



Cocurricular Assessment Report

Academic Year: 2023-2024

Date of Report Submission: October 1, 2024

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), Summer McDaniel (Health Promotion Coordinator, Health Promotion and Wellness), Mary Osbourne (Associate Director, Student Involvement), Brent Ploughe (Associate Director, Housing and Residence Life)

Additional Staff Analyst: Jamie Kuligowki (Area Coordinator, Housing and Residence Life)

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

For the 2022-23 assessment project, the Division of Student Affairs assessed students' ability to **describe specific wellbeing strategies and/or resources and apply them to their academic or personal needs or goals**. After completing the 2022-23 report, Assessment and Evaluation Specialist Katy Weseman presented the findings to all staff in the Division of Student Affairs through two interactive presentations in October 2023. Katy also met with the staff team in the Office of Health Promotion and Wellness in November 2023 develop action items based on the project's findings. In this meeting, the team identified opportunities for delving deeper into wellbeing strategy skill development. These opportunities emerged in three key realms:

- Targeted conversations during **one-on-one meetings** with students
- Introducing strategies for communal wellness in existing **bystander intervention training (Vinny Vow)**
- New harm reduction focused games and activities during **events coordinated by the HEAT peer educators**

The staff team in Health Promotion and Wellness assess the effectiveness of these focus areas through ongoing program evaluations.

While most of the follow-up from the 2022-23 project lies in the work of Health Promotion and Wellness, other departments have increased focus on wellbeing strategies in the recent months. For example, University Counseling and Psychological Services implemented new outreach activities and therapy groups to meet students where they are at in conversations around mental health and well-being.

Part II: Report on This Year's Assessment Project

Abstract

In the academic year 2023-24, the Division of Student Affairs at DePaul University assessed students' ability to describe the benefits and responsibilities of belonging to our campus community. We collected data in spring 2024 through a digital survey administered in person to multiple groups of students participating in Student Affairs programs. The student populations we focused on were leaders engaged in organizations that receive staff support/guidance through the Office of Student Involvement (OSI) and residential students participating in Housing and Residence Life (HRL). Committee members scored de-identified responses using an internally developed rubric, with four key questions contributing to students' overall assessment score. Our survey yielded 545 usable responses. Of these survey participants, 76% (413) successfully demonstrated learning associated with this project's outcome. With most participants falling in the HRL-affiliated group (498), and thusly most being freshmen (416), the results help us identify opportune areas to enhance learning in the residential environment and beyond.

Learning Outcome Assessed

Students who participate in Student Affairs experiences will be able to **describe the benefits and responsibilities of belonging to our campus community.**

Data Collection and Methodology

To assess this learning outcome, we identified three Student Affairs departments that facilitate experiences focused on students' responsibilities to the campus community. These departments are Housing and Residence Life (HRL), the Office of Student Involvement (OSI), and the Office of Health Promotion and Wellness (HPW). Many Student Affairs units work with students to cultivate responsibility. We selected HRL, OSI, and HPW specifically because they span a variety of program types, representing a range of student participants. We collected data via a survey developed by the assessment committee.

The target population in HRL was **all residential students**. To assess this population, we administered a survey at end-of-year floor meetings held in each residence hall. The meetings and corresponding data collection occurred between May 12 and May 22, 2024.

The target population in OSI was **student leaders in four organizations** that receive staff support and guidance from the department: DePaul Activities Board, Student Government Association, Esports, and Fraternity and Sorority Life. Meetings and data collection for these groups took place between April 29 and May 17, 2024.

We aimed to collect data from program participants in BASICS and CHOICES, administered by HPW. BASICS is an individual program and CHOICES is a group program. Both focus on alcohol and substance misuse prevention and participants are often required to attend due to a university-issued sanction associated with their conduct. Unfortunately, we only received a few responses to the survey from these populations. We decided to exclude those responses from the data to ensure confidentiality and allow us to draw conclusions by population.

We developed and distributed a 22-question survey instrument to these populations. The survey questions were organized into five blocks:

1. **Group Participation** (2 questions). We used these questions to filter results by department and group. Participant responses to these questions also triggered the department specific scenarios in block 4.
2. **Sense of Belonging** (5 questions). The items that comprise this index appear on the annual Blue Demon Engagement survey that Student Affairs administers to new students each fall.
3. **Benefits of Belonging** (2 questions). Responses to these questions allow us to assess participants' ability to articulate the benefits of belonging to the campus community, within the context of their Student Affairs participation.
4. **Responsibilities of Belonging** (8 questions). This block included a department specific scenario and questions about how the participant would respond. The responses to the scenario questions allow us to assess participants' ability to articulate the responsibilities of belonging to the campus community, within the context of their Student Affairs participation.
5. **Demographics** (5 questions). Since we administered the survey anonymously, the questions in this block allowed us to gather demographic data to be used in analysis.

See Appendix A for the full survey instrument. We used blocks 2, 3, and 4 to organize the results section of this report.

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 was a member of more than one group that received the survey, they could complete it again, though we believe that likelihood was slim since most of the HRL participants were first year students and most of the OSI students were upperclassmen.

The assessment committee collaboratively analyzed responses to the open-ended questions using an internally developed scoring rubric. Two committee members were assigned to each response. Once the committee members completed their assessments, the group met and completed an interrater-reliability exercise to ensure consistency in scoring. When needed, Student Affairs Assessment and Evaluation Specialist, Katy Weseman reviewed the scores and served as a third rater for any record where two committee members disagreed. See Appendix B for the open-ended question scoring rubric.

Once the open-ended question analysis was complete, Katy Weseman compiled the committee's numerical scores along with the responses to the multiple-choice questions. We deemed participants successful in the project's learning outcome based on an analysis of their results in two question blocks: Benefits of Belonging and Responsibilities of Belonging. Table 1 breaks down the questions and answers we used to determine success in describing the benefits and responsibilities of membership in the campus community.

Table 1

Criteria for Successful Assessment

Question Block	Question	Question Type	Successful Completion
Benefits of Belonging	Which of the following have you gained from participating in this group/program? Select all that apply.	Multiple choice	Selected 1 or more of the listed benefits
	How have these benefits contributed to your overall experience as a DePaul student?	Open ended	Response categorized as 1 or more: Skill building, interpersonal, intrapersonal*
Responsibilities of Belonging	In response to the department specific scenario question: Who is impacted by the incident in this scenario?	Open ended	Participant responded that 1 or more people/groups are impacted*

	Would you take any action in this scenario? If yes → What action would you take?	Open ended	Participant responded that they would take some action: Privately, publicly, or reporting to authority*
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*See Appendix B for full evaluation rubric

We deemed a participant successful in meeting this project’s learning outcome if they provided a positive response to 75% or more (3 or 4) of the questions detailed in Table 1.

Results

After removing minimally complete responses and the few Health Promotion and Wellness responses, we had usable survey data from 545 participants: 47 of which were associated with the OSI-affiliated student organizations and 498 were residential students in HRL. Table 2 details the number of usable responses from students affiliated with each group or residence hall. These numbers provide context for the responses by group, but we did not perform analysis of the data by individual group or residence hall.

Table 2

Responses by Group/Hall

Student Affairs Department	Group or Hall	Number of Responses
OSI	DemonTHON	0
	DePaul Activities Board (DAB)	11
	Student Government Association (SGA)	10
	Fraternity and Sorority Life (FSL)	19
	Esports	7
OSI Total		47
HRL	Corcoran	30
	LeCompte	58
	McCabe	3
	Munroe	74
	Ozanam	90
	Seton	11
	University Hall	47
	University Apartment Communities (UAC)	59
	University Center	0
HRL Total		498
HPW	CHOICES	0
	BASICS	0
HPW Total		0

We also collected demographic data on the participants by asking them to self-report their class year, gender identity, race/ethnicity, and if they are an international student. Table 3

includes the number of respondents by each of these identity groups. Note: Less than 20 respondents are marked as insufficient data.

Table 3

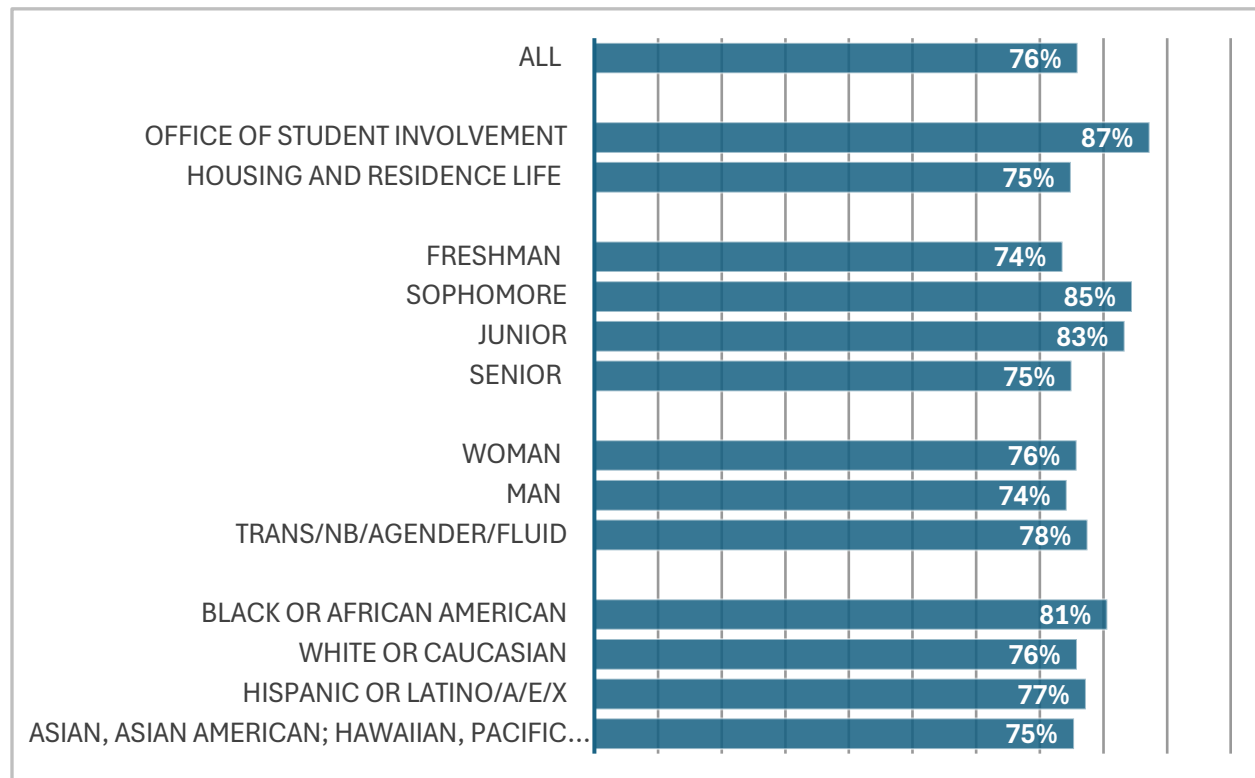
Self-reported Demographics

Demographic Category	Demographic Identity	Number of Responses
Class year	Freshman	416
	Sophomore	71
	Junior	36
	Senior	20
	Grad/Professional	Insufficient Data
Gender Identity	Woman	326
	Man	167
	Transgender	40
	Non-binary/non-conforming	
	Agender/I do not identify with a gender	
	Genderfluid	
	Prefer to self-describe	Insufficient Data
	Prefer not to respond	Insufficient Data
Race/Ethnicity (Select all that apply)	Black or African American	62
	Native American or Alaskan native	Insufficient Data
	White or Caucasian	360
	Hispanic or Latino/a/e/x	88
	Asian or Asian American	65
	Hawaiian or Pacific Islander	
	Middle Eastern/North African	Insufficient Data
	Prefer to self-describe	Insufficient Data
	Prefer not to respond	Insufficient Data

Of these survey participants, **76% (413) successfully demonstrated learning associated with this project's outcome.** These 413 respondents provided a positive response to 75% or more (3 or 4) of the questions as described in the methodology section. When looking by department, 87% (41) of OSI-affiliated and 75% (373) of HRL-affiliated participants successfully demonstrated learning.

Figure 1

Percent of Respondents Demonstrating Successful Learning by Demographic Group



The remainder of this results section includes survey data, organized by the survey's three content blocks. Within each block, we provide comparisons between respondents from these demographic groups where notable. We did not use the Sense of Belonging content area in determining successful learning, since the questions did not ask about benefits or responsibilities of belonging. However, the Sense of Belonging index provides a point of comparison to the annual Blue Demon Engagement Survey administered by the Division of Student Affairs, so we included it in this report.

Sense of Belonging

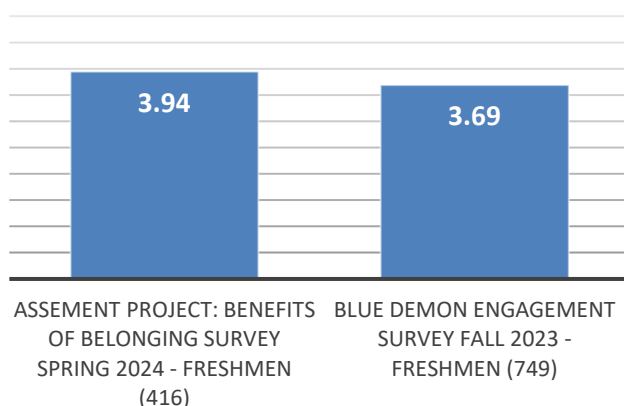
Belonging can serve as an important measure of student success, which is why we included the Sense of Belonging questions in this assessment project. Student Affairs administers the Blue Demon Engagement Survey in the fall quarter every year to all new students (first year freshmen and transfers). The survey includes six indices: Academic Self-Management, Personal Self-Management; Affinity to DePaul; Sense of Belonging; Personal Resiliency; and Social Resiliency. Each index is comprised of 3-4 items, which participants rate on a five-point (strongly disagree – strongly agree) scale. We included the four Sense of Belonging items in this assessment project survey instrument.

The average Sense of Belonging score was 3.95, very close to 4 (agree) for all participants in this project. When looking at the average score by demographic group, no significant variation emerged. Another reason we chose to add the Sense of Belonging questions to this survey was to compare the results to those of the fall 2023 Blue Demon Engagement Survey. We were most interested in comparing the average score for freshmen who completed the assessment project survey to freshmen who completed the Blue Demon Engagement Survey in fall 2023, since those respondents are coming from the same demographic group, at different points in their first year. As illustrated in Figure 2, the 416 freshmen who completed the assessment project survey in spring had a higher Sense of Belonging average (3.94) than the 749 freshmen who completed the Blue Demon Engagement Survey in fall (3.69).

Figure 2

Sense of Belonging Index Average – Freshmen:

Assessment Project Survey vs. Blue Demon Engagement Survey



Benefits of Belonging

As described in the data collection section of this report, we measured participants' ability to articulate the benefits of belonging to the campus community through their responses to two survey questions. Each individual participant's responses to these two questions, combined with their responses to the two questions under responsibilities of belonging make up their total score on the assessment.

1. Which of the following have you gained from participating in this group/program?
Select all that apply.

94% of respondents indicated that they have benefited from their engagement in the campus community by selecting one or more of the listed benefits. Table 4 provides a count of the number of times that these respondents selected each of the listed benefits.

Table 4*Self-reported Benefits Gained from Belonging*

Benefit (multiple choice option)	Count	Percent
I have met people who hold different identities than me	412	76%
I have engaged in conversations with people who have different perspectives than me	370	68%
I have found a community of peers who I can connect with	338	62%
I was introduced to resources that helped me succeed personally	282	52%
I was introduced to resources that helped me succeed academically	277	51%
I learned skills for managing interpersonal conflict	276	51%
I learned how to take care of myself regarding health and wellbeing	274	50%
I have a better understanding of myself after participating in this group/program	256	50%
Other*	65	12%
I have not gained any benefits from participating in this group/program	31	6%

*Other open-ended responses included: Dealing with roommates; Learning to be a leader; Life skills to translate to workplace; Teamwork; Time-management.

2. How have these benefits contributed to your overall experience as a DePaul student? (open ended)

Only 26% (140) of respondents successfully named how the benefits have contributed to their experience by sharing a response that was categorized as skill building, interpersonal, and/or intrapersonal in our committee's scoring process.

When looking at these results by demographic group, class year and affiliated department revealed the greatest variation. 45% of seniors demonstrated learning in this dimension. 42% of juniors, 37% of sophomores, and 18% of freshmen demonstrated learning. OSI respondents demonstrated a higher level of mastery in this dimension with 66% compared to 22% of HRL participants articulating how these benefits contributed to their experience.

Responsibilities of Belonging

We measured participants' understanding of the responsibilities of belonging to the campus community through their responses to two survey questions, detailed in the data collection section of this report. Each individual participant's responses to these two questions, combined with their responses to the aforementioned benefits of belonging questions constitute their total score on the assessment.

Both responsibilities of belonging questions pertain to a department-specific scenario which prompted the respondent to reflect on how they would act or intervene.

HRL scenario:

You and your friend Stevie are hanging out in the residence hall that you both live in on a Saturday afternoon. As you walk down the hallway, Stevie casually suggests that it would be fun to pull the fire alarm in the building just to see what happens. Without any prior warning, Stevie abruptly pulls the alarm and dashes away from the scene. The fire alarm sounds and the community begins to exit the building. When you get outside, you see the Resident Assistant (RA) gathering information about what might have happened.

OSI scenario:

You are currently serving as the vice-president of a student organization at DePaul. As a member of the executive board, you attend a weekly meeting with other executive board members. During one of these weekly meetings, you hear the president refer to members of the general body using derogatory language. Additionally, you notice that the president regularly interrupts one of the other officers and belittles them in front of the general body.

We used two learning in this section. While both were open-ended, we saw larger numbers of responses than the open-ended question in the benefits of belonging section.

1. In response to the department specific scenario question: Who is impacted by the incident in this scenario?

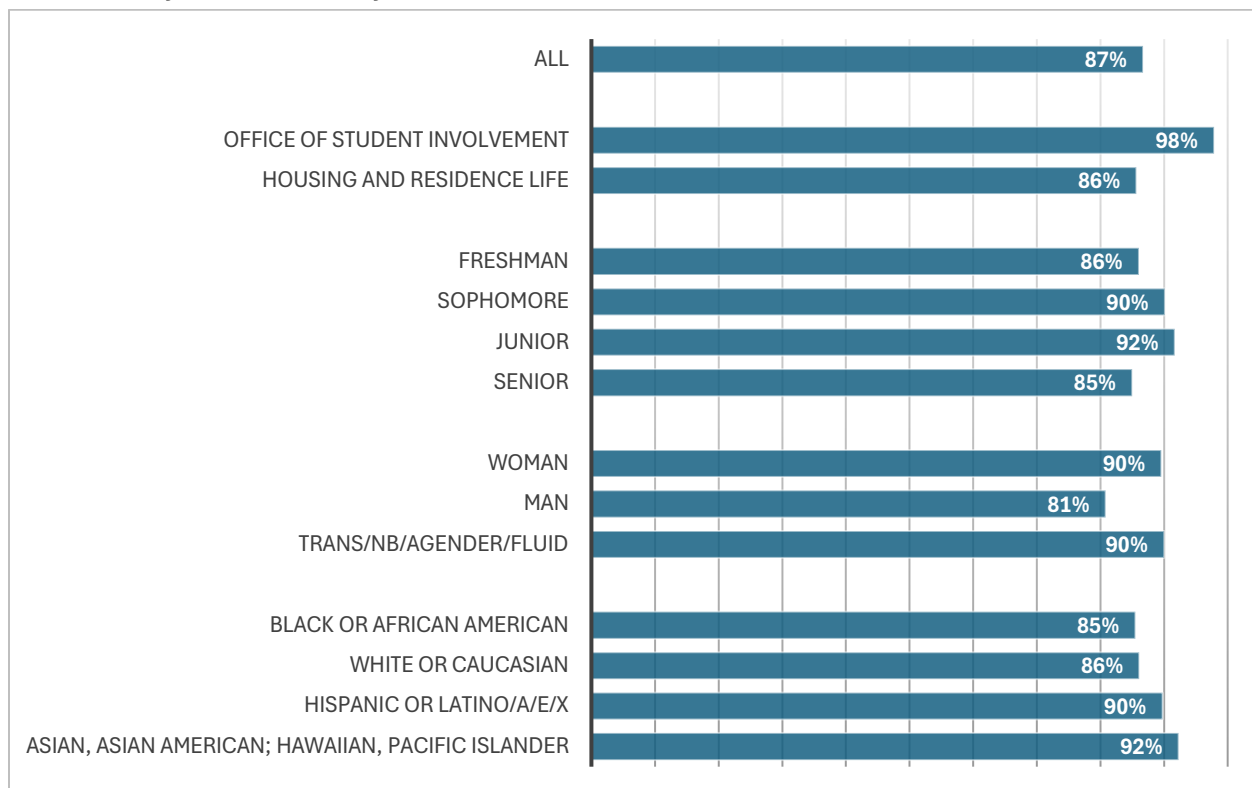
97% (531) participants responded to this question by naming one or more people or groups that were impacted by the scenario. There was no discernible difference in scores when broken down by department affiliation or other demographics.

2. Would you take any action in this scenario? If yes → What action would you take?

87% (476) participants indicated that they would act in response to the scenario. By demographic categories, the largest difference in whether they would take action lies with department affiliation: 98% of OSI-affiliated students compared to 86% of HRL-affiliated. Gender identity also revealed a gap with 90% of women, 90% of transgender/non-binary/agender/genderfluid stating they would act compared to 81% of men. Figure 3 presents the breakdown by all demographic variables.

Figure 3

Answered “yes” to “would you take action in this scenario?”

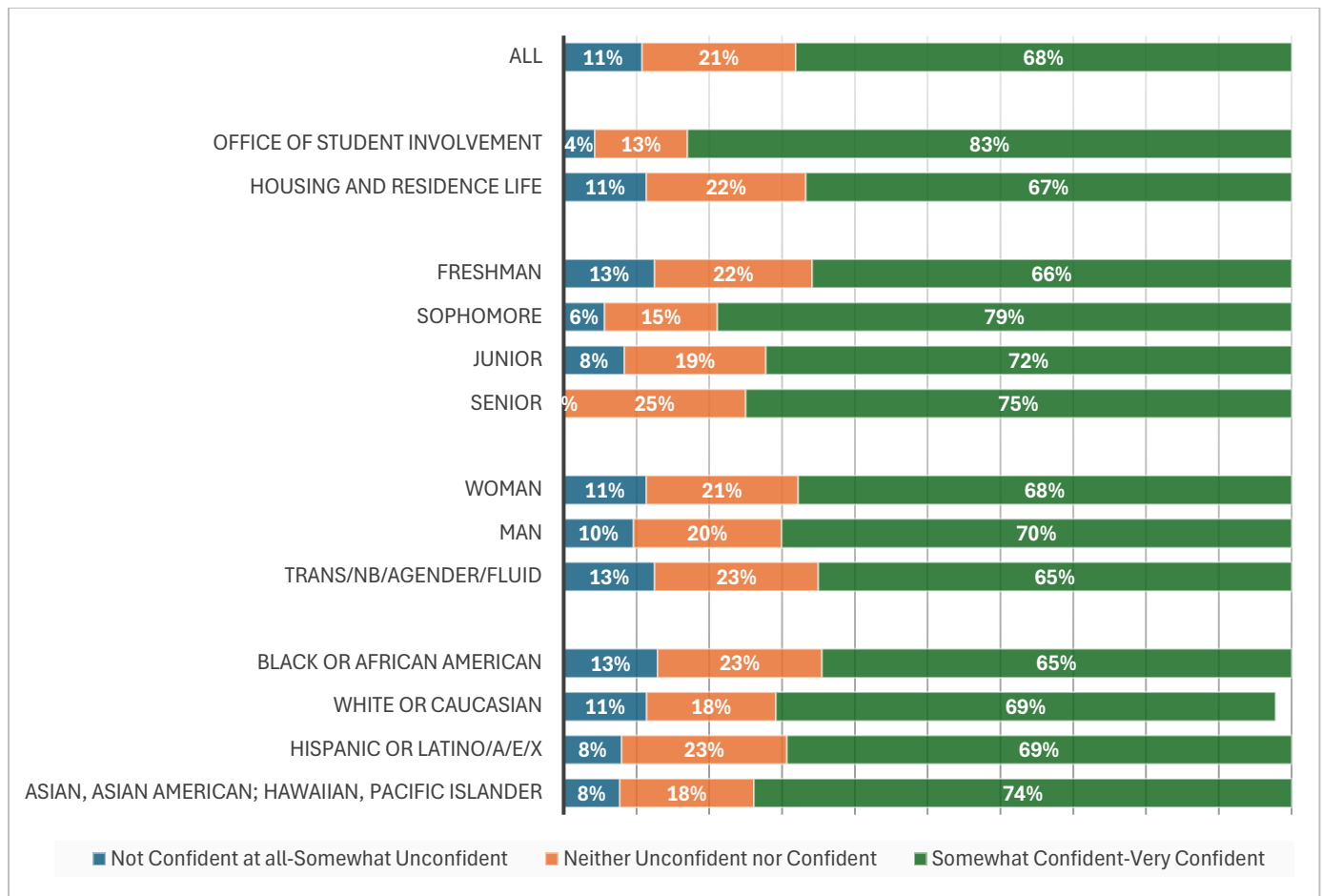


73% (400) wrote specific actions they would take, falling into the categories of intervening privately or public and/or reporting the incident to an authority figure at the university.

At the end of the responsibilities of belonging section of the survey, we asked participants to rate their confidence responding in a scenario like the one in the survey. Most (68%) of respondents feel somewhat or very confident responding. By demographic group, OSI-affiliated participants display higher confidence than HRL; Upperclassmen display higher confidence than freshmen; Asian/Asian American/Hawaiian/Pacific Islander students display highest confidence by racial/ethnic group. Figure 4 details the responses to this question by demographic group.

Figure 4

How confident do you feel responding in a scenario such as this one?



While we did not use this self-assessment of confidence to determine participants score in this project, the results of the confidence question provide possible areas for program development and future research, as detailed in the interpretation section of this report.

Interpretation of Results

The results of this assessment project indicate that most students who engage with Student Affairs programs and services can demonstrate knowledge of the benefits and responsibilities of membership in the campus community. With 76% of our survey participants attaining a successful score of 75% or higher based on our established criteria, we recognize that there are still areas for enhancement in our work around this learning outcome.

When looking at the results by department affiliation, we see that participants connected to OSI programs scored higher on average (87.2% successful) than those connected with HRL (74.9% successful). This difference is not surprising to us since the OSI-affiliated students were more likely involved in leadership activities and more likely to be upperclassmen. This difference supports the assertion that students who are involved in

Student Affairs programs for multiple years and in leadership-oriented roles develop a stronger understanding of the benefits and responsibilities associated with membership in the campus community.

Examining the results by class year reveals sophomores (84.5%) and juniors (83.3%) demonstrated greater learning than freshmen (73.6%), further supporting the aforementioned claim. Unexpectedly, a lower number (75%) of seniors demonstrated learning. This anomaly can be attributed to the small number of senior respondents (20). A larger sample of students in leadership roles is needed to generalize the assertion that upper-class students involved in Student Affairs programs can better articulate the benefits and responsibilities than freshmen.

Considering the results by question reveals a pronounced gap in learning, specifically regarding responses to the question “How have these benefits contributed to your overall experience as a DePaul student?” Few respondents (26%) were able to articulate how the benefits they gained contribute to their overall experience. This finding presents an opportunity to enhance education around how the benefits students gain translate to their lived experience in the campus community. Similar to the findings of the 2021-22 Student Affairs assessment project on transferable skills articulation, we have an opportunity to help students “connect the dots” between what they are learning in their co-curricular involvement and the current roles and future paths.

Responses to the scenarios reveal students’ understanding of the responsibilities involved in being a member of the campus community. While most (87%) indicated they would take action to intervene in a scenario such as the one described, fewer (73%) articulated specific actions they would take. Additionally, some demographic groups (i.e. OSI-affiliated students, women, and transgender/non-binary/agender/genderfluid) were more likely to indicate they would intervene than their counterpart groups. This finding presents an opportunity to engage in bystander intervention work with specific demographic groups.

With most respondents coming from the HRL/residential freshmen student population, the breadth of our participant pool limits our ability to draw more conclusions with this data. However, it does pose an opportunity to not only enhance learning for future residential students, but also to develop programming to cultivate current students’ abilities to articulate how the benefits of belonging contribute to their experience.

The findings and limitations of this project reveal opportunities for future research. For example, a project could dig deeper into students’ understanding of this learning outcome longitudinally by assessing the same group of students involved in Student Affairs

programs over their years at DePaul. Another opportunity for future research could compare a population of students involved in Student Affairs programs to those who are not involved in Student Affairs programs by administering these survey questions to both populations and comparing the results. Future analysis could also be done on the existing data from this survey. We asked questions that we did not use to assess the learning outcome but could help us better understand barriers to students taking action to intervene in a situation. The sense of belonging index questions and the confidence in responding question provide these additional data points.

Recommendations and Plans for Action

This section includes our recommendations and implementation plan for Student Affairs departments to improve students' ability to describe the benefits and responsibilities of belonging to our campus community.

Recommendations

The findings of this assessment project provide Student Affairs departments with an opportunity to enhance educational opportunities for students to learn about the benefits they gain at DePaul and their responsibilities as members of the community. We recommend that departments take the following steps in the upcoming year:

- Identify opportunities to enhance student learning of benefits involved in membership in the campus community in current programs. We encourage departments to pay specific attention to the benefits that were selected less frequently in Table 4 of this report.
- Engage in scenario-based discussions with student program participants to enhance learning about the responsibilities of membership in the campus community. Such discussions and training could take the form of bystander intervention-style workshops. See the scenarios and prompt questions in our survey instrument (Appendix A) for examples.

We also recommend further analysis and possibly research explore student confidence responding to incidents such as those highlighted in the scenarios in this project.

Implementation Plan

- Assessment and Evaluation Specialist Katy Weseman will share this project report and recommendations with Student Affairs staff in late September/early October

2024. In addition to distributing the report, she will hold presentations of the findings to answer questions and engage in dialogue.

- In Winter and Spring quarters, Katy Weseman will meet with three or more departments to identify opportunities to enhance student learning of benefits involved in membership in the campus community in current programs.
- Over the next academic year, departments will enhance opportunities to engage in scenario-based discussions about responsibilities where appropriate.
- The Division of Student Affairs will re-assess this learning outcoming in the 2028-29 academic year.

Assessment Project on Benefits of Belonging (2023-24)

Start of Block: Intro

Q1 This survey seeks to gain information about how students understand the benefits and responsibilities of belonging to the DePaul community. It should take 5-10 minutes of your time to complete. Your responses will remain confidential and will be used to shape Student Affairs programs, support, and training for years to come.

You will see several key terms in the survey questions, here are the definitions of those terms:
Belonging - Being an active student who is connected to or engaged with people and spaces at DePaul.
Benefits - What students gain from being a part of the DePaul community.
Responsibilities - What is expected of students through belonging to the DePaul community.
Your participation is voluntary and you can stop at any point. If you have any questions about this project, you may contact [Katy Weseman](#), Assessment & Evaluation Specialist for Student Affairs.

End of Block: Intro

Start of Block: Group Participation

Q2 Which group/program are you currently participating in while completing this survey? *Note: If you have already completed this survey in a different group/program, please take it again in the context of the current group/program you are participating in.*

- ☐ BASICS meeting with a staff member in Health Promotion and Wellness (4)
- ☐ CHOICES group lead by Health Promotion and Wellness (5)
- ☐ DemonTHON leadership meeting (6)
- ☐ DePaul Activities Board (DAB) leadership meeting (7)
- ☐ Student Government Association (SGA) leadership meeting (8)
- ☐ Fraternity and Sorority Life (FSL) leadership meeting (9)
- ☐ Esports leadership meeting (10)
- ☐ Residence Hall floor meeting (11)

Display This Question:

If Which group/program are you currently participating in while completing this survey? Note: If you... = Residence Hall floor meeting

Q3 Which residence hall do you live in?

- ☐ Corcoran Hall (2)
- ☐ LeCompte Hall (1)
- ☐ McCabe Hall (13)
- ☐ Munroe Hall (3)
- ☐ Ozanam Hall (4)
- ☐ Seton Hall (5)
- ☐ University Hall (6)
- ☐ University Apartment Communities (Sanctuary Hall, Sanctuary Townhomes, Sheffield Square, Courtside Apartments) (7)
- ☐ University Center (8)

End of Block: Group Participation

Start of Block: Sense of Belonging

Q4 Please indicate whether you agree or disagree with the following statements:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I have a community of friends on campus. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel accepted for who I am among my peers in the DePaul community. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like an outsider to the DePaul community. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself as a part of the DePaul community. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q5 Think back to when you were a new student at DePaul. Indicate how you felt about each of these statements during your first term:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I had a community of friends on campus. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt accepted for who I was among my peers in the DePaul community. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt like an outsider to the DePaul community. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I saw myself as a part of the DePaul community. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Display This Question:

If Which group/program are you currently participating in while completing this survey? Note: If you... = CHOICES group lead by Health Promotion and Wellness

Q6 Now, consider your participation in CHOICES. Please indicate whether you agree or disagree with the following statements:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I have a community of friends in this group. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel accepted for who I am among my peers in this group. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like an outsider while participating in this group. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself as a part of this group. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Which group/program are you currently participating in while completing this survey? Note: If you... = DemonTHON leadership meeting

Or Which group/program are you currently participating in while completing this survey? Note: If you... = DePaul Activities Board (DAB) leadership meeting

Or Which group/program are you currently participating in while completing this survey? Note: If you... = Student Government Association (SGA) leadership meeting

Or Which group/program are you currently participating in while completing this survey? Note: If you... = Fraternity and Sorority Life (FSL) leadership meeting

Or Which group/program are you currently participating in while completing this survey? Note: If you... = Esports leadership meeting

Q7 Now, consider your involvement with the leadership group you indicated in the first question (e.g. DemonTHON, DAB, SGA, FSL, or Esports). Please indicate whether you agree or disagree with the following statements:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I have a community of friends in this group. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel accepted for who I am among my peers in this group. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like an outsider while participating in this group. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself as a part of this group. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Which group/program are you currently participating in while completing this survey? Note: If you... = Residence Hall floor meeting

Q8 Now, consider your experience living in a residence hall on campus this year. Please indicate whether you agree or disagree with the following statements:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I have a community of friends in my residence hall. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel accepted for who I am among my peers in my residence hall. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like an outsider in my residence hall. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself as a part of a community in my residence hall. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Sense of Belonging

Start of Block: Benefits of Belonging

Q7 Which of the following have you gained from participating in this group/program? *Select all that apply.*

- ☐ I have met people who hold different identities than me (1)
 - ☐ I have engaged in conversations with people who have different perspectives than me (2)
 - ☐ I have found a community of peers who I can connect with (3)
 - ☐ I learned how to take care of myself regarding health and wellbeing (4)
 - ☐ I have not gained any benefits from participating in this group/program (10)
 - ☐ I was introduced to resources that helped me succeed academically (5)
 - ☐ I was introduced to resources that helped me succeed personally (6)
 - ☐ I have a better understanding of myself after participating in this group/program (7)
 - ☐ I learned skills for managing interpersonal conflict (8)
 - ☐ Other benefits you gained from participating in this group/program (9)
-

Display This Question:

If Which of the following have you gained from participating in this group/program? Select all that... = I have met people who hold different identities than me

Or Which of the following have you gained from participating in this group/program? Select all that... = I have engaged in conversations with people who have different perspectives than me

Or Which of the following have you gained from participating in this group/program? Select all that... = I have found a community of peers who I can connect with

Or Which of the following have you gained from participating in this group/program? Select all that... = I learned how to take care of myself regarding health and wellbeing

Or Which of the following have you gained from participating in this group/program? Select all that... = I was introduced to resources that helped me succeed academically

Or Which of the following have you gained from participating in this group/program? Select all that... = I was introduced to resources that helped me succeed personally

Or Which of the following have you gained from participating in this group/program? Select all that... = I have a better understanding of myself after participating in this group/program

Or Which of the following have you gained from participating in this group/program? Select all that... = I learned skills for managing interpersonal conflict

Or Which of the following have you gained from participating in this group/program? Select all that... = Other benefits you gained from participating in this group/program

Q8 How have these benefits contributed to your overall experience as a DePaul student?

End of Block: Benefits of Belonging

Start of Block: Responsibilities of Belonging - HRL

Q42 Considering the following scenario, please respond to the questions below.

You and your friend Stevie are hanging out in the residence hall that you both live in on a Saturday afternoon. As you walk down the hallway, Stevie casually suggests that it would be fun to pull the fire alarm in the building just to see what happens. Without any prior warning, Stevie abruptly pulls the alarm and dashes away from the scene. The fire alarm sounds and the community begins to exit the building. When you get outside, you see the Resident Assistant (RA) gathering information about what might have happened.

Q43 Who is impacted by the incident in this scenario?

Q44 Would you take any action in this scenario?

☐ Yes (4)

☐ No (5)

Display This Question:

If Would you take any action in this scenario? = Yes

Q45 What action would you take?

Display This Question:

If Would you take any action in this scenario? = No

Q46 Why not?

Q47 Would you notify the RA and/or another DePaul staff member of this incident?

☐ Yes (1)

☐ No (2)

Display This Question:

If Would you notify the RA and/or another DePaul staff member of this incident? = No

Q48 What are the possible impacts of choosing not to notify a staff member?

Q49 How confident do you feel responding in a scenario such as this one?

- ☐ Not confident at all (11)
- ☐ Somewhat unconfident (12)
- ☐ Neither unconfident nor confident (13)
- ☐ Somewhat confident (14)
- ☐ Very confident (15)

End of Block: Responsibilities of Belonging - HRL

Start of Block: Responsibilities of Belonging - OSI

Q9 Considering the following scenario, please respond to the questions below.

You are currently serving as the vice-president of a student organization at DePaul. As a member of the executive board, you attend a weekly meeting with other e-board members. During one of these weekly meetings, you hear the president refer to members of the general body using derogatory language. Additionally, you notice that the president regularly interrupts one of the other officers and belittles them in front of the general body.

Q12 Who is impacted by the incident in this scenario?

Q10 Would you take any action in this scenario?

- ☐ Yes (4)
 - ☐ No (5)
-

Display This Question:

If Would you take any action in this scenario? = Yes

Q11 What action would you take?

Display This Question:

If Would you take any action in this scenario? = No

Q25 Why not?

Q13 Would you notify a DePaul staff member of this incident?

☐ Yes (1)

☐ No (2)

Display This Question:

If Would you notify a DePaul staff member of this incident? = No

Q26 What are the possible impacts of choosing not to notify a staff member?

Q27 How confident do you feel responding in a scenario such as this one?

☐ Not confident at all (11)

☐ Somewhat unconfident (12)

☐ Neither unconfident nor confident (13)

☐ Somewhat confident (14)

☐ Very confident (15)

End of Block: Responsibilities of Belonging - OSI

Start of Block: Responsibilities of Belonging - HPW

Q50 Considering the following scenario, please respond to the questions below.

Halfway through the winter quarter you are hanging out with a group of DePaul friends. You notice one of these friends is drinking heavily and that this behavior has steadily increased each time you've seen them over the past month. You are concerned about their wellbeing.

Q51 Who is impacted by the situation in this scenario?

Q52 Would you take any action in this scenario?

☐ Yes (4)

☐ No (5)

Display This Question:

If Would you take any action in this scenario? = Yes

Q53 What action would you take?

Display This Question:

If Would you take any action in this scenario? = No

Q54 Why not?

Q55 Would you notify a DePaul staff member of this incident?

☐ Yes (1)

☐ No (2)

Display This Question:

If Would you notify a DePaul staff member of this incident? = No

Q56 What are the possible impacts of choosing not to notify a staff member?

Q57 How confident do you feel responding in a scenario such as this one?

☐ Not confident at all (11)

☐ Somewhat unconfident (12)

☐ Neither unconfident nor confident (13)

☐ Somewhat confident (14)

☐ Very confident (15)

End of Block: Responsibilities of Belonging - HPW

Start of Block: Demographics

Q14 Please provide answers to the following demographic questions. Answering these questions is optional. We will use answers shared here to better understand the needs of students from varying identity groups.

Q15 What is your class year at DePaul?

- ☐ Freshman (1)
 - ☐ Sophomore (2)
 - ☐ Junior (3)
 - ☐ Senior (4)
 - ☐ Graduate or Law student (5)
 - ☐ I am not a student at DePaul (6)
-

Q16 What is your current gender identity?

- ☐ Woman (1)
 - ☐ Man (2)
 - ☐ Transgender (3)
 - ☐ Non-binary/non-conforming (4)
 - ☐ Agender/I do not identify with a gender (5)
 - ☐ Genderfluid (6)
 - ☐ Prefer to self-describe (7) _____
 - ☐ Prefer not to respond (8)
-

Q17 Describe your race/ethnicity (*select all that apply*)

- ☐ Black or African American (1)
 - ☐ Native American or Alaskan native (2)
 - ☐ White or Caucasian (3)
 - ☐ Hispanic or Latino/a/e/x (4)
 - ☐ Asian or Asian American (5)
 - ☐ Hawaiian or Pacific Islander (6)
 - ☐ Middle Eastern/North African (7)
 - ☐ Prefer to self-describe (8) _____
 - ☐ Prefer not to respond (9)
-

Q18 Are you an international student?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Prefer not to respond (3)

End of Block: Demographics

Appendix B – Scoring Rubric

Rubric field	Scoring options	
Participant #	<i>deidentified participant number entered here</i>	
Reviewer	<i>assigned committee member name entered here</i>	
OSI or HRL	<i>affiliated department (OSI or HRL) indicated here</i>	
Question: How have these benefits contributed to your overall experience as a DePaul student?	skill building; leadership development	<i>reviewer enters 1 if applicable</i>
	interpersonal (community, friends, acceptance, inclusion)	<i>reviewer enters 1 if applicable</i>
	intrapersonal (self-awareness, health, wellness)	<i>reviewer enters 1 if applicable</i>
	blank; no answer; nonsense	<i>reviewer enters 1 if applicable</i>
Who is impacted by the incident in this scenario?	everyone; whole community; multiple people	<i>reviewer enters 1 if applicable</i>
	named only 1 person	<i>reviewer enters 1 if applicable</i>
	blank; no answer; nonsense	<i>reviewer enters 1 if applicable</i>
Would you take any action in this scenario? If yes → What action would you take?	private: confront person individually	<i>reviewer enters 1 if applicable</i>
	public: intervene/stop the incident in the moment	<i>reviewer enters 1 if applicable</i>
	report to staff/authority	<i>reviewer enters 1 if applicable</i>
	blank; no answer; nonsense	<i>reviewer enters 1 if applicable</i>
Would you take any action in this scenario? If no → Why not?	not my responsibility (neutral)	<i>reviewer enters 1 if applicable</i>
	"snitching" or fear (negative outcome)	<i>reviewer enters 1 if applicable</i>
	would intervene, but privately	<i>reviewer enters 1 if applicable</i>
	blank; no answer; nonsense	<i>reviewer enters 1 if applicable</i>
Would you notify the RA and/or another DePaul staff member of this incident? If no → What are the possible impacts of choosing not to notify a staff member?	articulated impact	<i>reviewer enters 1 if applicable</i>
	lack of trust of authorities; prevent friend from "getting in trouble"	<i>reviewer enters 1 if applicable</i>
	blank; no answer; nonsense	<i>reviewer enters 1 if applicable</i>