.4 percent are 30 to 44 years of age; and 5.9 percent are 45 or older.
- The number of undergraduate students at DePaul who are over 45 years of age has increased by 14 percent since 2009, and the number in the 24 to 29 year age range has increased by almost 11 percent between 2009 and 2012.
- While the overall enrollment in undergraduate, graduate and law programs has remained relatively flat over the last five years, the number of undergraduate students who are veterans, a group that typically meets at least one of the NCES criteria for non-traditional students, has increased by nearly 250 percent.
- In fall 2012, 328 veterans were enrolled as undergraduates at DePaul, which represents a 36 percent increase from fall 2011 and a 245 percent increase from fall 2008.

Non-medical Use of Prescription Medication Among College Students Increasing

National Trends

- A number of studies have estimated non-medical use of prescription stimulants among college students to be between 4.1 percent and 10.8 percent during 2011-12 (Garnier-Dykstra, L., Caldeira, K., Vincent, K, O'Grady, K. and Arria, A., 2012).
- Prescription drug misuse has become more prevalent among college students, and misuse of prescription drugs has been related to poorer academic performance and high-risk behavior (Palmer, R., McMahon, T., Moreggi, D., Rounsaville, B., and Ball, S., 2012).
- The prevalence of emergency department visits by college-aged students (18-25 years old) from adverse reactions to the non-medical use of prescription stimulants increased from 1,310 visits in 2005 to 5,766 visits in 2010, an increase of 77 percent (Bavarian, N., Flay, B., Ketcham, P. and Smit, E., 2013).

DePaul University

- More than 10 percent (76/650) of DePaul students surveyed through the National College Health Assessment (NCHA, 2013) reported that they have taken a stimulant not prescribed to them in the last 12 months, compared to 7.5 percent of students surveyed nationally.
- At DePaul, 5.2 percent (38/690) of students surveyed via the NCHA (2013) reported that they took sedatives that were not prescribed to them in the last 12 months, while the national average was 3.7 percent.
- DePaul University is increasing its messaging to students about illicit use of prescription drugs. This topic was presented to all incoming students at new student orientation during the summer of 2013 for the first time.

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SECTION D

ASSESSMENT ACTIVITIES

I. Overview

The division has completed year nine 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 and engagement. 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 co-curricular 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 support student learning and success at DePaul. Success factors include high-quality programs, intervention and support services, community service activities, university-wide celebrations, well-trained staff members and effective university partnerships. Each success factor is further defined in part two of this section. Divisional learning outcomes are focused in the following seven learning domains: 1) knowledge acquisition, application and integration; 2) intellectual skills and practical competence; 3) persistence and academic achievement; 4) socially responsible leadership; 5) intercultural maturity and inclusive community; 6) intrapersonal and interpersonal development; and 7) spirituality and Vincentian values.

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 next 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 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	10-11	11-12	12-13
Residential Education	Programs	615	631	652
Religious/Spiritual	Programs	1,870	1,470	1,136
Diversity/Cultural	Programs	266	381	533
Student Development	Programs	476	334	295
	Student Organizations	283	340	329
	Student Organizations Members	4,063	5,065	6,650

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

ACTIVITIES	MEASURES	10-11	11-12	12-13
Level I Programs	Programs	114	101	101
	Participants	31,648	43,155	34,861
Level II Programs	Programs	2,142	968	1177
	Participants	77,008	40,893	37,700
Level III Programs	Programs	1,589	2,555	1374

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	10-11	11-12	12-13
Student Disciplinary Cases	Code/Policy Violations	330	369	498
	Students	911	856	431
Crisis Emergency Response	Crises/Critical Incidents	176	157	423
	On-Duty Pages	1,033	538	587
Counseling Sessions	Students	1,141	1,176	1,198
	Number of Kept Appointments	7,609*	8,013*	8,176*
Food Pantry Services	Students			53

* 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	10-11	11-12	12-13
University-wide, One-Day Service Experiences	Programs	2	2	2
	Total Participation	2,343	2,771	2,469
	Volunteer Hours	8,207	8,877	8,642
Immersion Experiences	Programs	20	19	20
	Total Participation	271	188	196
	Volunteer Hours	5,220	3,760	4,320
Recurring/Ongoing Service Experiences	Programs	576	690	750
	Participants per Week	228	293	296
	Volunteer Hours	24,786	12,150	26,910

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	10-11	11-12	12-13
Training External to DePaul	Conferences Attended	112	44	53
Student Development	Student Staff Hourly Positions	144	134	104
	Student Leader Positions	566	583	602

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	10-11	11-12	12-13
DePaul Community Celebrations	Total Celebrations	29	25	30
	Attendees	14,512	26,227	21,751
Student Recognition Programs	Programs	8	8	9
	Attendees	993	848	879

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 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	10-11	11-12	12-13
First-Year Program: Discover and Explore Course Delivery	Student Mentors	110	122	106
	Staff Professionals	65	65	63
	Experiential Courses Taught by Student Affairs Professionals	5	18	5
Course Withdrawals Process	Course Withdrawals Granted	300	382	385

III. Assessment Results

The goal of the Student Affairs assessment initiative is to understand how students are learning or engaged 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 2012-13 assessment projects focused specifically on measuring student learning occurring in each department. The following is a summary of two projects that highlight some of the division’s learning this year, as well as a list of assessment best practices that reflect the work of individual departments in the division. All current and past Student Affairs assessment reports can be located through DePaul’s Teaching, Learning and Assessment website at condor.depaul.edu/tla/Assessment/AssessmentTemplates.html.

A. Assessment Reports

1. Dean of Students (DOS)

The Dean of Students assessed student learning in the Safe Zone program administered by Lesbian, Gay, Bisexual, Transgender, Questioning and Allies (LGBTQA) Student Services at DePaul University. The Safe Zone program is designed to increase understanding of and develop allies to lesbian, gay, bisexual, queer, and questioning people. The Safe Zone program strives to create an inclusive and affirming environment for this historically marginalized group, thereby supporting a group of students who often face barriers to success. Ten trainings were offered during the 2012-13 academic year. The methodology for this project consisted of pre- and post-training paper surveys, as well as a follow up survey sent electronically after the training was completed. 108 faculty, staff and students attended training. Of the 108, 46 were students, the target audience for this assessment project. All 46 students completed the pre- and post-training surveys, and eight (17 percent) of the 46 completed the follow-up survey.

Learning Outcomes Assessed:

- Students who participate in Safe Zone trainings will gain strategies to welcome, validate, support and guide LGBTQ individuals within and outside of DePaul University.
 - Students who participate in Safe Zone trainings will become familiar with campus and community programs and services for referrals or to help report harassment or discrimination.
 - Students who participate in Safe Zone trainings will put knowledge into action/activism for LGBTQ individuals and communities.
- DOS found the following:*
- Pre-training survey data indicated that many participants brought a significant pre-existing understanding of issues faced by LGBTQ people.
 - The post-training survey results indicated an initial increase in or maintenance of students’ understanding of LGBTQ communities and identities, campus and community resources available to LGBTQ people, and their role as allies to LGBTQ people.
 - The follow-up electronic survey responses indicated that participants found practical applications of the material covered in the training, evidenced by stories of educating others about LGBTQA issues and their responses regarding how to intervene when presented with a scenario discriminatory situation. Additional evidence was provided when presented with a scenario regarding how to support students negotiating the coming out process.
 - Program delivery implications include more attention to curriculum, content and format of the training to make it more information-rich.

As a result of the assessment, DOS will consider the following actions:

- LGBTQA Student Services will work to increase marketing for the Safe Zone program with a goal of reaching more students from a variety of backgrounds, particularly those students who have less knowledge of LGBTQ issues.
- LGBTQA Student Services will also work on revising the curriculum and content of the trainings to be as engaging and information rich as possible (more interactive activities, more videos and voices of a diverse group of LGBTQ people).
- A possible future assessment project on this topic could include surveying the campus more broadly on their knowledge of LGBTQ issues and developing targeted trainings and outreach based on the results.

2. New Student and Family Engagement (NSFE)

The purpose of the NSFE assessment project was to better understand whether new first-year students are able to identify and access campus resources and services related to advising, finances and well-being after participating in Premiere DePaul and Common Hour. To answer this question, 2,593 first-time freshmen enrolled in fall 2012 who participated in Premiere DePaul and the Common Hour portion of their Chicago Quarter class were asked to participate in one of two online surveys. The core questions for both surveys were the same, designed to assess students’ knowledge and utilization of campus resources as it related to what they learned in Premiere DePaul and the Common Hour. A group of 1,297 students received the survey with core questions, and a second group of 1,296 students received the core questions, along with three scenario-based questions to assess students’ ability to understand how or when to utilize resources to resolve challenges or enhance skills. Of the 1,297 students who took the main survey, 273 (21 percent) responded. Of the 1296 students who took the core survey plus scenario-based questions, 262 (20 percent) responded.

Learning Outcomes Assessed:

Students who participate in NSFE programs and activities will utilize appropriate academic and social resources to navigate their transition to DePaul.

NSFE found the following:

- After participating in Premiere DePaul and Common Hour, first-year students are overall well-equipped to identify and access resources related to finances and well-being, but are less able to identify and access resources related to academic advising and support.
- Three of the top six concerns reported by students are related to themes of academics/advising, finances and well-being:
 - In regards to academic advising, 33 percent of respondents report “deciding on a major/career path” as one of their top three concerns. Of this group, 55 percent feel confident or very confident that they will be able to address this concern by utilizing campus resources/services and 61 percent already feel successful in doing so.
 - In regards to finances, 49 percent of respondents report “financial concerns” as one of their top three. Of this group, 53 percent feel confident or very confident that they will be able to address this concern by utilizing campus resources/services and 73 percent already feel successful in doing so. In addition, 44 percent of respondents report “finding a job (while in school)” one of their top three concerns; of this group, 58 percent feel confident or very confident that they will be able to address this concern by utilizing campus resources/services and 33 percent already feel successful in doing so
 - In regards to well-being, 29 percent of respondents report their “living situation” as one of their top three concerns; of this group, 52 percent feel confident or very confident that they will be able to address this concern by utilizing campus resources/services and 73 percent already feel successful in doing so. In addition, 31 percent of respondents report “health” as one of their top three concerns; of this group, 54 percent feel confident or very confident that they will be able to address this concern by utilizing campus resources/services and 60 percent already feel successful in doing so.
- When presented with a scenario about assisting a friend experiencing academic difficulty, 49 percent of students were able to name an appropriate related resource on campus. The most common resources named were an academic advisor or tutors on campus. Of the 50 percent whom could not name an academic support service, 64 percent could name at least one other campus resource such as the Dean of Students Office, Residence Advisor or DePaul Central.
- When presented with a scenario about negotiating the cost of college and managing expenses, 93 percent of students were able to name an appropriate related resource on campus, while more than a third of participants were able to name two or more resources. The most common resources named were Financial Aid, Financial Fitness and DePaul Central.
- When presented with a scenario about assisting a friend exhibiting signs of depression, 72 percent of students were able to name an appropriate related resource on campus. The most common resource listed was University Counseling Services.
- Out of state students are disproportionately represented amongst students who report dissatisfaction with sense of community with other students.

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

- NSFE will evaluate current practices and generate new ideas for educating students about support resources and services.

- NSFE will revise how it communicates about advising, tutoring and similar resources and how those services contribute to student success. This may include shifting the focus from what these services provide to how they impact students’ learning and goal achievement. It also could include continual messaging more specifically aligned with periods when this information is most helpful for students.
- NSFE will work more closely with college advising offices, the Office of Academic Advising Support, tutoring services, and others, to better time messaging campaigns and improved marketing of their support services. It also may require university offices to find more common language around academic success so that students hear consistent messages around what impacts success and how to leverage resources to strengthen their learning experiences.
- Results from this assessment will be shared with key departments who are engaged with academic advising and first-year student success with the goal of improving these messages in new student orientation and the Common Hour.

3. Office of Multicultural Student Success (OMSS)

The OMSS assessment project focused on students participating in the Providing Access Through Holistic Support (P.A.T.H.S.) program. In particular, are students who participate in Career Counseling through the P.A.T.H.S. program better able to explain the importance of career capital, apply the concept by identifying career resources at DePaul and articulate their career plans in the context of their personal values and common good concerns? To answer the question OMSS administered an online survey to and conducted individual interviews with Career Coaching participants. Of the 64 students who participated in Career Coaching, 45 were invited to take the survey and 22 (49 percent) completed it. Following the survey, 53 students were invited to individual interviews and five (9 percent) participated. The findings indicated students who received Career Coaching benefited from personalized advising in choosing a career-relevant major, sought out additional DePaul career resources, and connected their values and interests to their career goals. This study forms a basis to increase the use of Career Coaching through the P.A.T.H.S. program and OMSS to increase student career development.

OMSS found the following:

- Of the 22 students who completed the Career Coaching survey, 18 indicated they used DePaul resources in their career search and planning and that Career Coaching helped them to find career relevant tools and follow through on determined goals.
- Career Coaching stressed the importance of finding a mentor and building career-relevant relationships. Twenty of the 22 students reported discussing their career plans with a faculty member, staff member, or personal connection at DePaul. Additionally, 91 percent of students felt confident they had a person or persons who could field their career questions and concerns.
- When asked how Career Coaching helped students form their post-college goals, students most often mentioned the multiple career options they were exposed to through the process.
- In individual interviews, Career Coaching participants were able to articulate the concept of career capital, as well as ways they sought to build their skills and relationships related to their future careers.
- In individual interviews, all students clearly articulated how their career goals were grounded in social concerns and desires for a life of meaning. Students in Career Coaching connected their personal histories to their career plans, feeling motivated to use their talents for others.
- Career Coaching did not motivate students to complete Career Exploration Activities (CEA) forms. These forms are designed to help students reflect on a particular activity and give staff insight into the usefulness of the activity.

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

- OMSS intends to use this project and the assessment results as a foundation for integrating Career Coaching as training for undergraduate Post-College Success guides who will provide career coaching to sophomore students of color, first-generation students and low-income students, helping them achieve career capital, discernment and action planning at DePaul University.
- The results of the assessment project will be shared with campus partners in various partnership meetings throughout the summer.
- Based on the Career Coaching model used in the P.A.T.H.S. program, the model can potentially serve as an example for other areas, illustrating how to create high-impact learning experiences by utilizing “mini-lesson plans” to generate reflection and learning (focused on career discernment) during one-on-one meetings with students.

B. Student Affairs Best Practices

The following best practices reflect the work of individual departments within the Division of Student Affairs during the 2012-13 academic year:

1. Using Multiple Methods and Data Sources

Similar to last year, there continues to be an increase in the number of departments who utilized multiple methods, both quantitative and qualitative. This year, nine of 15 departments utilized mixed methods. Each methodology has its merits in assessment depending on the question being answered within a project, but 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.

2. Incorporating Direct Measures of Student Learning into Surveys

Student learning is best measured through direct assessment, rather than self-reported gains in learning. The Dean of Students Office, Health Promotion and Wellness, and New Student and Family Engagement all incorporated questions into surveys to directly assess learning related to their respective topics. The Dean of Students Office and Health Promotion and Wellness constructed “quiz-type” questions based on content delivered during the program, while New Student and Family Engagement posed scenarios for students to respond to in order demonstrate how they would approach a particular situation.

3. Using Rubrics to Assess Student Learning

As the division moves toward the use of more direct measures of learning, rubrics can serve as one type of direct assessment tool. A rubric is a scoring guide that describes the criteria that a group will use to evaluate learning related to specific outcomes. This year, University Counseling Services and the Center for Students with Disabilities both developed rubrics to guide staff members in their assessment of students’ learning.

4. Tying Assessment to Curriculum Development

The Student Leadership Institute and the Office of Religious Diversity both facilitated assessment projects tied to curriculum development. The Student Leadership Institute utilized assessment data from 2011-12 to makes changes to the Winter Leadership Conference curriculum. Findings indicated that as a result of the curricular changes, students were better able to speak to the third dimension of the Socially Responsible Leadership model, contributing to a larger community, which was the focus of the curricular change. The Office of Religious Diversity developed a Vincentian formation curriculum for student leaders in their department and as a result is considering developing a common curriculum that other departments in the division can use with their student leaders.

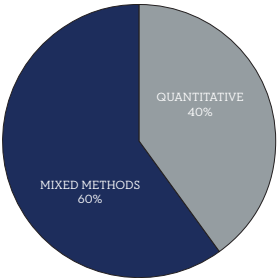
IV. Emerging Themes from the Assessment Projects

1. The Type of Assessment Projects Being Facilitated

Between 2010 and 2013, 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 2012-13 academic year marked the first opportunity to assess the newly developed student learning outcomes. 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.

2. Methodologies Being Used

- 6 projects used quantitative methods
- 9 projects used a combination of quantitative and qualitative methods (multiple methods)



3. Assessment Projects Reflect

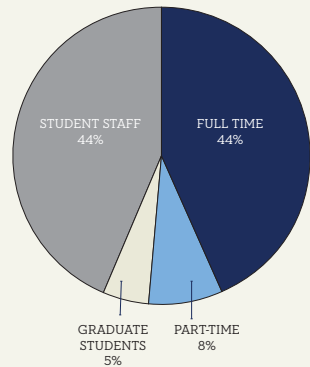
- An increased focus on the assessment of student learning
- Greater understanding of how to directly assess student learning
- Clear connections to the Division of Student Affairs Strategic Plan, as well as divisional and university learning outcomes
- Appropriate methodologies to assess both program and learning outcomes within the same project





SECTION E

PERSONNEL AND PROFESSIONAL DEVELOPMENT



I. Personnel Overview

The Division of Student Affairs employs 104 full-time staff members (44 percent), 19 part-time staff members (7 percent), 13 graduate students (5 percent) and 104 student staff members (44 percent). There are an additional 174 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 2012-13 academic year, 13 staff members within the division conducted over 36 presentations at regional and national conferences and/or workshops. In addition, seven staff members produced eight 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 Staff Orientation
- b. Think Thursday Brown Bag Sessions
 - Grant Research and Writing, Human and Organizational Resources competency
 - Student Development Theory, Student Learning and Development competency
 - Beyond OrgSync, Assessment, Evaluation and Research competency
 - Top Five Legal Issues Every Student Affairs Professional Should Know, Law, Policy and Governance competency
 - Don't Leave Anybody Out! Equal Educational Opportunity Is Important, Equity, Diversity and Inclusion competency
 - Avoiding Burnout, Personal Foundations competency

- Student Affairs History, Philosophy and Values, Student Affairs History, Philosophy and Values competency
- Aspects of Learning Theory, Student Learning and Development competency, part 2

c. Assessment Workshops

- Survey Design
- Qualitative Analysis
- Developing Rubrics and Scoring Guides for the Direct Assessment of Learning
- Data Visualization in Report Writing
- New Staff Orientation: Assessment in Student Affairs

2. External Professional Development Activities

Members of the division participated in 53 national and regional professional development conferences, workshops or webinars sponsored by organizations such as the National Association of Student Personnel Administrators, Association of University Counseling Center Directors and the Catholic Campus Ministry Association National Conference.

In addition to attending professional development activities, members of the division also held numerous leadership roles in professional organizations. Appendix E provides a complete list of involvement during the 2012-13 academic year.

B. Advanced Degrees

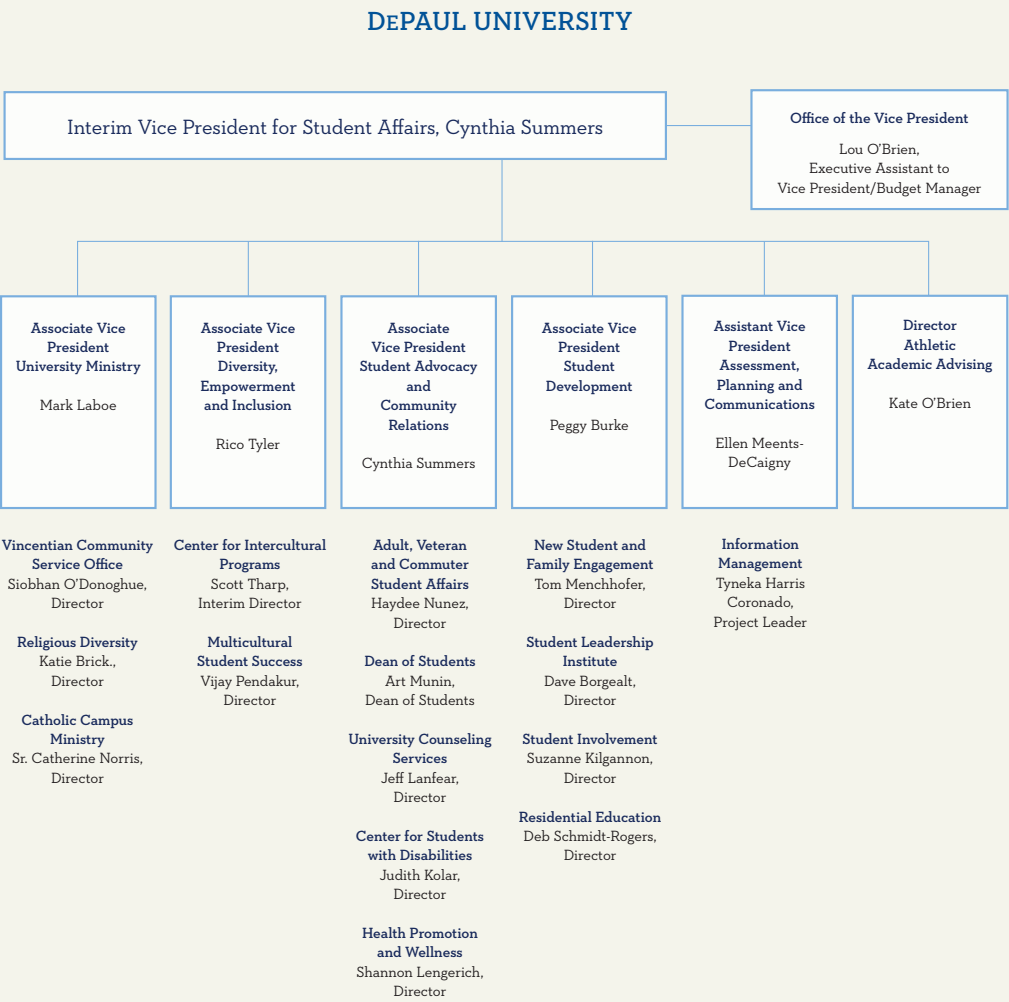
The following chart highlights the academic degrees earned and in-progress among Student Affairs staff members.

ACADEMIC DEGREES	EARNED	IN-PROGRESS	TOTALS
Master's Degrees	95	5	100
Doctoral Degrees	14	4	18
Law/Medical Degrees	2	0	2



APPENDICES

Appendix A
Division of Student Affairs Organizational Chart



116. Senior Mother and Child Nutrition Program
117. Schreiber Foundation
118. Special Olympics
119. St. Joseph Services
120. St. Vincent de Paul Center, Chicago and Philadelphia
121. St. Vincent de Paul Soup Kitchen
122. St. Vincent de Paul Church Outreach Commission
123. Su Casa Catholic Worker House
124. Target Hope
125. Thema's Place/Safe Haven
126. Uplift
127. VIDA/SIDA
128. Villa Guadalupe Senior Services
129. Voices for Creative Non-Violence
130. Wabash YMCA
131. Women and Children First Bookstore
132. Women's Center
133. Working Bikes Cooperative
134. Workforce Recruitment Program
135. World Relief
136. Worldwide Orphanage Relief Coalition
137. YMCA Bronzeville
138. YMCA Evanston/Northshore
139. YMCA Kelly Hall
140. YMCA Lawson House
141. YMCA Metropolitan Chicago
142. You Can Make it Women's Shelter
143. YMEN
144. YWCA

Cultural Organizations

1. Access Living
2. Africaribe
3. Alliance of Filipinos for Immigrant Rights and Empowerment
4. Arab American Community Services
5. Arts of Life
6. Bank of America Chicago Marathon
7. Broadway in Chicago
8. Centro Arte Para la Paz
9. Chicago Dyke March Collective
10. Chicago Filmmakers
11. Council on American-Islamic Relations
12. Dank Haus German American Cultural Center
13. Dusable Museum
14. Equality Illinois
15. Garfield Park Conservatory
16. Immigrants for Justice
17. Instituto del Progreso Latino
18. Irish American Heritage Center
19. Jewish Muslim Community Building Initiative
20. Latinos Progresando
21. Lime Connect Job Fair
22. Male Initiative Project
23. Mitchell Museum of American Indians
24. Mujeres Latinas en Accion
25. National Museum of Mexican Art
26. Operation PUSH

27. Peggy Notebaert Museum
28. Puerto Rican Cultural Center
29. Pullman Historic District
30. Second City
31. Social Scope Productions
32. Steppenwolf Theater
33. Uptown Uprise
34. Women Made Gallery
35. Young Chicago Authors
36. Zakat Foundation of America

Educational Institutions/
Organizations

1. ACE Tech Charter School
2. Al Raby School for Community and Environment
3. Annunciation School
4. Arthur J. Schmidt Foundation
5. Azusa Pacific University
6. Bethune School
7. Big East Conference
8. Calahan Foundation
9. Calvin College
10. Catalyst Maria High School
11. Catholic Theological Union
12. Chicago Academy High School
13. Chicago Public Library
14. Chicago Public Schools
15. Chicago Vocational Career Academy
16. Christian Brother's College High School
17. Clark School
18. Clemente School
19. Columbia University
20. Crane High School
21. Creighton University
22. Deneen Elementary School
23. Dominican University
24. Douglas School
25. Elizabeth Seton High School
26. Farragut School
27. Fenger School
28. Foreman High School
29. Gary Comer Campus, San Miguel School
30. Gear Up
31. Girls on the Run
32. Gordon Tech High School
33. Harper College
34. Hope School
35. Hubbard High School
36. Illinois Campus Compact
37. Illinois Higher Education Center for Alcohol and Other Drug and Violence Prevention
38. Illinois Safe Schools Alliance
39. Illinois State Board of Education
40. Interactive Collegiate Solutions
41. Jewish Educational Team
42. Johnson College Prep
43. Joliet Central
44. Joliet West
45. Kenwood High
46. LaGrange Department of Special Education
47. Landmark College
48. Lennart School
49. Libby Elementary

50. Loyola University Chicago
51. Lutheran School of Theology at Chicago
52. Marian Middle School
53. Messiah College
54. Michigan Campus Compact
55. Mother Cabrini High School
56. Multicultural Academy High
57. North Central College
58. North Suburban High School Consortium
59. Oscar Meyer School
60. Our Lady of Charity Catholic School
61. Paul B. Henry Institute for the Study of Christianity and Politics
62. Phoenix High School
63. Perspectives Charter High School
64. Prosser High School
65. Spring Avenue School
66. Solorio Academy
67. South Shore High School
68. Spring Avenue School
69. St. Andrew School
70. St. Columbanus Elementary School
71. St. Edward University
72. St. John's University
73. St. Joseph College
74. St. Mary's College of California
75. Sullivan High School
76. Sr. Thea Bowman Catholic School
77. Universidad Popular
78. University of Chicago
79. Urban Prep Academy
80. Ursuline Academy
81. Visitation Catholic School
82. Williams Prep Middle School
83. Young Men's Educational Network
84. 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. Alzheimer's Association
5. American Back Center
6. Awakening Center, The
7. Blue Cross Blue Shield
8. Breathe Network
9. Cathedral Counseling Center
10. Catholic Health Association
11. Chicago Alcoholics Anonymous, Al-Anon
12. Chicago Comprehensive Care
13. Chicago Counseling Center
14. Chicago Lakeshore Hospital
15. Chicago Rape Crisis Hotline
16. Chicago Women AIDS Group
17. Chicago Women's Health Center
18. Chicagoland Comprehensive Care
19. Comprehensive Services
20. Counseling
21. Fresh Start for Sober Living
22. Gateway Foundation

22. Harborview Recovery Center
23. Hazelden Treatment Center
24. Heartland Alliance Marjorie Kovler Center
25. Howard Brown Health Center
26. INROADS, Inc.
27. Insight for Eating/Insight Behavioral Health
28. Integrative Health Partners
29. Jesse Brown VA Medical Center
30. Lakeview Center for Psychotherapy
31. Live Oak Chicago
32. New Hope Recovery
33. Northwestern Memorial Hospital, The Family Institute
34. Parkinson's Northwestern Hospital
35. Porchlight Counseling Services
36. Rape Hotline
37. Rape Victims Advocates
38. Rehab Institute of Chicago
39. Rosecrance Health Network
40. Rush Outpatient Clinical Service
41. Sage Community Health
42. St. Ann's Infant and Maternity Center
43. St. Joseph Hospital
44. Suicide Prevention Coordinators in Counseling Centers
45. Test Positive Awareness Network
46. Vitas Healthcare
47. Working Sobriety

Governmental Offices/Agencies

1. 32nd Ward Alderman's Office
2. Andersonville Chamber of Commerce
3. Chicago Police Department (18th District Police Commander's Office)
4. Chicago Department of Buildings
5. Chicago Park District
6. City of Chicago Mayor's Office of Special Events
7. City of Chicago, Office of LGBT Health
8. Cook County Forest Preserve, Dan Ryan Woods
9. German Consulate
10. Illinois Liquor Control Commission
11. U.S. Department of Veteran Affairs
12. 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 Campus Activities Administrators
5. Association of College and University Housing Officers

6. Association of Counseling Center Training Agencies
7. Association of University College Counseling Center Directors
8. Career Opportunities for Students with Disabilities
9. Chicago Archdiocesan Vocation Association (CAVA)
10. Chicago Area Greek Advisors
11. Chicago Dental Society
12. Chicagoland Counseling Center Director's Group
13. Great Lakes Association of College and University Housing Officers
14. Hospitality Business Association of Chicago
15. National Association of Academic Advisors for Athletics
16. National Association of Collegiate Women Athletic Administrators
17. National Association for Student Affairs Administrators in Higher Education
18. National Collegiate Athletic Association
19. National Faith Justice and Civic Learning Conference
20. Syrian American Medical Society

Spiritual/Religious Organizations

1. Alexian Brothers AIDS Ministry
2. American Friends Service Committee
3. Archdiocese of Chicago
4. Archdiocese of Chicago, Amate House
5. Archdiocese of Chicago, Office for Peace and Justice
6. Blessed Sacrament Youth Center
7. Brother David Darst Center
8. Canaan Church of Englewood
9. Casa Karibu, Denver
10. Catholic Charities
11. Catholic Network of Volunteer Agencies
12. Catholic Relief Service
13. Chabad
14. Chicago Archdiocesan Vocation Association
15. Colorado Vincentian Volunteers
16. Daughters of Charity
17. Dorothy Day Catholic Worker
18. From Mission to Mission
19. Gateways Vincentian Volunteers
20. Grace Place
21. Holy Angels Shelter
22. Hyde Park SDA Church
23. Interfaith Youth Core
24. Interim House Roseland Christian Ministries
25. Interprovincial Daughters of Charity Advocacy and Social Justice Committee
26. InterVarsity Christian Fellowship
27. Jesuit Volunteer Corps
28. Little Sisters of the Poor
29. Mission of Our Lady of the Angels
30. Mount St. Vincent

31. Our Lady of the Angels
32. Precious Blood Ministry of Reconciliation
33. Resurrection Parish, Montgomery, AL
34. San Jose Obrero Mission
35. Society of St. Vincent DePaul at Immaculate Conception Parish
36. St. Aloysius Catholic Church
37. St. Bernard Project
38. St. Francis of Rome
39. St. Gregory the Great
40. St. John the Baptist Parish, Brooklyn, N.Y.
41. St. Judge Parish
42. St. Michael's Church
43. St. Sabina
44. St. Scholastica Priory
45. St. Thomas of Canterbury
46. St. Vincent de Paul Parish
47. St. Vincent de Paul Society, Cincinnati
48. Taize Community
49. Vincentian Family Collaborations
50. Vincentian Family Midwest
51. Vincentian Lay Missionaries
52. Vincentian Provincial House, Bogota, Columbia
53. Vincentian Volunteer Corps
54. Willow Chicago
55. Unity Temple

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, which encompasses social programming, experiential learning and academic development.
- 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, Veteran and Commuter Student Affairs, Athletic Academic Advising, the Dean of Students, Multicultural Student Success, the Student Leadership Institute and Student Involvement. Student development activities include new student orientation, leadership development, life skills development, social programs and academic support programs.

Qualitative data that relates to this success factor is obtained through the following methods:

- The Student Leadership Institute utilizes qualitative responses from the Multi-Institutional Study of Leadership survey to understand students’ definitions of leadership and any influence the university’s mission has on their definitions of leadership.
- The Office of New Student and Family Engagement collects written feedback in an online survey of new students attending orientation.
- The Office of Multicultural Student Success conducts focus groups with students participating in various scholarship and mentor programs.

B. Intervention and Support Services

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

- 1. Student disciplinary-case activity is measured by the total number of code and policy violations that occur during the academic year and the total number of students involved in disciplinary cases. Student disciplinary data is collected through the Dean of Students Office and Residential Education.
- 2. Crisis emergency-response activities are measured by the total number of cases or critical incidences managed by University Counseling Services and the total number of on-duty or after-hours pages received by staff members in University Counseling Services and Residential Education.

- 3. Counseling sessions are measured by the total number of students who attend individual, couples and group counseling sessions, as well as the total number of appointments kept with University Counseling staff.

Qualitative data that relates to this success factor is obtained through the following methods:

- Residential Education conducts interviews with key stakeholders (resident directors, resident assistants, students who have gone through the judicial process, student leaders, Residence Hall Council members and Alcohol and Drug Task Force members) to gather perspectives on drug and alcohol use on campus.
- The 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, Students 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, Veteran and Commuter Student Affairs, Athletic Academic Advising, the Center for Intercultural Programs, the 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, Veteran and Commuter 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 requires the work of many. Collaboration occurs across the division and is structured according to immediacy, student need, impact and relationship to long-term and short-term divisional goals. While there are numerous examples of effective partnerships, such as the Loop Development Task Force, the Student Welfare Task Force and the University Center of Chicago Task Force, two partnerships are being highlighted here. These partnerships include the division’s work with the First-Year Program and administrative academic withdrawals. The goal of these two partnerships is to improve student success and retention.

1. First-Year Program: Discover and Explore Chicago course activities are measured by the total number of student mentors and the total number of staff professionals who are hired and trained by the Office of New Student and Family Engagement to teach in the First-Year Program. Course activities are also measured by the total number of experiential learning courses that are coordinated by the Office of New Student and Family Engagement and taught by Student Affairs staff members.
2. Course withdrawal activities are measured by the total number of student requests to withdraw from a course and administrative withdrawals granted. The Dean of Students Office works to facilitate this process.

Qualitative data that relates to this success factor is 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 process.

Appendix D

Scholarly Activities

1. Presentations

[External]

Assessment, Planning and Communications

Tyneka Harris Coronado

“Supporting the Center for Students with Disabilities”
Chicago Area Region Higher Education User Group (CARHEUG)

“Making Progress with Academic Progress Reporting”
American Association of Collegiate Registrars and Admissions Officers (AACRAO)

“The Student Engagement Puzzle: Piecing Together Divisional Student Involvement Data Using Technology”
National Association for Student Personnel Administrators (NASPA)

Ellen Meents-DeCaigny

“Building a Coordinated Student Affairs Assessment Effort”
Academic Impressions Assessment Institute

“Assessment Skill Building: Project Planning and Implementation” (co-presented with Lance Kennedy-Phillips and Emily Slager, Ohio State University)
NASPA IV-East Regional Conference

“Taking a Culture of Evidence to the Next Level”
Ohio State University Student Affairs Assessment Conference Keynote

“Just Do It: Overcoming Obstacles in Student Affairs Assessment” (co-presented with Ann Gansemer-Topf, John Schuh, and Annie Pierre, Iowa State University and Mimi Benjamin, Cornell University)
NASPA

Center for Intercultural Programs

Scott Tharp

“Cultural Values and Conflict Workshop: Exploring socially-based values”
National Conference on Race and Ethnicity

Center for Students with Disabilities

Judy Kolar

“Building the Road of Success in College”
Children’s Memorial Hospital

Dean of Students Office

Art Munin

“Diversity, Justice and Leadership”
Columbia College Chicago, Washington University St. Louis, Concordia University Milwaukee and the South Dakota School of Mines and Technology

“Color by Number”
Loyola University Chicago and the National Conference on Race and Ethnicity

“Bystander Intervention”
Dominican University, Marquette University and Rock Valley State University

“Ethics and Leadership”
Loyola University Chicago, Rock Valley State University and Hephzibah Children’s Association

“Ally Promises”
National Conference on Race and Ethnicity

Multicultural Student Success

Eric Mata

“Effective Strategies for Engaging Men in Student Affairs”
College Student Educators International (ACPA)

“Practitioner Panel”
ACPA

“Creating Partnerships for Student Engagement with an Emphasis on High School Minority Males”
Illinois Association of College Admissions Counselors (IACAC)

Vijay Pendakur

“Bystander Intervention Training”
Swarthmore College

“Cultural Communication: Conflict Management”
Case Western Reserve University

“Leading for Social Justice: Winter Renewal Training”
Oregon State University

“Social Justice and Bystander Intervention Training”
Washington University, St. Louis

“The 2013 Social Justice Summit”
Iowa State University

“Building Allies for the Asian-American Student Community”
Kent State University

“Student Success at DePaul University: Innovative Approaches”
National Partnership for Educational Access

Residential Education

Rachel Aho

“Setting Expectations, Setting Up Success” (Webinar)
GLACUHO

“Defining Your Path: Personal Mission Statements”
Chicago Area Student and Campus Housing Association
(CASCHA)

“Five Essential Elements: On-Boarding New Staff by
Maximizing Wellbeing”
ACPA

“Across the Spectrum: An LGBT Professional Panel”
GLACUHO

Edwin Darrell

“Celebrating Our Diversity”
The Association for Student Conduct Administration
(ASCA)

“African American/Black Males in Judicial Affairs Summit”
ASCA

“Celebrating by Cultivating: Mentorship”
ASCA

Deb Schmidt-Rogers

“Leveraging your Strengths for the Next Professional Level”
NASPA

“The Introverted Leader”
GLACUHO

Travis Whisler

“Across the Spectrum: An LGBT Professional Panel”
GLACUHO

Student Involvement

Ashlee Canty

“Top Ten Ways to Grow Culturally Based Fraternities and
Sororities”
Association of Fraternity and Sorority Advisors

Student Leadership Institute

Dave Borgealt

“It Takes More Than Just a Good Idea to Develop Programs
for Leaders and Leadership”
International Leadership Association

[Divisional and Institutional]

Assessment, Planning and Communications

Ellen Meents-DeCaigny

“Educating Students for Personal and Social Responsibility”
(co-presented with Liz Sanders, Institutional Research and
Market Analytics)

“Assessing Socially Responsible Leadership in the Co-
Curriculum” (co-presented with Rich Whitney, College of
Education)
EMM Brown Bag Series

Tyneka Harris Coronado

“Piloting Profiles”
DePaul Human Resources Workplace Learning, Performance
and Organizational Development

“The Student Engagement Puzzle: Piecing Together
Divisional Student Involvement Data Using Technology”
NASPA Assessment, Evaluation and Research Knowledge
Community Spring Webinar Series

Center for Intercultural Programs

Scott Tharp

“Effective Diversity Education Using Games and Simulation”
DePaul’s Teaching, Learning and Assessment

Center for Students with Disabilities

Judy Kolar

“Students with Disabilities: Legal Frameworks & Practical
Tips (co-presented with Marla Morgan, DePaul Office of the
General Council)”
Academic Affairs

“Teaching Seminar on Students with Disabilities”
DePaul University College of Science and Health

“Understanding Students with Disabilities and Classroom
Accommodations”
DePaul University Academic Affairs

Elisabeth Sullivan

“CSD: An Overview for SNL”
School for New Learning

Dean of Students Office

Rima Shah

“Sexual Assault 101”
Explore Chicago

“Sexual Coercion and Sexual Assault”
PSY 215, Human Sexuality

“Learn How to Support our Student Survivors”
DePaul Women’s Network

“DePaul and Sexual Assault: Policies and Procedures”
Student Government Association

Office of Multicultural Student Success

Vijay Pendakur
“Urban Advising: Empowering Students at the Margins”
DePaul Academic Advising Network

Student Development

Peggy Burke

“Professional Competency: Student Learning and
Development”
Professional Development Committee Think Thursday
session

“Professional Competency: Student Learning &
Development, Part II”
Professional Development Committee Think Thursday
session

II. Publications

Assessment, Planning and Communications

Ellen Meents-DeCaigny (co-authored with Mark
Manderino, University of Illinois at Chicago)

“Measuring Learning Throughout Student Affairs: Moving
Beyond Activity-Level Outcomes”
NASPA NetResults

Center for Intercultural Programs

Scott Tharp

“A Language for Social Justice”
Change Magazine

“What it Takes to do Diversity Education”
About Campus Magazine

“A Proposed Workshop Curriculum for Students to
Responsibly Engage Cultural Conflict”
Journal of Transformative Education

Multicultural Student Success

Sara Furr

“Creating a Legacy: Multiracial and Multiethnic APIA
Professionals in Higher Ed.”
Asian Americans and Pacific Islanders in Higher Education

Vijay Pendakur

“All that Glitters Ain’t Gold: Problematizing the Golden Rule”
BROAD: A Feminist and Social Justice Magazine

Residential Education

Rachel Aho

“Religious Literacy: Making Meaning at this Year’s MCI”
Trends Magazine

Student Involvement

Amy Mynaugh (co-authored with Tanya Vandermoon,
Student Involvement and Rich Whitney, College of
Education)

“Advising: The Dance Toward the Periphery of Self-
Discovery”
Campus Activities Programming Magazine, National
Association for Campus Activities

Tanya Vandermoon (co-authored with Rich Whitney,
College of Education and Amy Mynaugh, Student
Involvement)

“Advising: The Dance Toward the Periphery of Self-
Discovery”
Campus Activities Programming Magazine

III. Professional Association Leadership

Assessment, Planning and Communications

Ellen Meents-DeCaigny

Co-Chair
Assessment, Evaluation and Research Knowledge
Community
NASPA

Co-Chair for Regional Awards
NASPA IV-East

Center for Students with Disabilities

Judy Kolar

Chair
Illinois Board of Higher Education: Transition Committee

Multicultural Student Success

Sara Furr

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

Eric Mata

Co-Chair
Equity and Inclusion Professional Development
Subcommittee
ACPA

Staff Co-Chair
Latinos Empowered at DePaul (LEAD)

Vijay Pendakur

President
Elevate: The Asian/Asian American Professional Community

Residential Education

Rachel Aho
Vice Chair for Professional Development
Campus Safety and Emergency Preparedness Task Force
ACPA

Edwin Darrell
Chair, Men and Student Conduct Knowledge Community
Association for Student Conduct Administration

Student Development

Peggy Burke
Regional Director
NASPA IV-East

Student Involvement

Ashlee Canty
Nominations and Election Committee Regional Representative
Association of Fraternity/Sorority Advisors

Amy Mynaugh
Local Arrangements Co-Chair, Conference Committee
NASPA IV-East



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