# TABLE of CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division of Student Development Guiding Framework</td>
<td>5</td>
</tr>
<tr>
<td>2013-2014 Division Leadership</td>
<td>7</td>
</tr>
<tr>
<td>Executive Summary</td>
<td>9</td>
</tr>
<tr>
<td>Assessment Related to Strategic Priorities</td>
<td></td>
</tr>
<tr>
<td>Global Citizenship</td>
<td>15</td>
</tr>
<tr>
<td>Healthy Mind, Body, and Spirit</td>
<td>21</td>
</tr>
<tr>
<td>Student Success</td>
<td>29</td>
</tr>
<tr>
<td>Integrated Learning</td>
<td>41</td>
</tr>
<tr>
<td>Departmental Highlights</td>
<td>49</td>
</tr>
<tr>
<td>Innovation Grant Challenge</td>
<td>57</td>
</tr>
</tbody>
</table>
MISSION
The Division of Student Development facilitates programs, services, and experiences that help students develop as leaders who are holistically formed, critically reflective, and socially and personally responsible.

VISION
We strive to be an exemplary division of student affairs professionals educating students to lead and serve humanity.

STRATEGIC PRIORITIES
Our interdisciplinary approach is to focus on the following strategic priorities in order to promote SLU students’ learning and development in these areas:

Strategic Priority: Global Citizenship
SLU students will understand the interconnectedness of multiple perspectives and cultural identities as part of a broader humanity, and express compassion for others, act in service to others, and enact social change with others.

Strategic Priority: Healthy Mind, Body, and Spirit
SLU students will understand the importance of a healthy lifestyle, and balance physical wellness, mental wellness, and spiritual development.

Strategic Priority: Student Success
SLU students will understand the resources available to assist them in achieving their goals, activate their potential, and engage in strategies to strive toward their purpose after graduation.

Strategic Priority: Integrated Learning
SLU students will understand that learning is a lifelong endeavor and will discover, reflect on, and apply knowledge acquired in classroom and out-of-class experiences to create meaning.

Strategic Priorities: Background
Inspired by Astin’s (1993) Input-Environment-Output model, a conceptual guide for studying college student development, the Division Strategic Priorities were identified and the division model had three assumptions. First, this framework assumes that change or growth in student learning/development (measured by outcomes and indicators) at Saint Louis University occurs when we effectively consider information about our students (inputs) and then provide an environment that fosters learning and overall student success by featuring strong pedagogical techniques and practice models. Second, experiential and other “high impact” learning experiences will be used in all aspects of the “Environment.” Lastly, the framework also assumes use of best practices in developing learning experiences based upon evidence for student success. The architecture used to identify our Strategic Priorities included the Features of a Jesuit Education, the Saint Louis University-wide Undergraduate Learning Outcomes, Division Diversity and Inclusion Framework, Healthy Mind, Body, and Spirit Task Force, and previous division strategic initiatives work across the transition phases of the student experience.
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President for Student Development</td>
<td>Kent Porterfield, Ed.D.</td>
</tr>
<tr>
<td>Assistant Vice President and Dean of Students</td>
<td>Mona Hicks, Ed.D.</td>
</tr>
<tr>
<td>Assistant Vice President</td>
<td>Leanna Fenneberg, Ph.D.</td>
</tr>
<tr>
<td>Assistant Vice President</td>
<td>Ray Quirolgico, Ed.D.</td>
</tr>
<tr>
<td>Director, Athletics</td>
<td>Chris May</td>
</tr>
<tr>
<td>Director, Business and Auxiliary Services</td>
<td>Evelyn Shields Benford</td>
</tr>
<tr>
<td>Director, Campus Recreation</td>
<td>Eric Anderson</td>
</tr>
<tr>
<td>Director, Center for Service and Community Engagement</td>
<td>Bryan Sokol, Ph.D.</td>
</tr>
<tr>
<td>Director, Cross Cultural Center</td>
<td>LaTanya Buck</td>
</tr>
<tr>
<td>Director, Housing and Residence Life</td>
<td>Melinda Carlson</td>
</tr>
<tr>
<td>Director, Parent and Family Programs</td>
<td>Donna Bess Myers</td>
</tr>
<tr>
<td>Director, Student Health and Counseling Services</td>
<td>Debbie Scheff, R.N.</td>
</tr>
<tr>
<td>Director, Student Involvement Center</td>
<td>Susan Fanale</td>
</tr>
<tr>
<td>Director, Student Responsibility and Community Standards</td>
<td>Katherine Weathers, J.D.</td>
</tr>
<tr>
<td>Director, Student Success Center: Academic Advising and Support</td>
<td>Lisa Israel</td>
</tr>
<tr>
<td>Director, Student Success Center: Career Services</td>
<td>Kim Reitter, Ed.D</td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY

In 2013-2014 the Division of Student Development at Saint Louis University focused on four Strategic Priorities. A summary of these efforts can be found in this report; please see separate sections for each strategic priority as well as the departmental highlights for more detailed information and assessment results.

**Global Citizenship**

In partnership with Academic Affairs, Student Development had a leadership role in the development, renovation, and construction of the Center for Global Citizenship (CGC), which opened in fall 2013. The CGC was established to advance global education at the University. During the 2013-2014 academic year, the Center for Service & Community Engagement (CSCE) facilitated opportunities that contributed significantly to the University community’s output of 1.6 million hours of service. The CSCE offered several programs to broaden students’ perspectives about community service and social justice locally, nationally, and globally. The largest single-day event coordinated by the CSCE was SLU’s annual Make a Difference Day, with nearly 3,000 SLU community (students, staff, and faculty) participants. Students reported a stronger sense of community and a greater appreciation for others’ differences, among other benefits, as a result of their participation in this day of service in the local St. Louis community. The CSCE also offered Social Justice and Advocacy Training through a series of workshops that ultimately increased students’ sense of empowerment to affect positive social change. Students who participated in the Interfaith Day of Service indicated that their spiritual life was enhanced through interaction with people of other faith traditions and beliefs, and they believed it is important to serve with those of diverse faith traditions on issues of common concern. Lastly, students had the opportunity to consider social justice issues through off-campus experiences such as mission trips. Participants in the Kino Border Mission trip this year reported statistically significant increases in their sense of empowerment to promote social justice.

Educating students as global citizens takes place in other areas of the Division as well. For example, through enrollment in the Cross Cultural Center’s (CCC) Intergroup Dialogue course, students were learning across a number of identities, gained skills in perspective taking and suspending of judgment, and increased their understanding of what it means to be accountable for one’s words and actions. The CCC’s I AM Series was a monthly discussion series coordinated by CCC staff, and sought to engage the campus community in intentional, reflective learning experiences. These 1.5-hour sessions engaged students, faculty, and staff in interactive and candid discussions on social justice issues and challenges related to multicultural competence. In addition, this unit facilitated Saint Louis University’s Safe Zone program and provided training for faculty, staff and students to increase their knowledge, awareness, and skills related to policies, procedures, and climate conditions that impact the LGBTQ campus community. Lastly, SLU’s annual Diversity Awareness Month, held in November, gave members of the University community an opportunity to cultivate awareness, growth, and to show respect for social, cultural, religious, and ideological diversity. The 2013 Diversity Awareness Month featured 27 events from student organizations, academic units, and other departments.

Students who participated in fraternities and sororities, coordinated by the Student Involvement Center, engaged in philanthropic and service events such as the Dance Marathon for the Children’s Miracle Network and Make a Difference Day. As well, one of the four main areas of programming facilitated by the Greek organizations for their members focused on diversity and inclusion. In the residence halls, resident advisors (RAs) had intentional conversations with each of their residents about social identities. Furthermore, these students completed a course entitled “Creating Inclusive Communities” in order to ensure the climate for which they were responsible was indeed welcoming to all. RAs learned about multiple identities and their intersection, as well as skills for confronting
peers who may be targeting others who are different from themselves. Finally, another opportunity for students to learn and apply these skills was through Campus Recreation’s Intramural Sports. Data from team captains showed that participants identified sportsmanship, respect for others, and teamwork as outcomes from these experiences during this past year.

SLU student-athletes embraced the Athletics Department’s community objective and understand the positive impact that serving has on improving communities and helping individuals. Student-athletes contributed more than 4,000 hours to support not-for-profit groups and area elementary schools through programs such as Spensa, the women’s basketball education day, Big Brothers/Big Sisters, and Special Olympics. Over 150 student-athletes participated in SLU’s Make a Difference Day event, and the Student-Athlete Advisory Committee (SAAC) hosted Kids Enjoy Exercise Now (KEEN) and provided one-to-one athletic opportunities for children with developmental and physical disabilities.

**Healthy Mind, Body, and Spirit**

In 2013-2014 the Division provided opportunities for students to learn about maintaining balance in their lives through physical and mental wellness as well as spiritual development. Campus Recreation provided recreational programs and services, such as club sports, intramurals, fitness classes, and numerous facilities, to the SLU community. Benefits derived through campus recreation participation included reduced stress, improved happiness and self-confidence, character and community building, improved interaction with diverse sets of people, and engagement in college social life.

Student Health and Counseling Services notes in its mission that good health is a pre-condition for student success and therefore provided support for students to achieve success by making good decisions and living in safe and just communities. Student satisfaction with Student Health Services was high, with 94% of students indicating they were satisfied in a survey administered by the Student Government Association this year. Additionally, Student Health Services partnered with other units across campus to help increase the number of students who are in compliance with immunization requirements. Student Counseling Services coordinated the administration of the Missouri College Health Behavior Survey (MCHBS), facilitated in partnership with Missouri’s Partners in Prevention, the state higher education substance abuse consortium. The data showed that SLU students are, for the most part, making healthy decisions related to tobacco, alcohol, and marijuana use. Additionally, participation in this initiative required Student Counseling Services to develop a strategic plan identifying areas of focus. The four goals identified for 2013-2014 were to reduce the number of students drinking in residence halls on campus (including pre-gaming), reduce the percentage of Greek students’ high-risk behaviors and negative consequences experienced from binge drinking, establish a Collegiate Recovery Community (CRC) to provide students in recovery a safe place to learn and grow, and continue to reduce the percentage of students drinking underage at off-campus bars and decrease fake ID use.

Other examples of focus in this area include programming in Greek organizations. Three of the four required areas of programming are related to the prevention of alcohol abuse, sexual assault, and hazing. Relatedly, data from Student Responsibility and Community Standards showed that the number of alcohol/drug violations and housing policy violations continued to decrease. Through Housing and Residence Life’s community standards program, residents were responsible for co-constructing a residential community environment to address healthy living, considering damages, vandalism, and security issues. Lastly, each fall, Parent and Family Programs coordinates Family Weekend, a set of events intended for parents and families of students to enjoy with their SLU student,
which contributes not only to healthy relationships between families and students, but also with the University as a whole.

The Athletics Department made great strides to improve their comprehensive approach to sport performance with the hiring of their first full-time female sports performance coach. A partnership with SLU’s Nutrition and Dietetics program was developed which provides support for SLU student-athletes by educating them on healthy eating habits, developing specific diets, and identifying potential eating disorders.

**Student Success**

Within the Division of Student Development the Student Success Center (SSC) is dedicated to promoting student success, with locations on the Frost campus in the Busch Student Center and on the medical center campus. The Student Success Center is comprised of two primary areas: Retention and Academic Success (which revised its name from Academic Advising and Support in June 2013) and Career Services. Resources available to students included academic coaching, from which students were able to learn and activate new study skills and behaviors; the University 101 course, a first-year seminar in which students learned to recognize key campus resources, options to become involved on campus, and a pathway to a successful transition to SLU; and tutoring and Supplemental Instruction (SI), programs for students who seek assistance in specific courses. The number of students utilizing tutoring and SI continued to increase this year, with students indicating they were learning study skills from their tutor or SI leader. The average term grade point average (GPA) for students who attended SI in fall 2013 was 3.00 as compared to a GPA of 2.82 for students in the same courses who did not attend. Tutors and SI leaders participated in a leader training program to ensure they had the skills needed to provide a learning environment for the students utilizing these support resources.

University Writing Services, which recently merged with Graduate Writing Services, broadened its scope of services to effectively serve undergraduate and graduate students. This academic year there was an increase in consultations by more than 1,000 as compared to last year, but quality was not affected by this increase, as 98% percent of students were either very satisfied or satisfied with their consultation. Additionally, the medical center’s academic advising unit took a new approach to advising this year, with major-specific advising. This model allowed students to work with advisors who were trained for, and specialized in, a specific major. This was different from previous years when advisors worked with all majors. The hope of this new initiative was to provide students with consistency and follow through when working with specific advisors, and data showed that by the spring semester, approximately 90% of students were confident and satisfied with their advisor’s ability to assist them with their requirements for graduation, communication, and commitment. The Division also coordinated support for small subsets of the student population, such as those who have registered with Disability Services. Staff in this unit worked with students to teach them skills and provide accommodations that will assist them with their academic and personal success. The Major Exploration unit worked with students who began their enrollment at SLU without a decided major. As a result of participating in Major Exploration, students embarked on exercises and activities that assisted them in their major exploration process with the goal of successfully transitioning to a degree program.

Since 2010, Retention and Academic Success has coordinated the use of the MAP-Works tool for all incoming first-time, full-time students. MAP-Works identifies potential at-risk students early in the term allowing for immediate support and intervention and then serves as the infrastructure to manage critical outreach efforts across the University. The Division of Student Development, in collaboration with Academic Affairs and the Office of Institutional Research, analyzed and validated that the MAP-Works findings are indeed a true representation of our SLU students. It can be seen from four years of previous MAP-Works data that our findings are consistent and that
we trend at approximately a quarter of our first-year students deemed as being at-risk. In an effort to improve and increase student retention, the University committed to support the development of a Retention & Student Success unit within the Student Success Center. This unit consists of six Student Success Coaches lead by a Program Director. This initiative aims to provide ongoing outreach to first-year at-risk students who will develop individualized success plans. Each Coach will have a caseload of approximately 65 students and provide high-touch support throughout the first academic year. The goal is to increase SLU’s first-year retention rate from 87% to 90% by 2018.

The Career Services office, also housed within the Student Success Center, provided multiple opportunities for students to explore career options and gain skills needed for a successful job or graduate school search. Students met with Career Development Specialists to learn about major and career choices, the job or internship search, and applying to graduate school. The number of students utilizing this resource continues to increase each year, with over 4,500 student appointments in 2013-2014. The Career Decision Making course was designed to assist students in deciding on a major and career. Classroom activities and career assessments were used to help students identify work values, interests, skills, and personality style in relationship to a career. Career Services’ staff organized workshops for students such as the $tart $mart workshops, focused on salary negotiation skills for females, and career fair preparation workshops.

In addition to the Student Success Center, other areas within the Division also sought to provide students with opportunities for promoting their academic, personal, or professional success. For example, the Center for Service and Community Engagement coordinated the Community Service Federal Work-Study program. Students who were Federal Work Study eligible, and also had a desire to serve their community, were able to participate in this program. If eligible, students worked up to 15 hours per week at a non-profit agency. Assessment of this program showed that students were strengthening their workplace skills through their participation, as well as affecting their major/career choice and financial stability. The Student Involvement Center initiated a new program focused on first generation students; the First Billikens Mentoring Program paired 28 first-year, first-generation students with a first-generation faculty or staff mentor on campus at SLU. The purpose of the program was for these students to have a connection with a faculty or staff member and feel a sense of support on campus. Lastly, a Student Veterans Success Task Force was formed this year and undertook a standards review of various aspects of the institution, which led to recommendations to the University’s executive leadership regarding support for this population of SLU students.

In 2013-2014 the grade point averages (GPAs) of students in fraternities and sororities was higher than the GPAs of all undergraduate students as a whole. Specifically, the mean grade point average of all students in a Greek chapter was 3.24, which exceeded the all-undergraduate GPA of 3.19. The all-sorority GPA was 3.35, which was higher than the all-undergraduate women’s average of 3.28 and the all-fraternity GPA was 3.10, which was higher than the all-undergraduate men’s average of 3.05. Additionally, 728 fraternity and sorority members (43%) achieved a semester GPA at or above 3.5 in the fall 2013 semester and 704 fraternity and sorority members (42%) achieved a semester GPA at or above 3.5 in the spring 2014 semester.

In the Athletics department, Billiken student-athletes continued to shine in the classroom. During the 2013-14 academic year, student-athletes achieved a cumulative grade point average of 3.27 in the fall and a 3.3 in the spring, with 225 student-athletes achieving a GPA of 3.0 or higher. This year 49 student-athletes graduated with either Bachelor’s or Master’s degrees representing 19 different majors. Additionally, over 115 were named to the Atlantic 10 Conference Commissioner’s Honor Roll with 23 student-athletes receiving Academic All-Conference honors each semester. Billiken student-athletes graduated at a higher rate (76%) than the SLU student body (70%).
The 76% graduation rate is well above the national average of 65%. All 18 Saint Louis University athletic teams are above the NCAA academic progress rate (APR) minimum standards.

**Integrated Learning**

The Division of Student Development provided a variety of programs and experiences through which students could connect and synthesize curricular and co-curricular experiences. For example, the Cross Cultural Center staff developed twenty-five learning outcomes for the student leaders of CCC-sponsored student organizations. The outcomes fell within five learning dimensions, which reflect an integration of knowledge and skills: personal development, leadership, multicultural competence, organizational development, and ethical responsibility. Another program that focused on applying learning to a leadership role was the supervisor promotion process in Campus Recreation. Student staff seeking this position were required to develop a cover letter and resume and participate in a formal interview process.

The Student Involvement Center had multiple programs that promoted integration of in-class and out-of-class experiences. One such initiative was the Student Leadership Honoraria, awards that were established seven years ago as a way to honor and recognize the dedicated service that student leaders provide to others and campus life at Saint Louis University. Assessment results indicated that these scholarships enabled students to focus more of their time and energy on their involvement, and that their involvement led to increased levels of learning both in and out of the classroom. Learning Communities and First-Year Interest Groups (FIGs) were another mechanism by which students were offered an intentional, structured format for bridging learning across contexts. These programs included a common living environment and were coordinated in partnership with Housing and Residence Life. Lastly, there are over 230 student organizations on campus in which students could have participated. These organizations provided students with the opportunity to apply classroom learning to outside-the-classroom experiences and vice versa.

In an era of shifting demographics, challenging economics, emerging international knowledge networks, and rapidly advancing information technologies, it seems abundantly clear that change in higher education is necessary and most likely inevitable. Within the Division of Student Development at Saint Louis University, we are committed to removing barriers to student success, improving operating efficiency, and identifying and developing high impact practices that foster and enhance student learning.

During AY 2013-2014, we redoubled our efforts in the Division to develop a robust assessment strategy for measuring the impact we have on students through our strategic priorities of Global Citizenship, Healthy Mind, Body, and Spirit, Student Success, and Integrative Learning.

The challenges of access, affordability, and accountability in higher education are complex and intersecting, and all parts of higher education need to be engaged collaboratively in the development of workable solutions. At Saint Louis University, we believe that Student Development has an important role to play, but the roles and scope of our work, professional preparation, and even organizational frameworks, may need to be adapted. This is a time for rethinking the work we do, which will require critical and creative thinking and perhaps even courageous action. It will also require that we work beyond traditional student affairs boundaries, embrace new partnerships and collaborations, and identify and analyze data and information relevant to each of our four strategic priorities.
Center for Service and Community Engagement

**Make a Difference Day (MADD)**

An online survey was administered to all participants who had valid email addresses on record. The survey was sent to 2,919 participants, with 838 responding, for a 29% response rate.

**Findings**

Through participating in Make A Difference Day...
- 90% learned something new about a community organization
- 94% felt a stronger sense of community with those he/she volunteered alongside
- 89% are more likely to engage in future service opportunities
- 84% have a greater appreciation for others’ differences and diverse backgrounds
- 75% were able to connect his/her service site to a larger issue of social justice
- Freshmen appear to get the most out of MADD, consistently scoring higher in every outcome when compared to the overall undergraduate population.
- Sophomores/Juniors appear to get the least out of MADD, consistently scoring lower than the overall undergraduate population.
- Seniors appeared to learn more about their particular service sites than any other class level.

---

Cross Cultural Center

**Intergroup Dialogue Course**

Staff used rubrics to grade weekly journals and also paid attention to the depth of the weekly journal reflections. Additionally, during the last class session students provided a written reflection/evaluation of their overall course experience.

**Findings**

- Students continued to demonstrate learning across a number of identities as a result of taking the intergroup dialogue course. Specifically, students stated they gained skills in perspective taking, active listening, patience, suspending of judgment, the power of vulnerability, and accountability of words and actions.
- Students reported a desire to use the skills they gained beyond their intergroup dialogue experience to positively impact the campus community and greater society. Many students also felt that this course should be added as a core requirement for all students.

---

"Coming together as a floor and doing something that will help the community brought out a sense of bonding and we made a direct difference that impacted the lives of the people we were working with."

"I learned to appreciate the fact that solidarity does not require sameness. We can learn both to relate to others and also to appreciate the differences that do exist."
Social Justice and Advocacy Training

Students were administered an evaluation via paper at the conclusion of each of the six sessions. As a result of participating, 100% of students in these sessions agreed that they:

- are better able to recognize the role conflict plays in working for social justice
- have a better understanding of how the political process can affect issues of social justice
- have a better understanding of framing issues for advocacy in working for social change
- feel more knowledgeable about the power of language and visual imagery in shaping social issues

Students sense of empowerment to affect positive social change and work for social justice steadily increased after each session, as denoted in the following graph:

"Social justice has always been this distant, abstract concept for me – through this training though, we were provided with actual steps needed to begin working for social change."

Sportsmanship in Intramurals

Intramural captains from spring session one 2014 were invited to participate in an online survey. The findings showed:

- 76% of captains responding stated that good sportsmanship was very important to them.
- 84% of captains stated they frequently or always make it a point to encourage good sportsmanship with their team.
- Interestingly, conflict resolution was rated lower than other outcomes related to being a team captain. Captains rated respect for others, teamwork, developing friendships, improving health and well-being and developing organization skills as higher outcomes.

"I loved the connections we made between academics and social justice. I often worry that academics is a waste of time when I could be changing the world – but combining both seems to be the most effective."

"This series has inspired me to get more involved in the political process to work for social justice – I had not ever considered that the two are related, but now I know they are 100% linked."
"Learning about the beliefs and religious practices of people from various backgrounds made me appreciate my own personal beliefs and evaluate where I fall short in my spiritual life. The [Interfaith Day of Service] event ... provided us with the opportunity to connect with others that we normally would not interact with."

**Department Opportunity**  
Center for Service and Community Engagement  
**Interfaith Day of Service**  
56 students who participated in the Interfaith Day of Service engaged in a pre-test of attitudes when they registered, and then a post-test after the service and closing discussion.

Key findings include statistically significant shifts in various attitudes and beliefs of student participants, as outlined in the table below:

<table>
<thead>
<tr>
<th>Attitude/Belief Measured</th>
<th>Pre Event (out of 5)</th>
<th>Post Event (out of 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My faith/beliefs are strengthened by relationships with those of diverse religious and non-religious backgrounds.</td>
<td>3.75</td>
<td>4.19</td>
</tr>
<tr>
<td>It is important to serve with those of diverse faith traditions on issues of common concern.</td>
<td>4.44</td>
<td>4.63</td>
</tr>
<tr>
<td>My spiritual life has been enhanced through constructive interaction with people of other faith traditions and beliefs.</td>
<td>3.75</td>
<td>4.13</td>
</tr>
</tbody>
</table>

---

Department Opportunity  
Center for Service and Engagement  
**Kino Border Mission Trip**  
The Center for Service and Community Engagement collaborated with the Department of Campus Ministry to gather evidence and assess the developmental characteristics of Mission Trips as a way to enhance overall programming and impact. The trip to the Kino Border Initiative in Nogales, Arizona, on the US-Mexico border, was selected as a pilot project. The Mission Trip was led by the CSCE Director and a Campus Minister; 10 students participated. A pre- and post- trip survey was designed to explore student's experiences, via a nine survey questions, rated on a 5-point scale.

- Students’ ratings indicated positive changes across each question, ranging from .45 (small difference) to 1.78 (large difference); all pre-to-post differences were statistically significant (p<.05).
- The largest changes were reported in participants’ were (a) sense of empowerment to promote social justice, and (b) interest in immigration. The graph below details changes:
**Student Involvement Center**

**Fraternity and Sorority Life: Service/Philanthropy**

Data were obtained from SLU Groups (Rosters), Greek Social Events Database (Social Function data), and semester chapter president reports (Programming).

- All chapters participated in some form of community service and contributed a total of 29,854 hours of service to the community. 784 members (47%) of fraternities and sororities participated in the annual Make a Difference Day. About 1,137 members (68%) participated in their own individual, long-term service opportunities, which contributed about 12,127 hours of service to the community.
- All but one chapter hosted or participated in some form of philanthropy in the 2013/2014 academic year. 556 members (33%) participated in the annual Dance Marathon program, raising $44,749 for the Children’s Miracle Network. 492 members (29%) participated in the annual Relay for Life program, raising $37,340 for the American Cancer Society. Chapters raised $34,879 through their own philanthropies. In total, chapters raised $116,398 for local non-profit charities. Sororities made up 75% of the total dollars raised.

**Housing and Residence Life**

**Resident Advisor (RA) Development**

At the beginning and conclusion of the RA course, Creating Inclusive Communities, each RA was given a 30-point assessment tool intended to indirectly measure the six RA training learning outcomes.

Students responded with at least a 3 on a 5-point scale for all except for the six questions focused on how often they think about how their life is affected by their: race/ethnicity, gender, sexual orientation, religion/spirituality, ability status, and intersection of multiple identities. However, in each area there was an increase from the pre-test taken at the beginning of the course.

Below is an example of a pre-post comparison:

<table>
<thead>
<tr>
<th>How comfortable do you feel confronting your peers when they are targeting people of a race/ethnicity different from your own?</th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely</td>
<td>32%</td>
<td>33%</td>
</tr>
<tr>
<td>Very</td>
<td>32%</td>
<td>44%</td>
</tr>
<tr>
<td>Moderately</td>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
<td>Not very</td>
<td>20%</td>
<td>3%</td>
</tr>
<tr>
<td>Not at all</td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>

“I think I personally need to work on meeting people where they are and not trying to immediately impose what I think someone should do but rather be more of a supporter of what the person themselves chooses to do, which is something our discussion reinforced.”
Department Opportunity

Cross Cultural Center

**Safe Zone Ally Training**

For the 2013-2014 academic year, Safe Zone Ally Training program provided four, three-hour general training sessions attended by both faculty/staff and students. These sessions provided basic knowledge about the Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) cultural, history, and current issues, skill about how to be an ally and advocate best serving this population and addressing their needs, and discussion about the mission and role that SLU provides to all students.

**Assessment Methods**

A pre/post survey provided opportunities to collect feedback based upon statement of knowledge, awareness, skills, and comfort.

**Findings**

The survey included Likert-scale statements which respondents used to rate themselves on a 1-5 (strongly disagree-strongly agree) scale:
1. I can list current university policies and procedures that impact LGBTQ faculty, staff and students.
2. I can list current local/national laws and policies that impact members of the LGBTQ communities.
3. I am knowledgeable about the resources for LGBTQ faculty, staff and students on and off campus.
4. I know where to find resources to keep myself updated and educated on the current issues impacting LGBTQ communities.
5. I understand and can articulate where my actions and behaviors impact LGBTQ communities.
6. I have the ability to improve the campus climate for the LGBTQ students, faculty and staff at SLU.
7. I am able to accurately describe the climate for LGBTQ faculty, staff and students at SLU.
8. I am comfortable taking action to create a welcoming environment for LGBTQ students, faculty, and staff at SLU.

The table below provides the pre and post ratings:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Pre-Test Mean</th>
<th>Post-Test Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 8</td>
<td>4.26</td>
<td>4.22</td>
</tr>
<tr>
<td>Statement 7</td>
<td>4.26</td>
<td>4.21</td>
</tr>
<tr>
<td>Statement 6</td>
<td>3.72</td>
<td>4.21</td>
</tr>
<tr>
<td>Statement 5</td>
<td>3.75</td>
<td>4.21</td>
</tr>
<tr>
<td>Statement 4</td>
<td>3.72</td>
<td>4.21</td>
</tr>
<tr>
<td>Statement 3</td>
<td>3.69</td>
<td>4.21</td>
</tr>
<tr>
<td>Statement 2</td>
<td>3.27</td>
<td>4.21</td>
</tr>
<tr>
<td>Statement 1</td>
<td>2.97</td>
<td>4.21</td>
</tr>
</tbody>
</table>

“**I’m glad to have a chance to talk about gender issues in a welcoming environment, I really enjoyed the conversation. I didn’t realize the reasons as to why it is so difficult for women to move up in their professions. Eye-opening experience.”**

Department Opportunity

Housing and Residence Life

**Intentional Conversations Surrounding Identity**

This chart shows the percentage of students with whom the RAs had intentional conversations surrounding identity.

<table>
<thead>
<tr>
<th>Hall</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>DeMattias</td>
<td>72%</td>
</tr>
<tr>
<td>The Flats</td>
<td>33%</td>
</tr>
<tr>
<td>Fusz</td>
<td>35%</td>
</tr>
<tr>
<td>Grand Forest</td>
<td>50%</td>
</tr>
<tr>
<td>Griesedieck Complex</td>
<td>77%</td>
</tr>
<tr>
<td>Marchetti Towers</td>
<td>13%</td>
</tr>
<tr>
<td>Marguerite</td>
<td>66%</td>
</tr>
<tr>
<td>Prueillage</td>
<td>40%</td>
</tr>
<tr>
<td>Reinert</td>
<td>83%</td>
</tr>
<tr>
<td>The Village</td>
<td>95%</td>
</tr>
</tbody>
</table>
Department
Opportunity
Student Health and Counseling Services

Opportunity

Community Standards
Students in our residential communities were expected to co-construct a residential community environment to include expectations surrounding damages, vandalism and community security issues.

Assessment
Methods
1. Conduct violation frequency was analyzed for the time period after the community standards setting meeting and the end of the Fall Semester.
2. Community damage incidents were evaluated.

Findings
- The goal of having only 20% of residents charged with a potential violation of a university or housing policy related to vandalism, damage and community security was greatly surpassed, with the actual number being 5.2%.
- The goal of having incidents of community damage decrease by 3% for FY14 as compared to FY13 was met, as there was a 19% decrease in community damages.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total of Community Billed Damages</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>$6,802.03</td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>$5,482.98</td>
<td>-$1,319.05 (19%)</td>
</tr>
</tbody>
</table>

Student Health and Counseling Services

Student Satisfaction with Health Services
This assessment used both qualitative and quantitative data collected in a survey, which this year was administered by the Student Government Association.

Findings
- 94% of survey participants reported being more than 50% satisfied.
- 98% reported never having had a problem with a breach of confidentiality.
- 64% of participants used the internet to access medical information.
- 76% would use online appointment scheduling if available; this is not a current feature of Epic (Electronic Health Record System) but will be considered if made available.
- 61% would use email correspondence with medical professionals if available. MyChart is available and these results indicate Student Health staff can take initiative to inform each patient of its availability.

“Everyone here is the best. They went out of their way to get me the help I needed. I couldn’t be more grateful.”

Health and Residence Life

Community Standards
Students in our residential communities were expected to co-construct a residential community environment to include expectations surrounding damages, vandalism and community security issues.

Assessment
Methods
1. Conduct violation frequency was analyzed for the time period after the community standards setting meeting and the end of the Fall Semester.
2. Community damage incidents were evaluated.

Findings
- The goal of having only 20% of residents charged with a potential violation of a university or housing policy related to vandalism, damage and community security was greatly surpassed, with the actual number being 5.2%.
- The goal of having incidents of community damage decrease by 3% for FY14 as compared to FY13 was met, as there was a 19% decrease in community damages.

HEALTHY MIND, BODY, AND SPIRIT

Student Health and Counseling Services

Immunization Compliance
This assessment used quantitative data pulled from Banner via Cognos reports using number of active students with registration holds due to non-compliance with immunization policy as the indicator. We used this to track number of students not in compliance and to see how efforts to increase notifications or improve the automatic process that places holds reduced the overall number of students found to be not in compliance with the policy.

Findings
Parameters were changed in the process of placing registration holds on continuing students non-compliant with the policy after identifying that some students were not in compliance beyond their first year. This resulted in an influx of registration holds being placed in FY13 to students who had made it through the first year without having complete records. The implementation of a second notice prior to registration helped reduce the
number of students who have holds. Further identification of groups inaccurately included in the process resulted in Student Health being able to remove holds immediately instead of the student having to call or submit immunization records when they would not have been required to do so.

<table>
<thead>
<tr>
<th>Immunization Policy Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TERM</strong></td>
</tr>
<tr>
<td>New Placed</td>
</tr>
<tr>
<td>Previous Existing</td>
</tr>
<tr>
<td>Active Holds</td>
</tr>
<tr>
<td>IDs to remove</td>
</tr>
<tr>
<td><strong>Total Holds</strong></td>
</tr>
<tr>
<td>Email notification N</td>
</tr>
<tr>
<td>Semester End</td>
</tr>
</tbody>
</table>

**Department Opportunity**

**Student Involvement Center**

**Fraternity and Sorority Life: Alcohol Incidents**

Data were obtained from SLU Groups (Rosters), Maxient (Behavior/Alcohol Incidents), and Greek Social Events Database (Social Function data).

- In 2013-2014 there were 393 alcohol incidents amongst undergraduate students. Half of these incidents (196; 50%) were committed by members of fraternities and sororities. Greek students represent about 19% of the overall population of undergraduate students, but are involved in half of all alcohol incidents.
- Additionally, Greeks were responsible for nearly 2 out of every 3 major alcohol incidents where a student had to be transported to the hospital or medical attention was needed.
- Only 13% of all alcohol-related incidents among the Greek community were chapter related (i.e., the Chapter itself was found responsible for the actions of their members). However, 42% of all major alcohol incidents this year involved a student affiliated with a fraternity or sorority. In fact, all but 2 of the major alcohol incidents involving a Greek student during the fall semester originated off campus, either in an apartment or at a Greek social function.
- Statistics on alcohol incidents involving students in fraternities and sororities were consistent with previous years and were not unique to the 2013-2014 year.

**Department Opportunity**

**Student Involvement Center**

**Fraternity and Sorority Life: Programming**

Data were obtained from SLU Groups (Rosters), Maxient (Behavior/Alcohol Incidents), Greek Social Events Database (Social Function data), and semester chapter president reports (Programming).

- During the 2013-2014 academic year fraternities and sororities hosted 146 positive programs. Positive programs are defined as programming that institutes a social good into the community and include educational programs and service or philanthropy programs. Chapters are asked specifically to program on four critical topic areas including alcohol abuse, sexual assault, hazing, and diversity and inclusion.
Parent & Family Programs

**Family Weekend**

A Family Weekend survey was conducted from September 2013 to November 2013 in order to analyze the satisfaction of the parents and family members who attended and also to provide a forum for parents to express their desires for future Family Weekends.

- Parents were asked to report on their favorite event during their experience at Family Weekend, out of 144 respondents the soccer game, men’s soccer game and fireworks (64), tailgate (24), Cardinals v. Cubs game (18), and the golf-cart parade (13) were mentioned most frequently. Parents noted that their favorite aspect of Family Weekend was spending time with their student along with meeting other students and families.

- Suggestions included better communication about Family Weekend, more activities for students and families to do together, more student and student organization involvement, and reducing the cost for Family Weekend.

- Overall, families were very satisfied with Family Weekend. Of 177 respondents, 61.02% (108) stated that they were very likely to attend Family Weekend next year and 90% rated Family Weekend as excellent or good.

“Everything was a great! In addition to the 2 children we have attending SLU, we have 3 other children that have attended 3 different schools. Nobody’s family weekend compares to SLU’s, not even close.”

- 65 of the 146 programs (45%) were service/philanthropy related and 81 (55%) were educational. In addition, fraternities and sororities hosted 135 brother/sisterhoods, which are non-alcoholic social activities where only the chapter members participate.
Department
Student Health and Counseling

Opportunity
2014 Missouri College Health Behavior Survey (MCHBS)

Assessment
The MCHBS was facilitated in partnership with the Missouri's Partners in Prevention (PIP), the state higher education substance abuse consortium, which consists of 21 public and private colleges and universities who collaborate on evidence-based efforts informed by the survey results. In 2014 8,994 students participated in the survey state-wide and 565 respondents were from SLU.

Methods
In 2014 8,994 students participated in the survey state-wide and 565 respondents were from SLU.

Findings
- As smoking/tobacco issues and policies are being considered across campus among all stakeholders, 77.4% of SLU students felt "[SLU] should [be] smoke free [in] all outdoor university areas," and 86.3% "would prefer to go to a restaurant or bar that was completely smoke free." 61.4% of students reported that they "do not use tobacco products" which is a slight decrease from 2013 (63%).
- 77.8% of students reported that they "typically consume alcohol [at a] social gathering or friend's house (off-campus)," and 59.3% said that "if they pre-party, [they] typically do so [at a] social gathering or friend's house." To add, 46% also reported that "the last time [they] consumed the most alcohol [was at a] social gathering or friend's house (off campus)." These numbers continue to increase and may be the inverse effect of efforts to increase partnerships with the Midtown Coalition (local business owners) to minimize underage drinking and strict policing of use of fake IDs.
- Unfortunately, among SLU students 46.1% reported binge drinking in the past 30 days (a 39% increase). Yet, 36.9% experienced a "blackout," 16.7% engaged in risky sexual behavior, 23% reported being forced or coerced into drinking more alcohol than they wanted. Overall these numbers remained at a similar rate or increased slightly (or less than 10%) and are below the overall PIP response rate.
- 73.4% students reported never using marijuana (slight decrease from 77% in 2013 and 2012) and 15.9% of students reported using marijuana 1-6 times per year. 43% of students believed that the "typical student" uses marijuana 1-2 times per month. These findings reflect the national trend of perceived peer behaviors not matching self-reporting behaviors.
- The National Institute on Drug Abuse asserts that overall abuse of synthetic drugs is down according to the 2013 Monitoring the Future Survey. However, 11.2% of students reported using medical stimulates without a proper prescription, an almost 50% increase from 2013 (6%), 20% above PIP peers. SLU students continued to respond with consistent "very important" reasons of improved academic performance and increased energy. Work to triangulate the largest respondents having issues and sought assistance with anxiety (31%, n=179) and chronic sleep issues (12%, n=68) to proactively address community health issues and social norming to help students find safe alternatives.
- 17.8% respondents (up to 100 students) in the past year reported having done something more sexually than they had originally planned because they had been drinking alcohol or using drugs. According to the Centers for Disease Control, underreporting of sexual assaults is high and further analysis of conduct and MCHBS data is prudent to identify additional risk factors or chilling issues with reporting should be considered.
- In 2009, the Pew Internet & American Life Project revealed that among those ages 12-17, approximately 20% searched for information online about difficult health topics, such as depression, drug use, and sexual health. The 2014 MCHBS respondents revealed that when a personal concern arose 86.5% chose friends/peers as the person to whom they would go. Therefore, while the number of "Ask. Listen. Refer" program (online educational module on resources related to suicide and mental health) participants has increased by 200% to over 400 participants, that campaign should continue to grow to foster the referral skills students need to support their peers.
Office of Student Responsibility and Community Standards

**Student Violations**

Data were pulled from the Maxient online incident report system. The Office of Student Conduct changed its name to the Office of Student Responsibility and Community Standards beginning with the 2013-2014 Academic year. The purpose of the Office is to help students understand their role in and responsibility to the larger University Community. This understanding is accomplished through an educational process utilizing learning outcomes that are achieved as students complete assigned sanctions along with assessment of the efficacy of those sanctions. Over the next academic year, sanctions will be adjusted to better accomplish the following learning outcomes: Reflective Thinking, Humanitarianism, Social Responsibility, Content Knowledge, Prioritization of a Healthy Perspective, and Restorative Justice. While the overall number of student violations continues to decrease, it is the aim of the department to increase impact of learning through conduct interventions.

**Findings**

Below are alcohol/drug and housing policy violation data comparisons for 2012-2013 and 2013-2014. Overall, total numbers of violations are continuing to decrease.
Collectively, the information points to the following central themes:

- Time management was reported as one of the largest challenges related to study skills.
- Students perceived that the coaching sessions assisted in setting goals, discussing motivation, improving time management skills, and led toward academic success.
- The coaching session environment was seen as a supportive environment that allowed for students to discuss areas of struggle and coping with academic challenges.
- Participants were satisfied with the coaching sessions and would recommend coaching to their friends.
- Friends and family were central figures within students’ support network, and participants’ infrequently listed University faculty, staff, and services as part of their support network.
- Students felt they were able to learn and activate new study skills and behaviors after as few as one coaching session, and the students who appeared to be most engaged with the service were sophomore students, which shows that academic coaching can be a leading service offered as part of the sophomore experience.

At the completion of the fall 2013 semester, course evaluations were sent via email to all 973 students enrolled in the EDH 101: University 101 (U101) transition course. At the close of the survey, a total of 743 students (or 76% of enrolled students) completed the course evaluation.

Students responded that they agree or strongly agree that the U101 course helped them:

- Identify key campus resources (96%)
- Identify options to become involved on campus (93%)
- Reflect on the transition to college (93%)
- Identify key aspects of the Jesuit mission (90%)

“I think that taking U101 definitely helped me to stop and think a bit more about why I am here and how I am interacting with my friends, fellow classmates, and the other members of the SLU community.”
**Department Opportunity**  
**Student Success Center: Academic Advising & Support**

**Tutoring and Supplemental Instruction**

Students who created an appointment through the SLU Appointments software in Fall 2013 were sent an electronic survey to complete about their experience with tutoring, SI, or both.

- In most instances, the students indicated that they were learning from their tutor or Supplemental Instruction leader with the goal of becoming an independent learner with a study routine outside of the tutoring environment.
- Students who attended SI sessions earned, on average, a 3.00 compared to students who did not attend (who earned an average of 2.82) in their respective courses.

**Findings**

- Nearly all of the tutors met expectations set by the Coordinators of Academic Support.
- Consistent strengths among the tutors/SI Leaders included: addressing multiple learning styles by drawing out concepts on the whiteboard, verbally explaining the concept, and allowing the student to actively problem-solve.
- Areas for growth include: utilization of the Socratic method, inquiring about study habits, and referring students to resources outside of the tutoring services.

---

“**These sessions have helped me because I was able to see the material through another student’s eyes. I am the type of person that needs concrete things and similar examples to truly prepare me for exams, so this has definitely contributed to my academic success.”**

“I really appreciated how knowledgeable they were on the subject matter and they did a great job explaining the right and wrong answers. I think I did better on the parts of the exams that I attended the SI sessions for, especially for psychology 101, than I would have done otherwise.”
University Writing Services (UWS) Consultation Appointments

After each consultation, students were given the option to complete an anonymous survey, which was used to gather data regarding both their satisfaction with services received and the learning outcomes associated with UWS consultations.

- 98% of students were either very satisfied or satisfied with their consultation.
- 98% of students were able to identify a discrete writing skill they had either practiced or learned more about in their consultation.
- The learning outcome portion of the survey indicated that students believe they are improving discrete writing skills as well as skills for navigating the writing process.

"This was my second experience with writing services, and it was great. I struggle to come up with specific questions, and instead tend to come in with vague questions and feelings of discomfort. Consultants have been great at helping me flush out exactly what my problems are and helping me solve them."

Medical Center Academic Advising – Major-Specific Advising Program

To assess outcomes, students were asked to fill out a pre-advising survey with an established scale (0-No data provided/transfer student/study abroad, 1-Students could not identify any mandatory or required coursework, 3-Student identified required coursework, but could not distinguish between mandatory semester courses, 5-Student could clearly define between mandatory semester courses and required courses). This survey measured knowledge about required graduation courses and requirements. Once completed, students met with an advisor and, upon returning for the spring advising appointment, filled out another survey measuring their knowledge before meeting with the advisor. Additionally, a satisfaction survey was distributed to all students on the Medical Center campus during the fall and spring semesters.

- Over 80% of first-year students scored a value of 3 or 5 on the scale described above in the fall and over 90% scored these values in the spring.
- First-year students received the highest measure of increase with a 10% jump from fall to spring in students’ knowledge of required coursework.
- Student satisfaction continued to grow on the Medical Center campus with increases from fall to spring reporting. Overall, by spring semester in this new advising structure, approximately 90% reported confidence and satisfaction with their advisor’s ability to assist them with their requirements for graduation, communication, and commitment.
- The program-specific advising model is successful in promoting student learning and success. Students are learning about their curriculums during their first year experience, which ultimately results in retention and four-year graduation rates.

"I really appreciate the program specific advising because my current advisor seems better able to answer strange questions about my major due to increased familiarity with the curriculum."

"My advisor was really great. She was fully prepared and was really interested in hearing about how my classes are going. I also appreciated that she asked me to set goals for myself for this semester and took note, so we could reflect back and see where I have made it."
Students registered with Attention Deficit and/or Attention Deficit Hyperactive Disorder (ADD/ADHD) are learning skills to better assist them with their academic and personal success. Both SLU Appointments and Banner data were used to collect data about registered students within the Office of Disability Services. Grade reports were generated utilizing Banner data through the SLU interface.

- On average, a student who utilized the ADD/ADHD academic coaching during the fall semester saw a 0.19 point increase in their end-of-semester grade point averages compared to their previous semester.
- The coaching program for students with ADD/ADHD was established in 2013-2014. New materials, tools and methods continue to be developed as a result of ongoing coaching meetings and analysis of data collected from said meetings.

**Findings**

- The top two actions that students took to help them with their decision making process were meeting with their academic advisor and utilization of online resources. The two categories represented 48.5% of the responses, followed by taking “feeler” courses and meeting with a Career Development Specialist.
- Students self-reported that knowledge of self and what they like/dislike regarding majors were the top things learned, followed closely by learning particular information regarding specific career paths or jobs.

---

"I am happy I spent this year in Major Ex. I have told all my friends that they should start off deciding so they can take their time and be sure about their decision."
Department Opportunity
Student Success Center: Academic Advising & Support

MAP-Works
MAP-Works identifies potential at-risk students early in the term allowing for immediate support and intervention and then serves as the infrastructure to manage those critical outreach efforts at Saint Louis University.

Assessment Methods
All first-year students were loaded into MAP-Works (N=1581) in August 2013 and then sent a link to complete the Fall Transition Survey at the end of the third week of the semester. Ninety-two (92%) percent of the students completed the survey. At the end of week ten of the semester the Fall Check-Up Survey was administered and 73% of students completed that survey.

Findings
- Approximately one quarter (400) students were identified as being at-risk. Of this, approximately 11% of students are in the yellow risk level, 10% in the red risk level, and 4% in the redx2 risk level.
- The three top areas of concern as self-reported by our students were related to homesickness and separation, financial means, and advanced academic behaviors.
- Our students’ top level indicator of overall performance was satisfaction with institution.

Department Opportunity
Student Success Center: Career Services

Career Counseling
A paper survey was given to students during the FY14 academic year at the conclusion of each career counseling appointment to assess student learning and feelings about the process. A survey was then e-mailed to all students in April, selecting students who reported not having used Career Services in order to compare feelings related to students’ career development process with those who had participated in career counseling.

Findings
For students who attended a career counseling appointment,
- 93% felt positively immediately following an appointment.
  - 105 students used the word “confident” to describe their feeling.
  - Other top feelings included “relieved,” “prepared,” and “better.” Because feeling overwhelmed is often viewed as positive during the career counseling process, this feeling was categorized separately, with 2% of the respondents feeling overwhelmed.
- Only 2% of the respondents felt negatively after their career counseling appointment.
- For those students who had never used Career Services, 45% felt positively about their future, 27% felt negatively about their future, less than 1% felt overwhelmed, and 27% either left that survey question blank or used a word that was coded as neither positive nor negative.
- Students learned about career development and reported having positive feelings as a result of their appointment. These results were significantly higher than the feelings from students who have never used Career Services.

“I wanted to thank you again for all of your help. I truly am so much happier knowing that my career reflects my values and that I will be happy with my life. I cannot thank you enough for helping me see that although business is a good field and although I love my job, it is not the field where I can make a difference in the world. The exercises and tests we did helped me become more confident in knowing myself and what makes me happy. I think that coming to see you was not only good for my professional career but also for my personal life. You have helped me open my eyes and truly realize who I am, and I cannot thank you enough for that.”

33
Career Decision-Making Course

Students who completed the course were given a paper evaluation on the final class to assess learning outcomes and course satisfaction.

- 90% agreed or strongly agreed that the course content corresponded closely to the objectives and goals on the syllabus.
- 90% strongly agreed or agreed that they were able to engage in classroom activities and discussion.
- 71% would recommend the course to other students.
- 52% stated that the career assessments were the most valuable aspects of the course.

$\text{Start Smart workshops}$

A pre- and post-test was issued to students participating in a $\text{Start Smart}$ workshop to educate female students on salary negotiation skills.

- Of the respondents on the pre-test, 94% did not know how to benchmark a salary for a particular job, 94% did not know how to use a basic budget to prepare for salary and benefits negotiation, and on a Likert scale from 1 (not at all) to 5 (extremely confident), when asked “How confident are you that you can negotiate for the salary and benefits that match your education and experience,” the average score was 1.72.
- From the post-test, 86% reported that they were now able to use a basic budget to prepare for salary and benefits negotiation, and 100% reported that by attending this workshop, they learned how to benchmark the salary and benefits for their first job. Forty percent felt very confident in negotiating for the salary and benefits that match their education and experience, 52% were confident, and 8% were fairly confident.
Student Success Center: Career Services

Fall Career and Graduate School Fair

An electronic survey was sent to all undergraduate students after the fall career fair to assess students’ reasons for attending or not attending, preparedness, and learning outcomes from attending a career fair prep workshop.

- Of the students who reported that they attended the career fair, 38% were seeking part-time employment or internships, 25% were seeking full-time employment, 17% wanted to connect with potential employers, 4% were trying to find out what desired skills and qualities employers, and 16% attended for other reasons (e.g., class requirement).
- Reasons for not attending the fair included having a class conflict (26%), work conflict (17%), felt unprepared (13%), studying abroad (3%), too early to think about jobs and internships (5%) and other (20%).
- Of students who attended one of the career fair prep workshops, 39% reported that the workshop was helpful in learning how to approach employers, followed by learning the purpose of the fair (26%). When asked how prepared they were for the career fair, 77% reported that they were prepared for appearance, 39% felt prepared to talk to employers, and 64% reported that they had a good resume. Interestingly, only 21% reported that they had gained knowledge of the organizations attending the fair.
- 24% of students attending the career fair reported that they used the mobile application to prepare for the fair.

Reasons Students Attended the Career Fair

![Chart showing reasons students attended the career fair]

Department Opportunity
Housing and Residence Life

Roommate Agreement and Mediation

All students who reported a roommate conflict and participated in a conflict mediation/resolution process completed the 10-question assessment tool about their ability to advocate for their personal needs.

Of the 61 students surveyed who participated in a mediation process:

- 59% agreed that they were able to effectively listen to their roommate’s concerns.
- 54% agreed that they were able to take personal responsibility in the roommate conflict.
- 49% agreed that they were able to reflect on the issue at hand.
**Department**
Center for Service and Community Engagement

**Opportunity**
Community Service Federal Work Study (FWS) Program

**Assessment**
Administered email survey via Qualtrics to 88 students enrolled in program (number of responses was 49, 56% response rate). Facilitated four (4) focus groups, each with 3-5 students from the program to compare with and enhance survey results. Administered survey to 24 community sites where students worked.

**Methods**

**Findings**
- Students’ workplace skills (communication, organization, time management, interpersonal, and self-motivation) were significantly strengthened by their participation, as self-evaluated by the students and validated by the community sites.
- The program had significant impact on students in terms of major/career choice and financial stability. 81% of students ranked the Community Service FWS Program as one of the most, if not the most, impactful experiences they have had at Saint Louis University.
- The program has a strong impact on community as well, with 86% of community sites ranking it as either “Very Impactful” or “Impactful” on their organization.

---

**Department**
Student Involvement Center

**Opportunity**
First Billikens Mentoring Program

**Assessment**
Data were gathered from a student pre-survey (n= 15), a student post-survey (n=19), as well as faculty interviews following the first semester of the program. During the year, focus groups were also held with first-generation students to determine a baseline perspective of the first-generation student experience at SLU.

**Methods**
The focus groups with first-generation students at SLU resulted in the identification of five themes that first-generation students at SLU may experience:
- First Billikens were worried about being identified as someone who “does not belong” at SLU.
- First Billikens had confidence in themselves and their ability to persist (resilience).
- First Billikens had motivation to exceed academic expectations of them.
- First Billikens were invested in those who invest in them and were more likely to take advantage of resources if a relationship existed.
- First Billikens were also helping their families to experience college and their families may struggle to understand what they do.

Additionally, prior to participation in the First Billikens Mentoring program, only 26% of students agreed or strongly agreed that they knew at least one faculty/staff member with whom they felt comfortable. Following the first semester of the First Billikens program, 72% of students indicated feeling comfortable with at least one staff member on campus.

**Findings**

---

*One faculty mentor in the program said: “It was a great experience to get to know a student who really did not know very much going into his college career. I could see a lot of myself in him, and it was like giving back.”*
Department of Student Involvement Center

**Fraternity and Sorority Life: Grade Point Averages**

Rosters and grades of fraternity and sorority members were obtained through SLU Groups and Banner, respectively.

- The 2013-2014 academic year all-fraternity/sorority GPA was 3.24, which exceeded the all-undergraduate GPA of 3.19.
- The all-sorority GPA for the 2013-2014 academic year was 3.35, which was higher than the all-undergraduate women’s average of 3.28.
- The all-fraternity GPA for the 2013-2014 academic year was 3.10, which was higher than the all-undergraduate men’s average of 3.05.
- 728 fraternity and sorority members achieved a semester GPA at or above 3.5 in fall 2013, which represents 43% of the fraternity and sorority community.
- 704 fraternity and sorority members achieved a semester GPA at or above 3.5 in spring 2014, which represents 42% of the fraternity and sorority community.
- Data obtained from the national governing bodies for North-American Interfraternity Conference (NIC) fraternities and National Panhellenic Conference (NPC) sororities show that the combined GPA of 3.24 during the 2013-2014 academic year for SLU fraternities and sororities is much higher than the national average for Greek students.

![2013-2014 Greek Grade Point Averages](image)
<table>
<thead>
<tr>
<th>Department</th>
<th>Dean of Students Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity</td>
<td><strong>Student Veterans Success Task Force</strong></td>
</tr>
<tr>
<td>Assessment Methods</td>
<td>Using the Council for the Advancement of Standards for Veterans &amp; Military Programs and Services, the Student Veterans Success Task Force conducted a standards review of mission, program, organizational leadership, law, policy and governance, diversity, equity and access, internal and external relations, and technology. The central themes from this survey helped inform task force recommendations to the university executive leadership and provided strategies for the next academic year:</td>
</tr>
<tr>
<td>Findings</td>
<td>- It was determined that there is an assorted collection of multiple offices whose objectives incorporate the mission of the institution, the strategic enrollment goals for student veterans, and the military-friendly approach to identify and remove barriers to the educational goals of student veterans and their families, create smooth transitions from military life to college life, and provide information about the available benefits and services for student veterans and their families. Therefore, strategic departmental points-of-contact will be identified during the summer of 2014 to assist student veterans in navigating campus.</td>
</tr>
<tr>
<td></td>
<td>- An assessment of the unique needs of the Saint Louis University student veteran population is warranted to understand the appropriate resources that facilitate student veteran success along with the transition and reintegration of active, reserve, veteran and dependent students. As a result of priority registration for student veterans, a more robust student data set can be utilized to conduct a needs assessment in the spring of 2015.</td>
</tr>
<tr>
<td></td>
<td>- A best practice and resource analysis is also needed to measure the University capacity to support and create a centralized veterans center.</td>
</tr>
<tr>
<td></td>
<td>- To better align with the social justice mission of the institution, the Student Veterans Task Force efforts should connect to the President's Diversity Council and/or executive leadership strategic efforts that foster equity and inclusion as veterans have a protected status.</td>
</tr>
<tr>
<td></td>
<td>- To meet the standards of technology for Veterans &amp; Military Programs and Services, more robust information needs to be provided through the military.slu.edu website. As a result of this finding the Task Force used “The Best for Vets: Colleges 2014 4-year College Rankings” provided annually by the Military Times Gannet publication that serves all branches of the U.S. military, as a benchmark tool to update our web information and create new web resources.</td>
</tr>
<tr>
<td></td>
<td>- As a means to connect current best practices, research, and practice, the Masters in Social Work (MSW) Program Specialization in Veterans Services will activate research and departmental-level assessments with the MSW students to help foster student veteran success.</td>
</tr>
</tbody>
</table>
Department
Opportunity

Campus Recreation

**Supervisor Promotion Process**
The Campus Recreation student supervisor promotion process provides staff an opportunity to apply for a leadership position among their peers, develop a cover letter and resume, and participate in a formal interview process.

**Assessment Methods**
Assessment methods included individual survey, self-assessed rubric and individual interviews of students participating in the campus recreation supervisor promotion process.

**Findings**
Overall, interview candidates rated themselves in the accomplished to advanced scale. However, there were several areas students rated themselves in the developing stage including verbal communication, linking academic background and position interest and preparation.

Post-interview self-reported rubric of selected interview skills. (N=10)
1= Beginner, 2= Developing, 3= Accomplished, 4= Advanced

```
<table>
<thead>
<tr>
<th>Skill</th>
<th>Preparation and Interest</th>
<th>Communicate Value of Prior Work Experience</th>
<th>Link Academic Background to Position</th>
<th>Non Verbal Communication</th>
<th>Listening Skills</th>
<th>Verbal Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1= Beginner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2= Developing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3= Accomplished</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4= Advanced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

“I have never been interviewed by a panel of people so this process really helped me gain more experience for interviews. I had done mock interviews before but had only had a real interview twice before this one and those previous interviews were one-on-one. Because of the panel of people in the interview, everyone had their own set of questions and listening was extremely important in this process.”
Student Leader Experience

In summer 2013, twenty-five learning outcomes were developed to enhance learning and development of student leaders connected with the CCC. These learning outcomes fall within five learning dimensions: Personal Development, Leadership, Multicultural Competence, Organizational Development, and Ethical Responsibility.

Assessment Methods

A mixed-methods approach was utilized to assess the student learning outcomes. Quantitative pre-and post-assessments were created; both assessments also included open-ended questions that allow students to expand on their responses to the quantitative measures. Structured observation was utilized to track students’ development, using a data collection worksheet. During the data collection and analysis phases, CCC staff advisors accounted for the amount of student organization leadership experiences a student had, the number of other leadership positions held, the number of advisor meetings attended, the level of activity of the organization, and past exposure to other leadership programs on campus.

Findings

Below are tables representing the students’ self-reported ratings on items for each of the five learning outcome areas:

### Personal Development

<table>
<thead>
<tr>
<th>Identify your personal values and beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
</tr>
<tr>
<td>Pre-Assessment</td>
</tr>
</tbody>
</table>

### Leadership

<table>
<thead>
<tr>
<th>Implement strategies to constructively solve conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
</tr>
<tr>
<td>Pre-Assessment</td>
</tr>
</tbody>
</table>
Multicultural Competence

Utilize multicultural awareness and knowledge to produce culturally appropriate programs

<table>
<thead>
<tr>
<th>Level</th>
<th>Pre-Assessment</th>
<th>Post-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at All Confident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slightly Confident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat Confident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairly Confident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Confident</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Organizational Development

I can describe student organization policy regarding program and event planning

<table>
<thead>
<tr>
<th>Response</th>
<th>Pre-Assessment</th>
<th>Post-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ethical Responsibility

I model behavior consistent with the mission of my student organization

<table>
<thead>
<tr>
<th>Response</th>
<th>Pre-Assessment</th>
<th>Post-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slightly Disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Department
Opportunity
Center for Service and Community Engagement

Assessment
Students’ Service Experiences
Methods
To better understand the various outcomes our students achieve through engaging in ongoing service, the Center for Service and Community Engagement (CSCE) conducted a qualitative evaluation of students’ service experiences from the 2013-2014 academic year. 60 students who were connected to an ongoing service experience via the CSCE were randomly selected to answer four essay questions on what effect, if any, the service had on their development. 36 of the 60 students responded, resulting in a 60% response rate.

Findings
- Students were forming strong, meaningful relationships through their service, whether with the staff members working at the organization, the people they are serving, or fellow SLU students they encountered, but some students were not learning from those they service.
- Students were making connections between their service experiences and issues of social justice, but not necessarily inspired to take the “next step” and approach their engagement from a systemic level through advocacy, civic participation, etc.
- The effect that a student’s service experiences had on his/her “vocational path” (coursework, major, career choice, etc.) was largely positive, at least in a reinforcing way.
- There seemed to be a stark contrast between students who are serving and their experience with faith – students either saw a link between the two and had their faith strengthened through their service, or they saw no link and their faith (if any) remained unchanged.

Department
Opportunity
Housing and Residence Life

Assessment
Students’ Participation in Learning Communities
Methods
Residents completed Educational Benchmarking, Inc.’s (EBI) Housing and Residence Life survey in April 2013.

Findings
Below are the results for learning community students completing this statement: “As a result of my living-learning community, I am better able to…” The scale for these questions is: 1 – Strongly disagree, 4 – Neutral, 7 – Strongly agree

<table>
<thead>
<tr>
<th>Connect with fellow students within my living-learning community</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Responding 1 or 2</td>
</tr>
<tr>
<td>7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be academically successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Responding 1 or 2</td>
</tr>
<tr>
<td>7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Form effective study groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Responding 1 or 2</td>
</tr>
<tr>
<td>12.2%</td>
</tr>
</tbody>
</table>
Use campus resources as needed

<table>
<thead>
<tr>
<th>% Responding 1 or 2</th>
<th>% Responding 3, 4 or 5</th>
<th>% Responding 6 or 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.7%</td>
<td>56.6%</td>
<td>35.7%</td>
</tr>
</tbody>
</table>

Connect with peer advisors/mentors

<table>
<thead>
<tr>
<th>% Responding 1 or 2</th>
<th>% Responding 3, 4 or 5</th>
<th>% Responding 6 or 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.9%</td>
<td>48.4%</td>
<td>38.8%</td>
</tr>
</tbody>
</table>

Connect with faculty/instructors

<table>
<thead>
<tr>
<th>% Responding 1 or 2</th>
<th>% Responding 3, 4 or 5</th>
<th>% Responding 6 or 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>17%</td>
<td>57.2%</td>
<td>25.8%</td>
</tr>
</tbody>
</table>

"I knew I would make new friends going to SLU, but I didn’t know exactly how that would happen. I had no idea that the housing application I filled out months ago would have such an impact on my experience. I chose to live in the Honors LC in Fusz Hall thinking it may be a little quieter. Instead, I found a vibrant floor that was dynamic and engaging full of motivated students who wanted to succeed academically as well as make a difference in the world. I quickly dived into a community and learned that strangers, a few months before, would be the friends to play card games with, the study partners before your tests, and the support system to help you. Mostly, living in Fusz taught me how important it is to think outside yourself—to be considerate of others on your floor, to take an active interest and participation in the issues of society, and to help others when they need you."

Department
Opportunity
Student Involvement Center

Student Leader Honoraria

Assessment
Methods
This assessment used a pre- and post-test quantitative instrument using direct measures. Students who received the student leader honoraria award were asked to describe their previous involvement experiences, describe their current involvement situation, and then respond to several outcome measures including servant leadership development, time management skills, and connections to classroom learning. Connection to classroom learning included measures of faculty interaction, projected career plan, and classroom reflection. The assessment also asked students to respond to the impact the honoraria had on their involvement.

Findings
- The student leader honoraria program had an overwhelmingly large impact on students and their abilities to perform in their leadership role. This was evident through the self-report data from the students as well as from the pre- and post-test direct measures of student learning.
- Overall, students in the program experienced greater faculty interaction and greater connections between their involvement and their classroom learning.
- Further, students in the program demonstrated greater development of their ability to build community, their ability to support others, putting others’ interests before their own, their ability to inspire member trust, and overall greater development as servant leaders.
- As students became more involved they tended to interact more with faculty, thus increasing their ability to see the connection between their involvement and what they are learning in the classroom. Throughout the year, students in the honorarium program
developed stronger abilities to interact with faculty by being more confident to approach faculty outside of the classroom, bring up important issues during class, and ask faculty questions when they do not understand something being discussed.

- Ultimately these scholarships enabled students to focus more of their time and energy on their involvement and their involvement led to increased levels of learning both in and out of the classroom.

**Department**

**Student Involvement Center**

**Opportunity**

**Co-Curricular Involvement**

There were two parts to this assessment. Part 1 consisted of interviews with student leaders, which were held throughout the fall and spring semesters. Part 2 was a document review analysis of the nominations received through the 23rd Annual Leadership and Service Awards.

- There were two themes when it came to developing meaningful relationships for student leaders: 1) Students identified developing strong relationships with their faculty advisor, which in turn assisted them in career planning. Students who were nominated for awards dedicated time to develop relationships with staff and faculty on campus. 2) Student leaders identified the leadership and team dynamics with the other students involved in their organizations. Nominees built relationships with their peers based on shared values and interest.

- A consistent theme was a focus on nominees’ leadership positions and the impact made on the community they were serving and their dedication to serving others beyond the SLU community. Many nominees have completed service work in the St. Louis area and outside of the United States.

- By far the most evident theme was in how student leaders were able to distinguish the ideal skills and qualities of a servant leader:
  - More than half of the students interviewed cited learning and utilizing vital servant leader skills/qualities during their involvement pursuits.
  - 60% of the nominations contained information on the nominees being a servant leader on and off campus. Chief among skills utilized were community building and empowerment, listening and communication, and self-awareness.

---

**Findings**

**Reasons for Taking on Leadership Role**

| Reason                                      | %
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I felt called to do it</td>
<td>77%</td>
</tr>
<tr>
<td>To serve others</td>
<td>64%</td>
</tr>
<tr>
<td>To learn leadership skills</td>
<td>64%</td>
</tr>
<tr>
<td>Personal Fulfillment</td>
<td>64%</td>
</tr>
<tr>
<td>Professional/Career Interest</td>
<td>36%</td>
</tr>
<tr>
<td>Because a friend convinced me</td>
<td>25%</td>
</tr>
<tr>
<td>No one else was doing it</td>
<td>14%</td>
</tr>
<tr>
<td>Because I wanted to be in charge</td>
<td>13%</td>
</tr>
</tbody>
</table>

Phoebe Heibeck, a senior student was selected to give the keynote speech at the Leadership and Service Awards Ceremony. She provided insight on her involvement experiences at Saint Louis University.

“**Involvement on campus is by far my favorite aspect of SLU, my “happiness” per sé. As a Billiken, we all know that involvement is something we just do. My idea of Billiken Servant Leadership is devoting yourself to a passion, a cause, a higher purpose, and a greater good. In finding my happiness at SLU and continuing on my quest to be the best Billiken I could be, I became a member of Diversity Leadership Cabinet. Here I had the opportunity to create a safe environment for any and all members of the SLU community. This was an outlet for me to cultivate a sense of inclusion and diversity among my peers and myself, it was also foreshadowing my next step.”**
The information below provides examples of the various ways in which the departments in the Division of Student Development contributed to the learning and development of the Saint Louis University community in 2013-2014.

**Athletics**
- “Rise of the Billikens” was the motto adopted for the 2013-14 season and the community embraced the importance of its strategic objectives to excel in educating, competing, and building community.

- During the 2013 fall semester, student-athletes achieved a cumulative grade point average of 3.27, with 225 student-athletes achieving a GPA of 3.0 or higher. This year 49 student-athletes graduated with either Bachelor’s or Master’s degrees representing 19 different majors. Additionally, 115 were named to the Atlantic 10 Conference Commissioner's Honor Roll with 20 student-athletes receiving Academic All-Conference honors. Billiken student-athletes graduated at a higher rate (76 percent) than the SLU student body (70 percent). The 76-percent graduation rate is well above the national average of 65 percent. All 18 Saint Louis University athletic teams are above the NCAA academic progress rate (APR) minimums with the following programs receiving public recognition for having perfect APR scores: women's cross country, women's tennis, women's indoor track and field, and women's outdoor track and field.

- Competitively, the men's soccer and basketball teams were the Atlantic 10 Conference Regular Season Champions. Head men’s basketball coach Jim Crews and senior men’s basketball stand-out Jordair Jett were honored as A-10 Coach of the Year and Player of the Year, respectively. The 2013-14 men's basketball team advanced to the NCAA Tournament for a school-record third consecutive year. At the 2014 A-10 Swimming and Diving Championships, junior Morgan Peterson won the women's 200-yard breaststroke and junior Stephen Hansen had a terrific performance in the men's 100-yard breaststroke, repeating as A-10 Champion. Margo Richardson, senior, posted a first-place time of 4:29.60 in the 1,500 meters to become the first Billiken to claim an A-10 title in a women’s outdoor running event. Richardson, one of the most decorated women’s runners in school history, also is the owner of two A-10 crowns in the indoor mile. Additionally, the track and field program was represented by five Billikens at the NCAA track and field regionals. The women’s tennis and softball teams both captured second-place finishes in the A-10 championships. Sophomore pitcher Brianna Lore was tabbed A-10’s co-Pitcher of the Year. Lastly, SLU student-athletes were recognized more than 50 times as the A-10 player of the week and 50 also received all-conference honors.

- The Billiken men’s basketball team ranked 64 out of 327 NCAA Division I teams in average attendance and received strong community support with record crowds of over 10,000 during its last five conference games of the season. Alumni and donor support was on the rise and their financial contributions helped to construct the new hitting facility for baseball and softball. Student-athletes continued to give back to the community and provided more than 4,000 hours of community service in support to local groups in need.

**Business & Auxiliary Services**
- After a year-long selection process which included University-wide discussions on desired dining concepts, and student, faculty and staff surveys, Aramark was chosen as our new Campus Dining partner. To meet the needs of students and to provide students opportunities to build community through our dining programs, Aramark will provide several new meal plans and will expand healthy, vegetarian, gluten-free and other special dietary offerings campus-wide. Transformations are taking place for dining facilities across campus including Fusz Residence Hall, Busch Student Center and Pius XI Library. Brands popular with students such as Saint Louis Bread Company, Einstein Bros Bagels, Qdoba, and Starbucks are being added to the campus dining program.

- Affordability continued to be the top priority for our students. This year, Barnes and Noble Bookstore saved our students approximately $1.2 million by offering more rental titles, and by introducing both marketplace
pricing and implementing a rental buyout option. **The Bookstore provided more than 20 student worker jobs.** Having a Bookstore team full of their peers gave students an opportunity to help their fellow students succeed.

- To improve customer service and provide oversight of student workers, **a dedicated full-time professional was hired to oversee the operations of Student Mail Services**, a student-run business unit. Student Mail Services is staffed by 20 student workers who are gaining work experience and providing peer-to-peer customer service. New packaging software was selected in May and was implemented over the summer. The new software allows many business functions currently performed manually to be done electronically which will reduce errors and improve customer service. **Student Mail Services oversaw 7000 mailboxes and weekly delivered thousands of packages and mail from parents, family, and friends to our students.**

- To improve efficiency and realize a cost savings, **a Shared Services model**, which centralized the administrative, human resources and business functions of the Student Development and Mission & Ministry divisions, **was proposed and approved.**

- **A total of almost 10,000 units of Pepsi products were provided free for student-centered activities** such as SLU Dance Marathon, Make a Difference Day, Sustainability Day, DCHS Trivia Night, Billiken Brilliance Day, Showers of Service, The Student Alumni Golf Outing, and the Billiken Golf Classic through the Pepsi Sponsorship program.

**Campus Recreation**

- **Campus Recreation hosted professionals from Missouri and surrounding states at Saint Louis University on November 7 & 8, 2013 for the annual Missouri Recreation-Intramural Sport Association (MoIRSA) workshop.** The two-day workshop included three educational blocks, a state business meeting, industry vendor expo, and a social event. There were 67 attendees at the workshop which included recreational and student affairs professionals (34), graduate assistants (8), student staff (10), and vendor staff (15). **Based on feedback from this workshop, NIRSA Leaders in Collegiate Recreation – Region IV Conference is scheduled to be held in St. Louis in November 2016.**

- **Through February 28, 2014, there were 11,370 total visits to the Student Health 101 newsletter with 8,523 unique visitors.** There are currently 1,166 fans of Student Health 101 on Facebook. **Through reading the online articles, SLU students were engaged in important topics related to their health.** For example, 241 students read the article *Stop Hitting Snooze* which included the following learning outcomes: Students will understand the connection between sleep habits and periods of alertness and productivity; learn strategies for waking up early; consider the benefits of an early-to-bed, early-to-rise sleep pattern.

- **Campus Recreation completed implementation of new member management software in June 2014.** The project began in March 2013 and included collaboration with ITS, Business and Finance, Parking and Card Services. The new software manages member information, facility access, equipment check out, point of sale, program enrollment, accounting, reporting, and provides an online merchant portal.

**Center for Service and Community Engagement**

- **Saint Louis University once again received national recognition for its service efforts. The Washington Monthly, the nation’s leading magazine for non-profits, named SLU the #4 school in the country for students engaging in service.** Additionally, **SLU was recognized by U.S. Secretary of Education Arne Duncan at the President’s Interfaith and Community Service Campus Challenge National Gathering, for its efforts related to interfaith and service engagement, as well as assessment and evaluation of these two areas.**

- This year was a banner one for student involvement in service – including facilitating the **largest Community Service Fair to date**, with nearly 60 non-profit agencies advertising service opportunities to over 1,000 students. **Make A Difference Day also set a record, with nearly 3,700 volunteer serving at 140 sites** – 95% of freshman said that they were more likely to become involved in future service opportunities as a result of their
participation. Finally, 701 students were connected to ongoing service opportunities thru the CSCE, representing a 20% increase from the previous year.

- Drs. Sokol and Sweetman contributed to the scholarship of service and engagement by conducting a variety of presentations, panels, and workshops on such topics as Social Change and Service-Learning, Climate Change, and Program Evaluation as Community Based Research. The CSCE also led a panel presentation on campus civic engagement, showcasing Readers 2 Leaders, at the International Association for Research on Service-Learning and Community Engagement annual conference. Drs. Sokol and Sweetman also published a chapter for the book, *Theory and Method* Volume 1, *Handbook of child psychology and developmental science*.

- The CSCE collaborated with 30 different academic units on campus this year, co-facilitating 26 programs related to community engagement, civic participation, and issues of social justice. Additionally, 115 different faculty members were engaged via service-learning presentations and consultations.

- The CSCE led efforts for SLU to collaborate with 5 other Universities and the National Conference on Citizenship to write and release the statewide Missouri Civic Health Index report. The release event was held in January in SLU’s Center for Global Citizenship. More than 100 people attended. After the event, in an effort to improve civic health in the region, the CSCE, along with Political Science Professor Robert Cropf, submitted a grant proposal to the President’s Research Fund.

**Cross Cultural Center**

- Safe Zone Ally Program facilitator training sessions were offered twice during the 2013-2014 academic year. Sessions equipped facilitators with the knowledge, skills, and resources to facilitate and lead training sessions. Twenty allies (7 students/13 staff) were trained and represent the following departments: Campus Ministry, Housing and Residence Life, Student Financial Services, Adult Credit Program, Center for Service and Civic Engagement (CSCE), Arts and Sciences, Academic Support, and Public Health and Social Justice.

- The Safe Zone Ally Program launched two brown bag educational workshops during the 2013-2014 academic year for allies who desired further discussion and information pertaining to various topics about the LGBTQ community and culture. Workshop topics included the Intersection of LGBTQ and Faith Identities and Transgender Identity Spectrum, content areas selected based on the lowest level of ally understanding (taken from pre- and post-assessments).

- Throughout the 2013-2014 academic year, CCC-advised student organizations planned and executed 88 events. A highlighted event includes the Filipino Student Association Hope for Haiyan fundraiser and benefit concert, from which all proceeds went to survivors of Typhoon Haiyan.

- In April 2014, the African-American Male Scholars (AAMS) Initiative held its 3rd annual community education panel, “Rebirth of Cool: Education and Black Men,” featuring keynote presentation by Dr. Steve Perry, nationally renowned educator and policy commentator. More than 300 members of the Saint Louis University and St. Louis community attended this event.

- In November 2013 (Diversity Awareness Month), the Cross Cultural Center hosted the Global Citizenship: Learn. Grow. Act Exhibition. This exhibit highlighted students’ experiences and understanding of global citizenship. Approximately 500 visitors were in attendance.

**Dean of Student Office**

- The Dean of Students Office facilitated 399 care and concern individual student interventions, a 59.6% increase from last year. Additionally there were 225 parent and family contacts (34.7% increase) and 504 faculty and staff consultations (25.2% increase).
• **9,071 messages were sent to students** from the counties in Missouri and Illinois to identify if their families or homes were **impacted by the tornadoes** on November 17, 2013. **Students impacted received additional support** from Campus Ministry, Housing & Residence Life, Student Financial Aid Services, and Student Health & Counseling.

• **Launched the Student Veterans Task Force** charged by Kent Porterfield, Vice President for Student Development and Jay Goff, Vice President for Enrollment & Retention Management to **identify environmental factors impinging on student veteran success** at Saint Louis University, develop recommendations to guide change, and assess the efficacy of advocacy efforts to ensure persistence and success. **As a result of this Task Force priority and focus, for the start of fall 2014, student veterans will receive priority registration** with the provision of a DD214 to confirm eligibility and refine student veteran data. To add, **Saint Louis University has agreed to participate in the Yellow Ribbon Program and will fund 50% of the remaining unmet tuition and fee charges for up to 75 students, an increase from 50.** Awards are made to qualified applicants on a first-come, first-served basis.

• **A Student Grievance Policy was approved in August 2013** and an **Ombudsperson**, the Assistant Dean of Students, Donna Bess Myers, has been established as an additional student resource available on campus. In support of Saint Louis University’s mission for cura personalis or “care for the whole person,” the Office of the Ombuds is committed to **serve as a fair and impartial intermediary to connect undergraduate and graduate students to resources, explore solutions, and provide appropriate conflict resolution to address non-academic student grievances**. The role of the Ombudsperson is to listen to concerns, help identify options for navigating through difficult matters, provide information on university policies and procedures, make appropriate referrals, and work to facilitate a fair resolution of issues.

**Housing and Residence Life**

• The University selected the firm of Brailsford & Dunlavey as our partner in the strategic student housing master planning process. Brailsford & Dunlavey was selected from among a pool of well recognized and national leaders in higher education master planning for their ability to provide a comprehensive, long range plan that will help shape the future of residential life at SLU, while supporting institutional goals, student demand and preferences, and current economic conditions. The firm partnered with KWK Architects- a planning and architecture firm whose principles specialize in student housing and “quality of life” facilities for higher education institutions. The process began in October 2013 with an RFP selection and contract negotiation. Work with the firm began in December and concluded with a full report in June, 2014.

• **Beginning with the creation and facilitation of the Learning Community Institute, held as part of Residence Hall Coordinator training in the summer of 2013 and modeled after National Housing Training Institute (NHTI), HRL increased faculty engagement in Learning Communities.** Examples include the strategic outreach to faculty for involvement opportunities that have led to the following, non-exhaustive examples:
  o Dr. Rob Boyle, Assistant Dean for the Business School and Ethical Leaders in Business faculty, assisted with the Learning Community Institute by facilitating a session for the Residence Hall Coordinator staff on engaging faculty, which led into the Residence Hall Coordinators focus on faculty involvement for the year.
  o Mark Chung Kwan Fan (Fusz RHC) partnered with Dr. Gary Barker, Department Chair and Professor of Theatre Fine and Performing Arts, in The Arts Learning Community. Together they were able to bring an outside presenter for a one day workshop.
  o Mark Chung Kwan Fan (Fusz RHC) joined Father Chris Collins, Theology professor and FIG instructor in the Arts Learning Community, to lead a St. Louis City bus tour to view various art and art venues throughout the city.
  o Sean Watson (Gries Complex RHC) engaged Dr. Harvey in the Diversity and Unity Learning Community who led a discussion about the cycle of oppression and how it can impact women in education.
Charles Stephens (Marguerite RHC) facilitated a service trip with students, faculty, and staff involved in the Ethical Leaders in Business LC to include Ameren Corporation in providing a day of service to the SouthSide Senior Wellness Center.

- HRL utilized a consultant to perform and external review of our department to help identify challenges, strengths and opportunities for improvement. This review led to the addition of two, full-time staff members within the department and a review and revision of all critical documents, policies, and procedures such as emergency procedures, on-call procedures, desk operations, front office processes, conduct involvement, and purchasing procedures. In addition, the department has begun “sunsetting” some practices that were redundant and did not have a defined purpose in order to realign duties and priorities within the department to ensure intentionality of effective and efficient services. This has included a restructuring of all training (professional staff and student) to a curricular approach based upon learning outcomes.

- Several challenges were identified in our housing assignments process that lead to a review of our marketing, outreach, and overall communication. This effort has resulted in an increase of residency required and returner student housing assignment of 529 (31%) over the same time last year with 95% of student applicants in the residency required and returner categories placed in a 14-15 assignment (2013 =76%). In addition, total applications have increased by 144 (4% increase). The housing operations area has seen a significant software upgrade as well that will create a web-based assignment process and eliminate paper usage while increasing effective and efficient service to our students.

- The Residence Hall Association hosted a regional 500-person residence hall leadership conference at Saint Louis University in October 2013. The conference included over 130 volunteers from across the SLU student body. The Residence Hall Association developed two training days, one in fall and one in spring, to intentionally provide orientation, skill development, leadership style development, and organizational effectiveness with the Hall and Apartment Council leaders. Additionally, the Residence Hall Association partnered closely with the Hall and Apartment Council groups, creating a buddy council system, in order to individually cultivate the leadership in each council. Finally, the Residence Hall Association was honored as the Outstanding Organization of the Year at the Leadership and Service Awards for their efforts in 2013-2014.

Parent and Family Programs
- Establishment of the Billiken Parent Association Executive Board. Recruited parents through SLU 101 and the Parent eNewsletter. Held fall and spring meetings on campus with 30+ active parent members.

- Family Weekend had a 25% increase in total number of people registered (1462) over last year. Hosted new event Movie on the Quad and a revamped Tailgate Dinner.

- Hosted Billiken Family Basketball Game and pre-game reception for a sold-out crowd of 200 students and family members.

- Advised the Pregnant and Parenting Student Assistance Committee of Students for Life. The group celebrated the 5 year anniversary of the Virginia Murphy Endowment, which is now over $150,000.

Student Health and Counseling Services
- Student Health completed its first full year of using electronic health records; paper charts have all been archived and providers are proficiently using all aspects of the new technology. All staff have been cross-trained to maximize efficiency of workflow related to Epic conversion. The Sr. Billing Rep has reviewed and revised billing procedures which has, along with benefits of Epic technology, increased revenue above budget.

- The Case Manager position was approved and filled. This staff member will coordinate counseling clients and provide emergency support during office hours.
• Student Health Radiology received an A+ rating from Missouri Radiation Control Program Bureau of Ambulatory Care.

• The Division Innovation Grant was used to fund the HASTE project (Helpful, Aware Students Teaching Empowerment). This program uses trained leaders in the athletic community (ResponsiBilliken) to influence and challenge social norms crating a shift in the targeted attitudes and behaviors, particularly those related to alcohol abuse, violence and being taken advantage of sexually, in order to create community wide change.

• The Collegiate Recovery Community (CRC), started in late Spring 2013, provided a safe forum for students in recovery and/or completing treatment while attending Saint Louis University and was awarded a $10,000 grant for the 2013-2014 academic year. According to the 2014 Missouri College Health Behavior Survey, 17.7% of SLU respondents (n = 565) "identify as someone that is sober or in recovery." The community provided academic and social integration, healthy peer support, and fostered healthy identity development. On-campus resources are being evaluated to increase the support and retention of the group, including, but not limited to, hosting AA meetings and identifying a consistent and safe space on campus.

Student Involvement Center

• The First-Year Experience Selection process experienced substantial growth across many categories. 437 students applied, a 43.28% increase from 2013. Of those students, 116 received new FYE positions. Several colleges or schools saw significant growth in the number of students who applied, including the Parks College of Engineering, the John Cook School of Business, and the School of Nursing. The number of students of color who applied rose from 52 to 97 students.

• The Multicultural Greek Council (MGC) increased its presence and involvement on campus by initiating seven SLU students into three of the Council’s chapters and by hosting their first MGC Week (three days of events) and first MGC Barbecue (open for all students to attend). The MGC’s success was recognized at the Leadership and Service Awards with the Council winning the New Student Organization Award.

• The number of students participating in the Learning Community program increased from 743 in 2012-2013 to 850 in 2013-2014, an increase of 114%.

• 1,680 incoming freshman and transfer students went through the 2013 summer SLU 101 program and reported via surveys a very high level of satisfaction with the program (average of 4.70 on a 5-pt scale). In addition, students were asked to measure their degree of development across a variety of learning outcomes related to the program. Students reported significant gains across all learning outcomes (average of a 0.70 gain on a 5-pt scale), with the highest gains occurring in areas of the ability to establish a fall schedule and articulation of the Oath of Inclusion.

• The fraternity and sorority community came together to support large-scale philanthropic events including Dance Marathon and Relay for Life. In the 2013-2014 academic year, 55% of the Greek community participated in both Dance Marathon and Relay for Life, and the Greek community raised over $80,000 ($44,178.48 for Dance Marathon, $37,340.47 for Relay for Life) for the two causes.

• Billikens After Dark hosted 19 alcohol-free, late night events in both Fall 2013 and Spring 2014. The total attendance for all Billikens After Dark events is estimated at 2,545 students at the 38 events.

• The First Billikens Mentoring program had a successful pilot year in 2013-2014. Through the program, 27 students were paired with a faculty or staff first-generation mentor and discussed personal, academic, and social obstacles towards their college transition.
**Student Responsibility and Community Standards**

- The Office of Student Conduct’s name was changed to the Office of Student Responsibility and Community Standards to reflect the mission of the office. The Office of Student Responsibility and Community Standards seeks to foster reflective thinking, humanitarianism, social responsibility, wellness education and initiatives, and restorative justice to help ensure student learning and success.

- Implemented learning outcomes that support the Division and University learning outcomes in the preliminary hearing process. The learning outcomes were printed in every preliminary meeting outcome letter for all violations as well as the parent letters that were sent for alcohol and drug violations.

- Expansion of Maxient, the community standards software used on campus. The Office of Student Responsibility and Community Standards worked to increase the awareness of the Maxient system on campus including the ability of faculty/staff and students to submit incident reports regarding incidents or concerns for students. Articles were submitted in Newslink and informational meetings were held with other offices on campus. Maxient was expanded by creating new reports for the Student Grievance process, Academic Alert process and the Community Standards Appeal process. Many departments use the Maxient system including the Dean of Student’s Office, Housing and Residence Life, and the Office of Institutional Equity and Diversity.

- Continued “Green Dot”, a power-based personal violence bystander initiative on campus. Facilitated multiple 8-hour training sessions resulting in 159 students and 11 staff members (a 450% increase of faculty/staff participation) receiving training in how to recognize behavior that may lead to harm and providing them the tools to safely intervene. One of the trainings included 64 sorority and fraternity members from SLU’s Greek community.

- As of May 6, 2014, resolved 1,149 cases. The Office of Student Responsibility and Community Standards staff met with 1,175 students for preliminary meetings; spoke with 113 parents regarding their students; 2,127 background checks were processed; 19 Community Standard Board Hearings; eight Individual Hearings; five Greek Conduct Board Hearings; seven University of Committee of Student Conduct Hearings; nine Sexual Assault/Relationship Violence Hearings; 29 Appeals were processed; 202 Parent Letters were sent.

**Student Success Center: Academic Advising and Support**

- Achieved a 92% return rate for the MAP-Works Fall Transition Survey, a 14% increase from the previous year and a 73% return rate for the Fall Check-Up Survey, a 10% increase from the previous year.

- Successfully launched the Academic Coaching program. In addition to serving the larger student population through Coaching, intentionality was placed on working with students that are diagnosed with ADD/ADHD. A new Graduate Assistant position in Disability Services was created to provide individualized Coaching to students with that need. Overall, 448 total coaching appointments took place during the academic year.

- Successfully transitioned to a program-specific advising model on the Medical Center campus that resulted in successful collaboration efforts with faculty stakeholders as well as increasing student satisfaction with the Medical Center Academic Advising office as demonstrated by the academic advising satisfaction survey results: Fall 2013 (4.45/5.0 overall satisfaction), Spring 2014 (4.63/5.0).

- 70% (183 out of 260) of students successfully initiated intra-university transfers from Major Exploration to a declared major.

- University Writing Services successfully merged Writing Services with the Graduate Writing Center. The University Writing Services’ website, all marketing materials and all in-house materials were updated to reflect the new services offered as a result of this merger.
**Student Success Center: Career Services**

- Enhanced career fair by using a **mobile website to increase student preparedness** at career fairs with more than 33% of attendees using the application.

- **Assessed students after each career counseling appointment** to determine student learning and feelings as a result of meeting with a career development specialist.

- Provided **opportunities for international students to learn about career development** through targeted workshops and monthly newsletters.

- **Increased the number of employers** recruiting Saint Louis University students by 15.8%.

- Offered **additional programming to increase students’ career development** by hosting $tart $mart workshops, career fair preparation workshops, a presentation by Jim McKelvey, an etiquette dinner, and College to Career alumni panels.
In July 2013, a call went out to the Division of Student Development for proposals for the Student Learning & Student Success Innovation Grant Challenge, as stated below:

“The Division of Student Development calls for innovative (new or redefined) projects that will be implemented during the 2013-2014 academic year that promote student learning or student success for Saint Louis University students. Special attention will be paid to innovative efforts that enable students to have transformational educational experiences with particular emphasis on high impact practices and/or high quality assessment. Pilot grants up to $1,500 are available for department or collaborative teams within the Division of Student Development for innovative (new or redefined) projects during 2013-2014 that promote student learning or student success for Saint Louis University students.”

As a result of this call, a total of ten project proposals were received from various staff across the Division. The Division Senior Leadership reviewed each proposal and used a rubric to evaluate the extent to which each addressed the following dimensions: innovation, providing a transformational education experience, project outcomes/objectives, the project plan (organization of ideas), and an assessment plan. Based on the rubric scores, five of the ten projects were selected for funding. Each project team received a letter indicating if their project was selected or not, and additional feedback was provided as to the rationale for the decision.

The five projects selected for 2013-2014 were:

“Developing Professionalism in Campus Student Workers”  
Project team: Wendy LaBenne (Career Services), Kim Reitter (Career Services), Eric Anderson (Campus Recreation), Ken Wolters (Campus Recreation)

“Implementing Restorative Circles in the Residential Community”  
Project team: Sean Watson and Ashley Lang (Housing and Residence Life)

“Incorporating Intergroup Dialogue into the U101 Framework”  
Project team: Patrice French (Cross Cultural Center) and Kelly Herbolich (Academic Support)

“HASTE: Helpful, Aware Students Teaching Empowerment”**  
Project team: Meredith Osborn (Student Counseling Services), Jessica Dyer (Student Counseling Services), Janet Oberle (Athletics), Michele Lewis (SLU Title IX Coordinator)

“Peer Mentoring as an Approach for Student Learning Around Community Standards”**  
Project team: Katherine Weather (Office of Student Responsibility and Community Standards)

**Due to extenuating circumstances, these two projects were not implemented during the 2013-2014 academic year. As such, there were three projects carried through to completion.

Throughout the academic year each project team implemented and assessed their projects. The Senior Leadership facilitated a check-in meeting with the teams in January 2014, at which each group gave an update on the status of their project. In April, an Innovation Grant Showcase was held, an event at which each team gave both an oral and a
poster presentation. Final projects were again evaluated using a rubric, using the original dimensions, plus the addition of a dimension related to the sustainability of the project. Members of the Division Leadership team and the Assessment Working Group provided feedback via the rubrics and an Innovation Grant Challenge award winner was determined by the rubric scores.

**Project Descriptions:**

**CMM 193: The First-Year Dialogue** is a course designed to merge elements of first-year experience, college student transitions, and intergroup dialogue pedagogy. Using communication theory, the course engages students in a dialogue process with the purpose of exploring personal and social identities and determining how the identities impact the experience as a SLU student. A faculty or staff member serves as a primary instructor and is responsible for oversight and direction of the course. Two upper-class students serve as peer instructors, which is an essential leadership opportunity that is integral to the framework of intergroup dialogue. The peer instructors are primarily responsible for engaging students in dialogue throughout the weekly sessions. Throughout the 2013-2014 academic year, the innovative grant was utilized to assess the training of the peer instructor position within the new dialogue-based course.

This initiative laid the groundwork for the proliferation of restorative practices through a pilot program incorporating restorative circles in residential community meetings and in response to incidents of community vandalism and damage. Through intentional training of resident advisor staff, we hoped to empower our communities to engage in deliberative conversation that activates greater mutual respect and understanding of the others’ perspectives. Once communities are normed to communicate in a restorative manner, conflicts that arise on the floor through community damage or other actions incongruent with the community standards can be managed with a community response. Several communities were selected to act as the pilot locations and the learning of both the resident as well as the resident advisors in those communities was assessed. Through the numerous trainings, reflections, and dialogues, the project team found that Restorative Justice principles can have a positive impact on how students engage with their communities.

As a means of helping student workers to connect the skills they are learning through their student worker positions in a more intentional way, this team developed a workshop series consisting of five workshops on the topics of SLU Orientation and Work Ethic, Communication at Work, Diversity and Inclusion, Emergency Preparedness and Career Development. A variety of learning modalities were used to address differences in learning style. Attendance at the workshops averaged 83 attendees with 271 unique participants, 80 students attending two or more and 471 total attendees. Through our assessment, we learned that students did meet the learning objectives set forth in the grant. We gathered this information through one-minute papers and an end of workshop series survey for students and managers. Our findings uncovered that students want more tangible workshops versus conceptual topics.

The winners of the inaugural Innovation Grant Challenge were Patrice French and Kelly Herbolich for their project “Incorporating Intergroup Dialogue into the U101 Framework.”