

Cocurricular Assessment Report

Academic Year: 2022-2023

Date of Report Submission: October 13, 2023

Name of Department/Unit/Program: Division of Student Affairs

Name of Contact Person: Katy Weseman, Assessment & Evaluation Specialist, Student Affairs

Names of Assessment Committee Members: Anthony McGeath (Sr. Administrative Assistant, University Counseling and Psychological Services), Ashley Williams (Director, Academic Continuity and Engagement), Greg Moorehead (Director, Center for Students with Disabilities), Nancy Easton (Assistant Director, University Counseling and Psychological Services), Tyler Wurst (Director, Health Promotion and Wellness)

Part I: Follow-Up on Last Year's Assessment Report Recommendations

For the 2021-22 assessment project, the Division of Student Affairs surveyed its student employees to assess their ability to **articulate the transferrable skills from their campus employment experiences to post-graduate opportunities**. After finalizing the 2021-22 report in December 2022, Assessment and Evaluation Specialist Katy Weseman presented the findings to Student Affairs department leaders, then to all Student Affairs staff in February 2023. Department leaders met with their teams individually to identify ways they could enhance transferable skill development in their student employees. As a result, several departments added teaching about transferable skills into the developmental workshops they provide to student staff teams.

The Office of Student Employment transitioned one of their full-time staff positions to focus on learning and development for student employees. In Summer 2023, Erin Banicki assumed the role of Assistant Director, Learning and Development. One of her first projects was to conduct a survey and focus group of student employment managers to identify skills gaps and provide professional training for student employees. Erin's survey and focus group built on the findings of the 2021-22 divisional assessment project, gathering data on the managers' perspective. The team in Student Employment is using these findings to develop online and in person modules to enhance student employee learning at DePaul. Student Employment is also improving the trainings for managers of student employees, so they are better prepared to engage with student employees on the topic of transferable skills. Part of this effort includes updates to the existing manager trainings, as well as piloting the Iowa GROW™ Program for the 2023-2024

academic year. The pilot will include managers from seven departments and reach approximately 90 student employees.

In addition to the work in Student Employment, Student Affairs leadership developed a working group focused on the cross training of student staff and leaders in summer 2023. This group identified common topics -such as transferrable skill development- to include in a shared training module for all student staff. The new training will pilot in 2023-24.

Part II: Report on This Year's Assessment Project

Abstract

In the academic year 2022-23, the Division of Student Affairs at DePaul University assessed students' ability to describe wellbeing strategies and resources and apply those strategies and resources to their academic or personal goals. We collected data in spring 2023 through a survey of students who participated in programs and services offered by four departments: Academic Continuity and Engagement, the Center for Students with Disabilities, Health Promotion and Wellness, and University Counseling and Psychological Services. The assessment committee consisted of staff representatives from each of these departments. We analyzed survey data using an internally developed rubric and descriptive coding. Of the 284 students we assessed, 60.92% successfully demonstrated learning associated with this project outcome. We deemed a participant successful if they scored 70% or higher on our scoring criteria. Our analysis of the data by demographics revealed notable differences in four key variables. The number of survey participants scoring 70% or higher decreased as **class year** increased, with freshmen scoring the highest. **First-generation** and **Pell eligible** students scored higher than their non-first-generation and non-Pell eligible peers. When filtering by **race**, we found that the highest rate of successfully demonstrated learning occurred among Hispanic-identifying students. Our analysis of the open-ended survey responses illuminated two themes: Mental wellness strategies and academic success skills. We recommend further analysis to better understand the connection between demographic variables and students' learning about wellbeing. We recommend that Student Affairs departments consider the themes in this report to identify opportunities to enhance student learning about wellbeing strategies.

Learning Outcome Assessed

Students who participate in Student Affairs experiences will be able to **describe specific wellbeing strategies and/or resources and apply them to their academic or personal needs or goals.**

Data Collection and Methodology

To assess this learning outcome, we first identified the Student Affairs departments whose work focuses on cultivating wellbeing strategies in DePaul students. While students do learn about wellbeing strategies in most Student Affairs areas, four departments provide notable opportunities for learning about this topic in their programming and services. Those four departments are Academic Continuity and Engagement (ACE), the Center for Students with Disabilities (CSD), Health Promotion and Wellness (HPW), and University Counseling and Psychological Services (UCAPS). Our 2022-23 assessment project committee intentionally included staff from each of these departments.

The target population for this assessment project was all students who participate in Student Affairs programs and services with wellbeing related content. In determining a sample of this population for the project, we focused on students who participated in programs or services offered by the four previously named departments in the 2022-23 academic year. We used registration and participation data to narrow the sample. We developed an eleven-question survey instrument to distribute to this sample. The instrument included five multiple choice questions and six open ended questions. See Appendix A for the survey instrument.

We sent separate surveys by program population, allowing us to curate the message and add supplemental questions tailored to each department. Table 1 details the departments, sample population, and number of students who received the survey.

Table 1

Wellbeing Survey Distribution with Sample Size

Department	Population	Sample
HPW	Students who attended programs, trainings, and workshops hosted by HPW in winter quarter 2023	483
UCAPS	Students who participated in counseling appointments or groups in winter quarter 2023	533
ACE	Students who attended individual meetings with a retention specialist in winter quarter 2023	44
CSD	Students who were registered with the CSD for the 2022-23 academic year, as of April 19, 2023	1,380
Total distribution		2,440

Participation in the survey was voluntary and participants could stop at any time. We did not force responses on any question; participants could leave questions blank. If a participant received the survey from more than one department/distribution method, they could answer it

again. In analyzing responses, we removed duplicate participants, averaging answers if they had completed the survey more than one time.

We collected all data between April 4 and May 25, 2023. We distributed the surveys via email with 1-2 reminder emails after the initial message, depending on the survey. We offered an incentive to boost participation: All respondents who completed the survey with at least half of the questions answered were entered into a random drawing to receive a \$75 Amazon gift card. We awarded four gift cards in May 2023.

After removing duplicates and minimally complete responses, we had usable survey data from 284 unique participants (11.6% of our total sample).

Student Affairs Assessment and Evaluation Specialist, Katy Weseman, analyzed the responses to the five multiple choice questions using descriptive statistics. The assessment committee collaboratively analyzed responses to the six open-ended questions using an internally developed scoring rubric. Two committee members were assigned to each respondent. Once the committee members completed their assessments, Katy Weseman reviewed the scores and served as a third rater for any record where two committee members disagreed. See Appendix B for the scoring rubric.

In determining acceptable performance for this assessment project, we considered eight survey items from each respondent. Three of these eight items were self-reported five point Likert scale responses (strongly disagree to strongly agree) to the following statements:

1. These events, workshops, or appointments have taught me ways to better care for myself.
2. I use strategies and/or resources from these events, workshops, or appointments to manage my academic workload/demands.
3. Attending these events, workshops, or appointments has helped me to stay at DePaul.

The remaining items that we considered in determining acceptable performance were rated by committee members using the aforementioned rubric. These five items were:

1. "Based on what I learned in these events, workshops, or appointments, one specific strategy I use to take care of myself is:"
2. "Please list two or more of your current **academic** goals."
3. "Provide an example(s) of how you have applied strategies or resources from these events, workshops, or appointments to achieve your **academic** goals."
4. "Please list two or more of your current **personal** goals."
5. "Provide an example(s) of how you have applied strategies or resources from these events, workshops, appointments to achieve your **personal** goals."

Table 2 highlights these eight items and the criteria we used to determine if a participant’s score is acceptable.

Table 2

Wellbeing Survey Acceptable Scoring Criteria

Survey item	Evaluator ranking	Score acceptable if ...
These events, workshops, or appointments have taught me ways to better care for myself.		Somewhat agree or Strongly agree
Based on what I learned in these events, workshops, or appointments, one specific strategy I use to take care of myself is:	Rank 1-3 based on how specific the strategy is (1=not specific; 2=moderately specific; 3=very specific; NA=no response)	Ranked 2 or higher
I use strategies and/or resources from these events, workshops, or appointments to manage my academic workload/demands.		Somewhat agree or Strongly agree
Please list two or more of your current academic goals.	Is at least one of the goal(s) actionable/attainable?	Scored yes
Provide an example(s) of how you have applied strategies or resources from these events, workshops, or appointments to achieve your academic goals.	Rank 1-3: Impact of strategy/intervention on the example provided (1=little impact; 2=some impact; 3=high impact; NA=no response)	Ranked 2 or higher
Please list two or more of your current personal goals.	Is at least one of the goal(s) actionable/attainable (does not need to follow SMART)?	Scored yes
Provide an example(s) of how you have applied strategies or resources from these events, workshops, appointments to achieve your personal goals.	Rank 1-3: Impact of strategy/intervention on the example provided (1=little impact; 2=some impact; 3=high impact; NA=no response)	Ranked 2 or higher
Attending these events, workshops, or appointments has helped me to stay at DePaul.		Somewhat agree or Strongly agree

Taking the raw data from the Likert scale questions and the committee analysis of the open ended items, Katy Weseman calculated each participant’s overall score. If a participant received an acceptable score on 70% or more of the survey items they completed, we marked their overall score as acceptable, indicating that they demonstrated successful learning.

In analyzing the qualitative data from the five open-ended questions mentioned above, we implemented an open coding process. Katy Weseman identified descriptive labels in the data and identified related content across all open-ended responses. Through this coding process, we identified key themes and illustrative quotes to highlight the strategies and resources that participants shared.

Results

Most students that we assessed (60.92%) successfully demonstrated learning associated with this project outcome. These 173 out of 284 total respondents received an overall score of 70% or higher on our scoring criteria, indicating that they learned of how to apply wellbeing strategies and/or resources to their academic or personal goals after participating in Student Affairs programs and/or services.

Demographic Variables

Our analysis of the data by demographic revealed notable differences in four key variables: Class year, First-generation status, Pell grant eligibility, and Race. See Appendix C for tables detailing this data by all tracked demographics.

- **Class Year:** Students' ability to demonstrate successful learning decreased by class year, with Freshmen demonstrating the highest rate (42 students, 66.67%). Sophomores followed (31 students, 64.58%), then Juniors (25 students, 62.5%), then Seniors (42 students, 60%), and finally Graduate students (31 students, 53.45%).
- **First-Generation:** Participants who were first-generation college students demonstrated a higher rate of successful learning (30 students, 81.08%) compared with those who were not first-generation (141 students, 57.79%).
- **Pell:** Students who were Pell eligible demonstrated a higher rate of successful learning (46 students, 69.7%) compared those who were not Pell eligible students (125 students, 58.14%).
- **Race:** The highest rate of successfully demonstrated learning occurred among Hispanic students (37 students, 74%), followed by students coded as non-resident* (15 students, 65.22%), then White students (84 students, 59.15%).** Asian Pacific Islander students (15 students, 55.56%) and Black students (10 students, 45.45%) demonstrated learning below the overall average of 60.92%.

*Non-resident students are those on an F-1 or J-1 visa.

**Multiracial students in this sample demonstrated a high rate of learning, though the total number surveyed (10 students) was too low to draw generalizable conclusions.

Student Affairs Departments

Another variable yielding notable results was the connection between Student Affairs departments and demonstrated learning. One of the multiple-choice items on our survey asked participants to indicate which departments they have been engaged with during their time as a DePaul student: “In my time as a DePaul student, I have attended events, workshops, or appointments hosted by the following department(s). Check all that apply.” The top four departments that participants indicated involvement with were: Student Involvement (157), Career Center (135), Center for Students with Disabilities (127), and Health Promotion and Wellness (117). The survey prompted the participants to reflect on the events, workshops, or appointments in the departments they selected when answering the subsequent survey questions about wellbeing strategies and resources. The highest rates of demonstrated learning occurred in students who indicated involvement with Access, Attainment and TRiO, Dean of Students, Career Center, Multicultural Student Success, and University Counseling and Psychological Services. See Appendix D for all department counts and corresponding success rates.

Wellbeing Strategies and Resources: Themes from Qualitative Data

We identified multiple themes through our open coding of the qualitative survey responses. Two broad themes emerged: Mental wellness strategies and academic success skills. The sub-themes described in this section connect to these two main themes.

In the survey, we asked students to identify key wellbeing resources that they learned from Student Affairs involvement with the prompt “Based on what I learned in these events, workshops, or appointments, one specific strategy I use to take care of myself is:” Responses to this prompt fell into three main wellness categories: Mental, academic, and physical. The mental wellness responses included learning about mindfulness and meditation. Academic wellness strategies included time management skills. Physical wellness themes focused on working out, eating well, and increased awareness of sexual health.

Regarding their application of these strategies to their goals, we first asked students to identify academic and personal goals, then prompted them to share how they applied strategies or resources from Student Affairs events to reach these goals.

We identified two primary themes in the responses to the prompt “provide an example(s) of how you have applied **strategies or resources** from these events, workshops, or appointments **to achieve your academic goals.**” Time management and self-advocacy were the most common themes in these responses. Time management strategies included but were not limited to learning how to prioritize assignments, balance social life and academic work, and better use tools like calendars and academic planners. Self-advocacy responses focused on developing help-seeking skills such as asking professors for support in completing assignments or

comprehending course content. Many, but not all, of the students who shared self-advocacy strategies mentioned the support of CSD staff in navigating accommodations for a disability. Illustrating this theme, one student wrote:

“With the help of the staff at the Center for Students with Disabilities, I was able to apply and receive accommodations for when I take my Licensure Exam. I am proud of myself for advocating for myself and going through with the process of applying for accommodations because it sets myself up to succeed.”

Strategies and resources present in the responses to the academic goals prompt also appeared in the personal goals prompt.

We identified four primary themes in the responses to the prompt “provide an example(s) of how you have applied **strategies or resources** from these events, workshops, or appointments **to achieve your personal goals.**” These themes were: Future plans, stress management, physical wellness, and self-confidence. Regarding future plans, participants shared the importance of resume reviews and career readiness support in helping them achieve personal goals. Among many examples, stress management responses included mindfulness and spirituality to manage anxiety and depression:

“When I was feeling depressed I would go to HPW for counseling and the sessions helped me reflect on the things that I felt interested in doing. Thanks to these sessions I made the decision to explore my faith for a while by going to the student masses as well as a retreat.”

Some of the stress management responses also connected to physical wellness strategies:

“I have learned that going to the gym and being outdoors can both help if you’re struggling with happiness or if you’re feeling stressed.”

Other physical wellness strategies included learning about eating well and getting an adequate amount of sleep. Lastly, the theme of self-confidence emerged, connected to overall mental wellness and academic success. For example, a student wrote:

“ACE has ensured my academic stability through my senior year. I meet with my advocate weekly to go over a homework plan, and it has drastically improved my academics and my mental health. It makes getting the degree more attainable, and I learn more about how to ‘talk’ to my own self internally in a loving way instead of with judgment or harshness.”

These themes along with the demographic trends in the data provide implications for the work of Student Affairs departments in educating students on wellbeing strategies and resources.

Interpretation of Results

The results of this assessment project indicate that most students who engage with Student Affairs programs and services can describe specific wellbeing strategies and/or resources and apply them to their academic or personal needs or goals. With 60.92% of our survey participants attaining an acceptable score of 70% or higher based on our established criteria, there is still room for improvement.

Considering the success rate by demographics helps us nuance these areas for improvement. With freshmen demonstrating higher rates of success, we can infer that educational programming and interventions for new students impact their knowledge and application of wellbeing strategies. The decrease of rates in sophomores, juniors, and seniors could be attributed to students lacking the ability to retain the information introduced in the first year. Or students in their earlier years at DePaul may seek out wellbeing focused programming and services at a greater rate than upper-level students. Regardless of the reason, these findings provide evidence that upper level undergraduates and graduate students could benefit from targeted wellbeing resources and programming.

The rates of success demonstrated by first-generation and Pell eligible students provide another insight on students' knowledge of wellbeing strategies and resources. We often see students in these two demographic groups performing at lower rates than their peers in dominant identity groups. However, the high rates of success demonstrated by these two groups in this project indicates greater knowledge and skill around wellbeing strategies. Like with first-generation and Pell eligible students, an analysis of data by race showed that Hispanic participants demonstrated the highest rate of success of all racial identity groups. This trend may be a result of focused programs and services for students with these marginalized identities.

The Office for Multicultural Student Success and Access, Attainment and TRiO are two departments that provide education and support for students with marginalized social identities. These two departments were among those with which students with the highest rates of success indicated involvement. These departments are not expressly focused on teaching wellbeing strategies, but these findings illuminate the impact of Student Affairs engagement on wellbeing development, especially for first-generation, Pell eligible, and Hispanic-identified students.

Further analysis of survey participant data in this project could provide more insight into the specific ways that these students are involved with wellbeing support. Additional research projects could also examine wellbeing support strategies, resources, and knowledge in these and other groups of students with marginalized identities to provide more insight.

The most common themes that emerged from our analysis of the qualitative responses centered on mental wellness strategies and academic success skills. This prevalence might be a result of the populations we targeted with the survey (students who participate in events and services provided by ACE, CSD, HPW, and UCAPS). However, the respondents indicated involvement across many Student Affairs departments and these themes remained the most prominent. When considering student learning around wellbeing strategies and resources, we encourage Student Affairs departments to consider how they address mental wellness strategies and academic success skills.

Recommendations and Plans for Action

This section includes our recommendations and implementation plan for Student Affairs departments to improve students' ability to describe specific wellbeing strategies and/or resources and apply them to their academic or personal needs or goals in the upcoming academic year.

Recommendations

The findings of this assessment project provide Student Affairs departments with an opportunity to enhance programs and services to support students' academic and personal wellbeing. We recommend that departments take the following steps in the upcoming year:

- Inventory existing programs and services for examples of wellbeing strategies.
- Identify opportunities to enhance student learning about wellbeing strategies in existing programs, with specific attention to upper class and graduate students.

The common themes we named in the results section provide examples of common wellbeing strategies and resources to guide departments in this process.

We also recommend further analysis and research to better understand the potential relationship between first-generation status, Pell-eligibility, racial identity and rates of success based on the criteria in this project.

Implementation Plan

- Assessment and Evaluation Specialist Katy Weseman will share this project report and recommendations with directors of each Student Affairs department in early October 2023. She will then hold presentations for all Student Affairs staff in late October 2023.
- By the end of Winter quarter (March 2024), Directors -with support of their team members- will inventory their programs and services and identify existing teaching on wellbeing strategies.
- Departments will incorporate student learning about wellbeing strategies in existing programs where applicable, in Spring quarter 2024.
- Katy Weseman will do additional analysis on the data gathered in this project with attention to first-generation status, Pell-eligibility, racial identity and rates of success. She will present follow up analysis to Student Affairs staff in Spring quarter 2024.
- The Division of Student Affairs will re-assess this learning outcoming in the 2027-28 academic year.

Assessment Project on Wellbeing Strategies (2022-23)

Start of Block: Default Question Block

Q1 Thank you for participating in Student Affairs programs at DePaul University. This survey seeks to gain information about how students apply wellbeing strategies or resources to their academic or personal goals. These questions should take 5-10 minutes of your time. The findings from this survey will be used to improve wellbeing resources for DePaul students. If you have already completed this survey and have additional reflections you may complete the survey again. Four student survey participants will be randomly selected to receive a \$75 Amazon gift card. You must complete all questions in the survey to be entered in the drawing for a gift card. If you have any questions about this project, you may contact Katy Weseman, Assessment & Evaluation Specialist for Student Affairs, at kweseman@depaul.edu.

Q2 My DePaul ID number is:

Q3 In my time as a DePaul student, I have attended events, workshops, or appointments hosted by the following department(s). *Check all that apply.*

- Academic Continuity and Engagement (ACE) (1)
 - Access, Attainment and TRiO (2)
 - Athletic Academic Advising (3)
 - Career Center (4)
 - Center for Students with Disabilities (5)
 - Dean of Students (6)
 - Health Promotion and Wellness (7)
 - Housing and Residential Life (8)
 - Multicultural Student Success (9)
 - New Student and Family Engagement (10)
 - Student Involvement (11)
 - University Counseling and Psychological Services (12)
-

Q4 On average, I attend events, workshops, or appointments hosted by one or more of these departments:

- Less than once a year (1)
 - Once a year (2)
 - Once a quarter (3)
 - Once on month (4)
 - Once a week (5)
 - More than once a week (6)
-

Q5 These events, workshops, or appointments have taught me ways to better care for myself.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Neither agree nor disagree (3)
 - Somewhat agree (4)
 - Strongly agree (5)
-

Q6 Based on what I learned in these events, workshops, or appointments, one specific strategy I use to take care of myself is:

Q7 Based on what I learned in these events, workshops, or appointments, one wellness or self-care resource I can share with a friend is:

Q8 I use strategies and/or resources from these events, workshops, or appointments to manage my academic workload/demands.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Neither agree nor disagree (3)
 - Somewhat agree (4)
 - Strongly agree (5)
-

Q9 Please list two or more of your current academic goals.

Q10 Provide an example(s) of how you have applied strategies or resources from these events, workshops, or appointments to achieve your academic goals.

Q11 Please list two or more of your current personal goals.

Q12 Provide an example(s) of how you have applied strategies or resources from these events, workshops, appointments to achieve your personal goals.

Q13 Attending these events, workshops, or appointments has helped me to stay at DePaul.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

End of Block: Default Question Block

Appendix B – Scoring Rubric

Rubric field	Answer options
Participant #	<i>deidentified participant number entered here</i>
Reviewer	<i>assigned committee member name entered here</i>
Rank 1-3 based on how specific the strategy is (1=not specific; 2=moderately specific; 3=very specific; NA=no response)	<i>pre-populated dropdown menu here (1, 2, 3, NA)</i>
Which category does the response fit in? (Physical, Mental, Spiritual, Social, Academic)	<i>pre-populated dropdown menu here (Physical, Mental, Spiritual, Social, Academic)</i>
Does the response include 2 goals that are distinct from each other and expressly academic? (0=no goals; 1=1 goal; 2=2 goals)	<i>pre-populated dropdown menu here (0, 1, 2)</i>
Is at least one of the goal(s) actionable/attainable (does not need to follow SMART)?	<i>pre-populated dropdown menu here (yes, no)</i>
Does the example link directly to the academic goal(s) stated in the previous answer?	<i>pre-populated dropdown menu here (yes, no)</i>
Rank 1-3: Impact of strategy/intervention on the example provided (1=little impact; 2=some impact; 3=high impact; NA=no response)	<i>pre-populated dropdown menu here (1, 2, 3, NA)</i>
Does the response include 2 goals that are distinct from each other and personal in nature? (0=no goals; 1=1 goal; 2=2 goals)	<i>pre-populated dropdown menu here (0, 1, 2)</i>
Is at least one of the goal(s) actionable/attainable (does not need to follow SMART)?	<i>pre-populated dropdown menu here (yes, no)</i>
Does the example link directly to the personal goal(s) stated in the previous answer?	<i>pre-populated dropdown menu here (yes, no)</i>
Rank 1-3: Impact of strategy/intervention on the example provided (1=little impact; 2=some impact; 3=high impact; NA=no response)	<i>pre-populated dropdown menu here (1, 2, 3, NA)</i>
Other notes? (Notable quotes, questions, etc)	<i>open ended field</i>

Appendix C – Acceptable Scores by Demographic

Class year	Total	Number with acceptable overall score	Percent of total with acceptable score
Freshman	63	42	66.67%
Sophomore	48	31	64.58%
Junior	40	25	62.50%
Senior	70	42	60.00%
Graduate (MA, PhD)	58	31	53.45%
Overall	284	173	60.92%

First generation	Total	Number with acceptable overall score	Percent of total with acceptable score
No	244	141	57.79%
Yes	37	30	81.08%
Overall	284	173	60.92%

Pell eligible	Total	Number with acceptable overall score	Percent of total with acceptable score
No	215	125	58.14%
Yes	66	46	69.70%
Overall	284	173	60.92%

Race	Total	Number with acceptable overall score	Percent of total with acceptable score
Asian Pacific Islander	27	15	55.56%
Black	22	10	45.45%
Hispanic	50	37	74.00%
Multiracial	10	8	80.00%
Non-res	23	15	65.22%
White	142	84	59.15%
Overall	284	173	60.92%

Sex	Total	Number with acceptable overall score	Percent of total with acceptable score
Female	210	128	60.95%
Male	71	43	60.56%
Overall	284	173	60.92%

Appendix D – Departments Selected and Corresponding Acceptable Scores

Department Name Selected on Survey	Total times department was selected	Number of times with acceptable score, by department	Percent of total with acceptable score, by department
Academic Continuity and Engagement (ACE)	41	26	63.41%
Access, Attainment and TRiO	19	14	73.68%
Athletic Academic Advising	8	4	50.00%
Career Center	135	99	73.33%
Center for Students with Disabilities	127	81	63.78%
Dean of Students	49	36	73.47%
Health Promotion and Wellness	117	76	64.96%
Housing and Residence Life	66	43	65.15%
Multicultural Student Success	63	46	73.02%
New Student and Family Engagement	43	29	67.44%
Student Involvement	157	108	68.79%
University Counseling and Psychological Services	61	43	70.49%