DIVISION OF
STUDENT
DEVELOPMENT
Annual Report
2014-2015
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Greetings,

The Division of Student Development at Saint Louis University, with more than 200 staff and 15 departments, proudly lives our mission of helping students develop as leaders who are holistically formed, critically reflective, and socially and personally responsible. Illuminating the highlights of the 2014-2015 academic year reveals that our work is driven not only by our mission and values, but also our strategic priorities. To that end, we have organized the departmental highlights of the year by our four strategic priorities: to help SLU students become global citizens; develop and maintain a healthy mind, body, and spirit; achieve success and persist to graduation; and make meaning of their experiences across all aspects of their life at SLU.

The launch of the first phase of the student housing master plan was a significant step in creating a living-learning experience with the construction of two new residence halls. In April, Saint Louis University officially broke ground on a new $43.8 million residence hall, located at Laclede and Spring Avenues. Designed for first-and-second year students, this hall will feature single and double suite-style rooms with a total of 454 beds. In addition to an exciting new space for students to live, this development has enabled us to have intentional conversations across the institution about how these spaces can foster high-impact student living-learning experiences.

The Division of Student Development also received attention for our work and impact in higher education at the national level during the 2014-2015 academic year. The Center for Higher Education Enterprise (CHEE) at The Ohio State University identified Saint Louis University as one of the “15 Most Promising Places to Work in Student Affairs.” This recognition was based on a national study of institutions that examined the extent to which diversity and inclusion permeates aspects (e.g., administrative structures, commitments, work environments, staffing practices) of divisions of student affairs. Additionally, in May, Saint Louis University was awarded the Interfaith Youth Core “Campus Impact Award” for the efforts of the SLU Interfaith Alliance. This prize is awarded to the campaign that leaves the biggest mark on campus and best demonstrates the power of interfaith cooperation.

The Jesuit mission calls us to actively promote a service of faith and promotion of justice. In the wake of the shooting death of Michael Brown on August 9, 2014, Student Development took a leadership role responding to the campus events related to Ferguson and #OccupySLU, including helping students understand the intersecting forms of social inequality through dialogue on race.

In addition to the work accomplished within our departments, this report highlights work that took place across the Division, and involved a number of staff from multiple units. The new Faith and Justice Collaborative is an initiative bringing together departments and student organizations to more effectively promote the service of faith through service and justice work.

The Division of Student Development continues to seek transformative ways to advance student formation. Aligning with the University’s strategic plan, Student Development will focus strategic efforts on critical areas that lead to high-impact learning practices. We are proud of our successes in Student Development, but we are not satisfied, as our commitment to excellence in our work pushes us to continuously do better for our students.

Sincerely,
Dr. Kent Porterfield
# STUDENT DEVELOPMENT LEADERSHIP TEAM

<table>
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<tr>
<th>Position</th>
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<tr>
<td>Vice President for Student Development</td>
<td>Kent Porterfield, Ed.D.</td>
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<td>Associate Vice President and Dean of Students</td>
<td>Mona Hicks, Ed.D.</td>
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<tr>
<td>Assistant Vice President</td>
<td>Leanna Fenneberg, Ph.D.</td>
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<td>Assistant Vice President</td>
<td>Jill E. Carnaghi, Ph.D.</td>
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<td>Athletics</td>
<td>Chris May, Director</td>
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<td>Janet Oberle, Senior Associate Director</td>
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<td>Andrew Doeschot, Associate Director, Business and Finance</td>
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<td>D’Ann Keller, Associate Director, Administration</td>
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<td>Business &amp; Auxiliary Services</td>
<td>Evelyn Shields Benford, Director</td>
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<td>Campus Ministry</td>
<td>Sue Chawszczewski, Ph.D., Director</td>
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<td>Campus Recreation</td>
<td>Eric Anderson, Director</td>
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<td>Center for Service and Community Engagement</td>
<td>Bryan Sokol, Ph.D., Director</td>
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<td>Cross Cultural Center</td>
<td>Kortet Mensah, Ph.D., Director</td>
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<td>Dean of Students Office</td>
<td>Benjamin Morton, Associate Dean</td>
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<td>Donna Bess Myers, Assistant Dean</td>
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<td>Health Promotion and Education</td>
<td>Arathi Srikanta, Program Director</td>
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<td>Housing and Residence Life</td>
<td>Melinda Pullen Carlson, Director</td>
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<td>Strategic Planning and Assessment</td>
<td>Marissa Cope, Program Director</td>
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<td>Student Success Center: Retention and Academic Success</td>
<td>Lisa Israel, Director</td>
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<tr>
<td>University Counseling Center</td>
<td>Steve Byrnes, Psy.D., Director</td>
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Why do we do what we do?
...to help students develop as leaders who are holistically formed, critically reflective, and socially and personally responsible.  
(Student Development Mission Statement)

How do we do what we do?
Through a culture of collaboration, innovation, and excellence rooted in the Jesuit mission and identity.  
(Student Development Cultural Values)

What do we do?
Our interdisciplinary approach is to focus on the following Strategic Priorities in order to promote SLU students' learning and development in these areas:

**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.

**HEALTHY MIND, BODY, AND SPIRIT**
SLU students will understand the importance of a healthy lifestyle, and balance physical wellness, mental wellness, and spiritual development.

**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.

**INTEGRATIVE 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.
GLOBAL CITIZENSHIP

As evidenced by the University’s mission and the Undergraduate Learning Outcomes, becoming people for and with others is an important outcome of a Saint Louis University education. Departments in the Division of Student Development contribute to this by providing a variety of experiences in which students can learn about the complex identities of themselves and others, act upon what they know in the service of others, and work within and across communities to promote social justice.

Cross Cultural Center (CCC)
Over the past year, the CCC staff contributed to over 30 events that provided opportunities for campus stakeholders to further their understanding of multiple perspectives and cultural identities. One example of this work is the African American Male Scholars’ 4th annual community education panel entitled “Can I Live?: Imagining A Future For Black Males.” More than 300 members of the Saint Louis University and the St. Louis communities attended this event. Additionally, the CCC’s student organizations planned and executed 94 events for the campus this year, providing the opportunity for students and others to engage in dialogue and increase understanding around multicultural competence and social justice. The Director, Dr. Kortet Mensah, started in January and her leadership is reenergizing the CCC’s work on the SLU campus.

CCC Student Organization Event Highlights
- Rainbow Alliance tabling during Taboo Conference to facilitate a dialogue between SLU students and conference attendance.
- Hispanic-American Leadership Organization (HALO): Latino/a Summit to explore HALO’s reactions and subsequent contributions concerning OccupySLU.
- Black Student Association (BSA) Black History Month Keynote Event, with Dr. Marc Lamont Hill (and 300 attendees), that explored the state of the Black community in light of Michael Brown’s death in Ferguson, MO.
- UNA - the Feminist Voice at SLU’s Monologues (250 attendees).

Housing and Residence Life (HRL)
In addition to the social justice education within the residential curriculum, two particular efforts by HRL this year sought to provide opportunities for students to learn about themselves and others. During spring break, five advisors accompanied 18 students on The Civil Rights Pilgrimage. Students visited historic landmarks associated with the Modern Civil Rights Movement across seven states and reflected on how to be contemplatives in action to create positive social change on campus and in the surrounding communities.

As a result of going on The Civil Rights Pilgrimage,
100% of participants...

Were committed to advocating for the rights of vulnerable and marginalized people
Saw themselves as leaders in promoting social justice
Were transformed as a result of participation

Additionally, the Residence Hall Association created an InSLUsive Language Campaign, designed to raise dialogue and awareness around the impact of microaggressions pertaining to race, ethnicity, sexuality, sexual orientation, and gender. The campaign included posters throughout the halls as well as dialogues facilitated by staff. These experiences provide an opportunity for students to further develop a complex awareness of the perspectives of others, one of the learning outcomes for the residential experience.

Let’s talk inSLUsive.
Sponsored by the Residence Hall Association of Saint Louis University and the Department of Housing and Residence Life
Retention and Academic Success (RAS)
Through the Student Success Center, six sections of a first-year dialogue course, CMM193: The First-Year Dialogue, were offered in Fall 2014. The discussion-based, peer-led course used communication theory to examine how students navigated SLU on interpersonal and community levels and defined their personal identity as a SLU student. An assessment showed that approximately 81% demonstrated proficient or exemplary ability to define personal values related to being a part of the SLU community.

Center for Service and Community Engagement (CSCE)
Implementing its mission of “Serve, Learn, and Engage,” the CSCE provided many opportunities for SLU students, faculty, and staff to learn about the experiences of others through service. One important initiative is the annual SLU Make a Difference Day. In 2015, 4,038 SLU students, faculty, staff, parents, and others engaged in service at 160 sites in the St. Louis region through this one-day event. A survey revealed that 88% of participants gained a greater appreciation for others’ differences and diverse backgrounds and 77% were able to link their service site to a broader social justice issue after participating. The CSCE also connects students with service sites throughout the year using an online Service-Interest Form. There was a 20% increase in the number of forms completed by students this year, for a total of 870.

In partnership with Campus Ministry and the Faith and Justice Collaborative, the CSCE team led and coordinated three intensive educational experiences for SLU students – in Belize, at the US-Mexico Border, and in North St. Louis in 2014-2015. The three immersion experiences involved several weeks of formation meetings with the students culminating in 1 to 2 week trips to their respective destinations. Assessment of students’ experiences identified significant increases from pre- to post-immersion measures regarding their sense of empowerment to enact social change and commitment to advocacy for marginalized people.

Each year the CSCE administers a survey to gather information about students’ service experiences. From these data we know over half of students were engaged in service on an ongoing basis in 2014-2015. Additionally, their service experiences help clarify their values and beliefs as well as increase their understanding about social justice. Furthermore, three-fourths of respondents encouraged others to participate in service, which is especially important considering the influence peers can have on one another.

Lastly, because of the work of the CSCE and others at SLU, the University was recognized for its commitment to service-learning and community engagement by being named to the President’s Higher Education Community Service Honor Roll for the seventh consecutive year. Additionally, the institution was awarded the Carnegie Foundation’s 2015 Community Engagement Classification, recognizing institutions that promote volunteer service and community engagement.
HEALTHY MIND, BODY, AND SPIRIT

Much of the work in Student Development is guided by the Jesuit idea of “cura personalis” or care for the whole person. To this end we provide programs and services to maintain students’ mental, physical, emotional, and spiritual balance. We strive to highlight the importance of all aspects of wellness. Additionally, the new Faith & Justice Collaborative further supports this strategic priority (see page 20).

Campus Ministry

Campus Ministry joined the Division of Student Development in Spring 2015, further providing opportunities for students to understand the connection between a healthy mind, body, and spirit. In the 2014-2015 academic year Campus Ministry hosted, planned, facilitated, or otherwise participated in over 600 meetings/events in addition to the weekly liturgical life schedule that includes two Sunday Masses, two Law School Masses, and five Residence Hall Masses. Student engagement in this area is strong in Christian Life Communities (CLC). CLC members seek a deeper relationship with God by exploring Ignatian Spirituality through the pillars of community, spirituality, and mission. Through small groups, CLCs create the space for meaningful friendships rooted in God’s love, offering members a spiritual home. This year CLCs consisted of 328 group members (including 150 new participants), 51 weekly groups with facilitators, and a core team of 10 student leaders. Campus Ministry also coordinated events such as the Mass of the Holy Spirit and the Faith and Justice Speaker Series which are open to the campus and St. Louis communities.

Student Health Center (SHC)

There were 19,243 visits to the SHC this year, a 10% increase over last year; this number includes visits to physicians, the dietician, occupational and physical therapists, psychiatry, and nurses. In addition to individual appointments, a new radio show established by Katie Skosky, RN, entitled “Talk Healthy to Me” educated students on health issues. Lastly, to ensure excellent service to students, SHC established a new online process for University Health Plan enrollment and developed policies with the University Counseling Center to foster communication to better serve the students receiving services from both centers.

University Counseling Center (UCC)

The University Counseling Center underwent significant changes this year with the hiring of a new Director (Steve Byrnes, Psy. D.) and relocating from Marchetti Hall to Wuller Hall. A decision to not charge for counseling services removed financial barriers for students needing to access mental health services. The UCC also eliminated wait lists and access to care limitations. During the spring semester, the wait time for a new appointment was reduced to between 1-2 weeks and a wait list was not necessary, allowing every student who requested an appointment in Spring 2015 to receive one.
**Campus Recreation**

Campus Recreation offers students opportunities to stay active through fitness classes, sports clubs, intramurals, personal training, aquatics, and fitness facilities. Intramural Sports had a record number of teams participating in a session, with 206 teams in the first Spring Session. Overall, more than 700 teams participated in Intramural Sports, making this one of the strongest years ever.

Campus Recreation provides wellness education to students via Student Health 101, an online publication that includes content related to physical activity, emotional health, healthy eating, sleep, and stress management. There were 27,122 visits to this online resource in 2014-2015. There is also a quiz component, and as a result, we know that 86% of students who read the magazine learned information that they say they apply to their daily lives.

Through Campus Recreation, Saint Louis University joined the Partnership for a Healthier America (PHA), a three-year commitment to make the campus healthier by adopting guidelines around food and nutrition, physical activity, and programming. PHA’s Healthier Campus Initiative recognizes that college is a time of profound change for students—a time when new habits often are formed. This initiative has the potential to impact nearly 13,000 students and more than 6,000 faculty and staff at SLU.

**Health Promotion and Education**

To further support our wellness efforts for students, Arathi Srikanta, the first Program Director for Health Promotion and Education, started in September 2014 and immediately began promoting “healthy mind, body, and spirit” programs for students through the SLU Wellness Program. Four primary areas of focus were identified: general wellness, alcohol and drug prevention, mental health and suicide prevention, and sexual assault prevention. Student learning outcomes were developed for each of these areas, pertaining to knowledge of related topics, identification of resources, and bystander activity; these outcomes drive the programming coordinated by this unit. Many collaborations have been developed between this unit and others such as Athletics, Fraternity and Sorority Life, Campus Recreation, University Counseling Center, the School of Social Work, and off-campus partners such as the YWCA.

Because peer education is such a powerful tool, a new program was established that included three peer education teams, one each for sexual assault prevention, mental health, and general wellness. Each team coordinated three to five events, with attendance ranging from 50 to 300 students. The peer education program will expand in the coming year.

SLU also participates in Partners in Prevention (PIP), Missouri’s substance abuse consortium dedicated to creating healthy and safe college campuses. Funding is provided to each campus affiliated with the PIP coalition. To identify progress on goals and gather data to guide program development, we administered the Missouri College Health Behavior Survey (MCHBS) in Spring 2015 to undergraduate students. This survey provided information about students’ alcohol and illegal drug-related behaviors, well-being, mental health, tobacco use, and relationships.
The Division of Student Development seeks to provide a variety of resources, services, and programs that will provide support to students as they are achieving their goals, activating their potential, and engaging in strategies to strive toward their purpose after graduation.

**Career Services**

Within the Student Success Center, Career Services plays an important role in helping students develop career focus and successfully gain employment or pursue further education. This year Career Services offered four sections of a Career Decision-Making course for first- and second-year students. Student learning outcomes for the course include developing self-knowledge that impacts their choice of major or career, an understanding of how college prepares the student for a career, their confidence on choosing a major and career, and the ability to identify career-related resources. Success is measured by gains in student confidence in these areas; two sections had an overall gain of 20% and two sections had gains of more than 30%. An on-campus student worker fair was offered for the first time during Fall Welcome, and the purpose was to connect potential student employees with hiring managers on campus. About 350 student and 20 department representatives attended. To help students understand what knowledge and skills are Marketable, Career Services surveyed employers about desired skills. Results showed that there were five skills that over 90% of employers deemed extremely or very important.

**Dean of Student Office (DOS)**

The Dean of Students Office expanded its capacity to support students this year by adding a new Associate Dean of Students position; Benjamin Morton took on this role mid-year. A primary role of the Dean of Students Office is to provide support for students who are experiencing stress and difficulty. The staff sent over 600 care and concern messages offering the support of the Dean of Students Office and campus resources to students during difficult situations, which included hospitalizations, loss of loved ones, and other serious emergencies. Staff also connected with over 400 parent and family members and consulted with nearly 900 faculty and staff members. An extension of the Dean of Students Office is the Parent and Family Programs unit, which works with parents to identify their needs and find ways to support them. Staff advise the Billiken Parent Association, and worked with the Billiken Parent Association Executive Board to host events that raised nearly $15,000 for student scholarships.

**Student Involvement Center**

A goal each year for the Fraternity and Sorority Life community is scholarship and to have members excel academically. Each chapter has a scholarship chair that assisted the membership with academic success. This year the Greek population achieved higher GPAs than the respective undergraduate comparison groups.

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<th>Term</th>
<th>All SLU</th>
<th>All Greek</th>
<th>All SLU Men</th>
<th>All Greek Men</th>
<th>All SLU Women</th>
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Retention and Academic Success (RAS)

The primary goal of the Retention and Academic Success area in the Student Success Center is to provide resources that foster student success; for example, support is provided to those who have not declared a major, have a disability, are at-risk for leaving the institution, or need assistance with writing, subject matter, and/or academic-related skills.

A team of Student Success Coaches was formed this year to provide individualized outreach to first-year students identified as at-risk for leaving the university as well as to first-year students on academic probation. In total, the coaches supported 540 students and held 1,006 meetings with those students. Students who attended more appointments saw an increase in their GPA, with the greatest increase being those who met with a coach more than three times. In addition, the students who demonstrated a higher level of personal responsibility, self-awareness, and ability to set goals had a higher GPA than their peers who struggled in each of these areas. In all, 91% of at-risk students who met with a coach persisted from fall to spring, compared to 42% of their at-risk peers who did not meet with a coach.

Tutoring and Supplemental Instruction (SI) participation was at an all-time high this year, with over 11,000 tutoring appointments (a 22% increase compared to last year) and 6,000 Supplemental Instruction appointments (a 33% increase). Additionally, the number of unique students participating in tutoring and/or SI increased by 22% compared to last fall, and by 14% compared to last spring. To support the increased student demand for Supplemental Instruction, additional SI positions were added for the 2015-2016 academic year.

University Writing Services expanded its services to further support both graduate and undergraduate students. This year there were 6,562 writing consultation appointments for undergraduate and graduate students (5,023 and 1,539, respectively). This is approximately a 25% increase in appointments since last year. Further, students were able to apply discrete writing skills during these sessions, with 100% of follow-up survey respondents reporting improvement in their skills. Student confidence also increased, as 99% indicated more confidence after a writing appointment.

Disability Services continues to provide support and services to students who have documented disabilities and are seeking accommodations (447 at the end of the Spring 2015 semester). Forty students diagnosed with ADD/ADHD attended coaching appointments with a designated academic coach hired to work with ADD/ADHD students. This is double the number from one year ago. Overall, staff work with students so they can advocate for their own needs.

The Medical Center Academic Advising team had a total of 4,095 student appointments throughout the year. During these meetings, advisors worked with students to achieve goals of identifying courses they needed to take, resources available for support, and actions they needed to take before the next registration appointment. Compared to last year there was a 34% decrease in the number of students placed on academic probation and a 20% decrease in C-, D, or F final grades, which indicated students achieved higher grades in their courses.

Campus Recreation

Recent analyses examining the relationship between undergraduate student usage of recreation facilities and grades have revealed that students who visited Simon Recreation Center at least once in a semester had a higher mean term GPA than those who did not visit (3.23 vs. 3.07). Further, there is a positive correlation between the number of visits and GPA.
INTEGRATIVE LEARNING

Recognizing integrative learning as a high-impact practice, Student Development areas seek to provide opportunities for students to make meaning of their experiences in and out of the classroom. The following examples highlight some of the ways in which we foster student learning across contexts and personal experiences.

**Housing and Residence Life**

Learning Communities (LCs), which are centered around an academic major or theme, provide opportunities for students to live together in a residence hall and take classes together. Faculty are engaged with each learning community, providing students with opportunities for intellectual conversation, further connection to academic disciplines, research, internships, and other out-of-class learning experiences. Housing and Residence Life offered 12 LCs in 2014-2015. LC students interacted with faculty and other students at events targeted to their LC; events this year included museum trips, study sessions, watching TED talks, and attending plays and speakers. In addition to helping students make connections between learning in different settings, survey data showed that LC students think being in an LC assisted with their transition to SLU (89%), academic achievements (76%), career goals (65%) and social integration (90%).

Students who agree they could make connections between in and out of classroom learning as a result of their learning community experience.

**Student Worker Professional Development Series**

Eric Anderson and Kim Reitter continued coordinating the Student Worker Professional Development Workshop Series, an extension of their 2013-2014 Innovation Grant project. Four workshops, open to all of our student employees, were offered, focusing on four topics: knowledge of what employers want from candidates, awareness of inclusion as it relates to disability, emergency preparedness in a crisis situation, and professional writing skills. These sessions were intended to provide employees with information that could be used at both their current job as well as future positions. At the conclusion of each workshop, students were asked to identify their biggest takeaway from the session.

**Professional Writing Skills Session**

- **50%**
  - Write to your audience

- **21%**
  - Writing should be clear and concise

**Disability Awareness Session**

- **35%**
  - Addressing people with disabilities

- **24%**
  - Using inclusive language

- **21%**
  - Universal design
**Center for Service and Community Engagement (CSCE)**

Service-learning engages students in active learning that demonstrates the relevance and importance of academic work. The CSCE supports faculty teaching 80-100 different service-learning courses each year. Students in these courses provide services to hundreds of agencies in St. Louis. CSCE staff consulted with 57 faculty members who expressed interest in developing service-learning courses, conducted 51 service-learning presentations, and shared information with over 2,100 students engaged in service either through a course or a student organization.

**Office of Student Responsibility and Community Standards**

As part of an Innovation Grant Challenge project, Director Katherine Weathers initiated a peer education program for students who had violated campus policy. Entitled the Billiken 3Cs (community, commitment and connection), all freshmen and sophomores going through the community standards process attended a Billiken 3Cs session with 5-8 other students led by peer educators. Session curriculum included a TED talk video, a discussion about the Jesuit mission, and time reflecting on the student’s behavior and its impact on the community. Over 80% of students agreed that they were able to openly discuss their opinions without feeling judged. To add, the program was selected by the Association for Student Conduct Administration to be presented at its annual conference. This type of sanction provided students with an opportunity to learn and grow as members of the SLU community through discussion and reflection in a nonjudgmental setting.

“I had the opportunity to talk to peers about my experiences and discuss the importance of campus safety and being responsible. I learned a lot from the videos about how to be inclusive and proactive.”

- Billiken 3Cs participant

**Student Involvement Center**

Student leaders attended a two-day “iLEAD101 Retreat” in March to increase their understanding of the six skills of a servant leader. This was the first time that a retreat was held; this information is typically covered in a 7-week course. When participants were asked which format they preferred, 100% indicated they would choose the retreat-style program again. Additionally, 100% of participants were very satisfied with the program, and 100% are likely or very likely to recommend iLEAD 101 to other students. Participants were also asked to identify how comfortable they felt implementing the servant leadership skills, on a scale from 1-7 (1 = not at all comfortable and 7 = extremely comfortable). The retreat provided a solid foundation for student leaders to understand what it means to be a servant leader.

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<th>Skill</th>
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<td>Demonstrating active listening skills</td>
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<td>Building community within an organization</td>
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<td>Defining diversity and multiculturalism</td>
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**Career Services**

Career Services assists students seeking to gain experience outside the classroom by connecting them with experiential education opportunities such as internships and practica. This spring a survey was sent to all seniors to gather information about their experiences. The data indicated that 71% had completed at least one internship while at SLU. When asked to identify what they had learned as a result, the top two responses were transferable skills and information about their intended career. Additional responses included experience, affirmed career choice, and personal knowledge.

“While at my practicum I was able to see everything I had been learning in class come together and start to make sense.”

- Senior student
The Department of Athletics at Saint Louis University has established a set of strategic objectives that drives their work: Education, Competition, and Community. Please see highlights from the year for each of these areas below. Additional information can be found in Athletics’ Annual Report.

**Education**

2014-2015 was another successful year for Billiken student-athletes in the classroom. Overall, the student athlete-population had a mean grade point average (GPA) of 3.3. Part of this success can be attributed to the 73 Billikens who earned straight As during the Fall 2014 and/or Spring 2015 semesters. Student-athletes received academic acknowledgement from the Atlantic 10 Conference, with 265 (120 in the fall and a school-record 145 in the spring) being named to the A-10 Commissioner’s Honor Roll for having a GPA of 3.5 or higher. Furthermore, 21 student athletes earned A-10 All-Academic recognition, with 14 of our 18 sports having at least one honoree. Athletic teams also earned recognition within their sport. The Women’s Basketball team had a 3.56 GPA in 2014-15, earning the number 6 spot on the Women’s Basketball Coaches Association’s Academic Top 25 Team Honor Roll. Additionally, six women’s basketball team members earned a 4.0 GPA in at least one semester, with three making straight As for both semester. Furthermore, the Field Hockey team won the NFHCA National Academic Team Award for a second straight season and men’s tennis was named an All-Academic team by the Intercollegiate Tennis Association.

**Competition**

Billiken student-athletes carried their success in the classroom onto the field, with many teams and individuals being recognized for their winning ways. Overall, ten first-year student-athletes made their sport’s A-10 All-Rookie team, including two who were honored as the league’s top rookie performers in their sports. The men’s soccer program continued to be successful, this year earning a national top-ten ranking and achieving an 11-0 record at home, continuing their home-game winning streak to 19 games. Other men’s teams performed at a high level: the baseball team captured a fourth straight A-10 regular-season championship; track and field scored a school-record number of points at the A-10 outdoor meet; and four members of the swimming and diving team won the 400-yard freestyle relay at the Atlantic 10 Championships. On the women’s side, the Billiken softball team set school season records in 12 categories, including wins (36), runs, hits, homeruns, batting average, and total bases, among others. They finished second in the A-10 regular season standings, tying for the highest finish in program history. The Volleyball team had a 21-10 overall record, the best since 2009, and the women’s basketball team had the most number of wins since the 2002-03 season.
Community
In 2014-2015, Billiken Athletics staff and student-athletes contributed more than 7,500 hours of community service to a variety of charitable organizations. Members of the men’s basketball team alone performed more than 1,000 community service hours. Additionally, Athletics staff took part in building The Pope Francis House, a special project sponsored by Habitat for Humanity in St. Louis. Service to the community is a long-standing value for Athletics. For example, for two decades the Billikens have played a leadership role with the Special Needs Soccer Association (SPENSA). Coaches and players spent many hours working SPENSA clinics throughout the year. Also, the men’s and women’s tennis teams volunteered at the U.S. Open Wheelchair Championships for the third year in a row. In its sixth year, the Billiken 5K had a record 485 participants; this event raises money for the SLU Cancer Center. The annual Pink Out women’s basketball game seeks to raise breast cancer awareness. More than 7,000 fans attended this year, setting an attendance record.

#BillikenStateofMind Contest
For the second year in a row, SLU students were given an opportunity to win an all-expenses-paid trip to New York for the Atlantic 10 Conference Men’s Basketball Championship. Students created and submitted videos that related to Billiken Athletics’ three objectives of education, competition, and community. Fifty students were selected as winners from among the pool of contest entries and spent four days in New York. While there they cheered on the Billikens at the tournament, visited sights around the city including the 9/11 Museum and The Today Show, and completed a community service project at The Legacy Center in Queens. The “theme” of the trip was “Billiken State of Mind” and participants shared highlights from their trip on Twitter using that hashtag.

Billiken Athletics

Men’s Teams:
Baseball
Basketball
Cross Country
Soccer
Swimming & Diving
Tennis
Track & Field

Women’s Teams:
Basketball
Cross Country
Field Hockey
Soccer
Softball
Swimming & Diving
Tennis
Track & Field
Volleyball

7,500+
Number of hours of community service by Athletics staff and student-athletes.

7,000+
Record-setting attendance at annual women’s basketball Pink Out game

50
Number of students who won an all-expense-paid trip to the A-10 Men’s Basketball Championship in New York
DIVISION OF STUDENT DEVELOPMENT

DIVISION-WIDE INITIATIVES

Faith and Justice Collaborative (FJC)
The Faith and Justice Collaborative was offered as a pilot program this year to bring together units and organizations to more effectively promote the University Mission through the “Service of Faith and the Promotion of Justice” (Decree 4 of the 32nd General Congregation of the Society of Jesus, 1974). Six campus departments and five student organizations were selected as inaugural members, and two additional groups (Center for Global Citizenship and Engineers Without Borders) were added in the spring. Managed by Bobby Wassel, Assistant Director of the Center for Service and Community Engagement, the FJC groups met each month to discuss the organization, address physical space needs, and explore potential partnerships on various events and initiatives. Some highlights from this year’s programming include the following:

Ferguson/Occupy SLU Campus Dialogues: The FJC sponsored a series of discussions in response to Ferguson events and Occupy SLU. “Live the Oath: A Day of Dialogue and Reflection” was held, with three campus-wide sessions for faculty, staff, and students. Nearly 100 people attended. Later in the semester, five additional Campus Climate Discussions were held, with more than 125 students, faculty, and staff participating.

Social Justice Programming: Twenty-six students completed all six workshops of the annual Social Justice and Advocacy Training, a 24% increase from the previous year. Participants’ feelings of empowerment to work for social justice grew from 48% after the first workshop to 96% at the end of the six-workshop series. Additionally, a Just Labor Committee of faculty, students, and staff was formed to review concerns by members of the SLU community about fair labor practices and supply chain of products and licenses used by the University.

Sexual Assault and Masculinity: Multiple collaborators from the FJC co-sponsored events related to sexual assault awareness and masculinity education. In the fall, nearly 200 students participated in the Clothesline event, learning more about sexual assault and designing t-shirts to raise awareness. The Office of Student Responsibility and Community Standards, in partnership with other FJC units, brought Joe Ehrmann, a former NFL defensive lineman, minister, and motivational speaker, to campus. His talk on masculinity and what it truly means to “be a man” brought over 500 students to the Wool Ballroom in the Busch Student Center.

Future goals of the Collaborative will be organized around three areas: programming and initiatives, collaborations and membership, and operations and advancement.

FJC Inaugural Members

Student Organizations

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<th>Departments</th>
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<td>Center for Service and Community Engagement</td>
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DIVISION OF STUDENT DEVELOPMENT

DIVISION-WIDE INITIATIVES

Evidence-Based Discovery Teams

At the outset of her position, the Program Director for Strategic Planning and Assessment, Marissa Cope, was charged with making recommendations to enhance and improve the Division’s assessment efforts. One area identified was the use of data. Specifically, divisional staff need to consider: 1) use existing datasets to their fullest extent and as a starting point to answer questions before collecting more data; 2) increase sharing of data beyond the department that coordinated the collection effort; and 3) increase reflection on and use of data. To promote the achievement of these goals, she developed a new concept that involved division-wide participation: Evidence-Based Discovery (EBD) Teams.

To implement this initiative, this year the Division of Student Development had four six-person teams, whose purpose was to undergo an “exploratory mission” across the division to identify and acquire data and information relevant to each of the four strategic priorities. Teams consisted of two co-chairs and four staff members, with representatives from all departments in the Division. The Program Director for Strategic Planning and Assessment served as one of the co-chairs on all four teams. Because this effort was also a professional development opportunity, staff with varying levels of experience in the field and with assessment were chosen to participate.

Each team’s process consisted initially of exploring the meaning of their strategic priority, discussing what evidence might look like, identifying which of the large-scale survey datasets (e.g., Mapworks, Missouri College Health Behavior Study, Multi-Institutional Study of Leadership) were relevant, and identifying which functional units had programs and services that fostered learning and development related to the priority. Once that foundational work was completed, the teams focused on accumulating the evidence in an organized and meaningful way, and determining what additional resources needed to be explored. The last step in the evidence review process was to attempt to draw conclusions and write summaries of the evidence, based upon time spent reflecting on and thinking about the data.

The Evidence Based Discovery Teams’ work culminated in a day-long data jam for all Student Development staff. In May, four 90-minute data jams were held, one for each strategic priority. The general structure was consistent across the four teams. Each session began with a presentation of information regarding data the teams discovered, team members then facilitated discussions based on the data, and lastly, small groups reported out to the large group. Over 50 people attended the event. Anecdotal evidence indicated that staff appreciated the opportunity to come together to learn and discuss what we know about the SLU student experience, especially with people they do not work with every day.

EBD Team Members

- **Global Citizenship**
  - Bobby Wassel (CSCE) (Co-Chair)
  - Luis Garay (CCC)
  - Jordan Glaser (SIC)
  - Richard Marks (HRL)
  - Alex Wulff (RAS)

- **Healthy Mind, Body, and Spirit**
  - Ken Wolters (Campus Rec) (Co-Chair)
  - Reid Dickerson (RAS)
  - Ashley Lang (HLR)
  - Arathi Srikanta (HPE)
  - Claire Stuckel (SIC)

- **Student Success**
  - Kelly Herbolich (RAS) (Co-Chair)
  - Aleidra Allen (SIC)
  - Alison Bradley (SHC)
  - Mark Chung Kwan Fan (HRL)
  - Therese Jacques (UCC)

- **Integrative Learning**
  - Dawn Aldrich (HRL) (Co-Chair)
  - Yuan Gao (CCC)
  - Brian Lawrence (Career Services)
  - Kaleigh Mrowka (SIC)
  - Leah Sweetman (CSCE)
Innovation Grant Challenge

The Division of Student Development strives to find ways to promote innovation in our work. To that end, the Vice President continued to sponsor the Student Learning & Student Success Innovation Grant Challenge, funding innovative projects that promoted student learning or student success. In selecting proposals for funding, special attention was paid to innovative efforts that enabled students to have transformational educational experiences with particular emphasis on high-impact practices and/or high-quality assessment. Four project teams were selected to participate in the Challenge this year:

“Academic Coaching: A Peer Support Model” by Matt Sullivan, Retention and Academic Success
This project expanded the individual academic coaching model to a group setting. Students on academic probation attended sessions discussing concepts of academic skill-sets, confidence, positivity, and reflection. Participants felt they benefitted from sessions and data showed that students who participated in the group model had higher term GPAs than students who were on probation but did not participate.

“International Immersion: Making Global-to-Local Connections” by Justin Vilbig, CSCE
In conjunction with SLU-Belize 2020: An Ignatian Partnership, SLU students and employees travelled to Belize City to serve with the population of St. Martin de Porres parish, working toward improved educational outcomes for the children. Following the trip, students reported growth in many areas, including cultural competence, vocational discernment, social disparities, and empathy.

“Peer Education as an Approach for Student Learning around Community Standards” by Katherine Weathers, OSRCS
The Billiken 3Cs program was a peer education program for students who violated campus policy. With a theme of community, commitment, and connections, the sessions focused on understanding the impact of one’s behavior on a community, making commitments to better the whole person, and connecting with others.

“Study Abroad Co-Curricular Experience” by Danielle Nied and Kaleigh Mrowka, Housing and Residence Life
Ten students in the Diversity and Global Citizenship Learning Community participated in a short-term study abroad trip to Quito, Ecuador. The group toured Quito, went on local cultural excursions, and met with government and nonprofit leaders. Participants reported personal growth in areas such as interpersonal skills, self-awareness, and understanding of different cultures.

The teams implemented and assessed their projects throughout the year. In May, the Innovation Grant Showcase was held. This event consisted of two parts: a poster session and team presentations. Over 40 staff from the Division attended. Attendees completed a rubric for each of the projects based on the information presented; the rubric had dimensions for innovation, transformational educational experience, project outcomes, project implementation, assessment, and sustainability. Rubric evaluations were tabulated to determine a winner of the Challenge.

This year’s winner was Matt Sullivan with his project related to academic coaching in a peer support setting.
DIVISION OF STUDENT DEVELOPMENT

RESPONSE TO FERGUSON AND OCCUPY SLU

Background
Adolfo Nicolas, S.J., 30th and current Superior General of the Society of Jesus, challenged all Jesuit colleges and universities in 2010 at Mexico City: “Jesuit education should change us and our students...What kind of encounter do we have with our students if we are not changed? And the meaning of change for our institutions is who our students become, what they value, and what they do later in life and work. To put it another way, in Jesuit education... [should] work toward constructing a more human, just, sustainable, and faith-filled world.”

On August 9, 2014, Michael Brown was shot and killed by Ferguson Police Officer Darren Wilson. The tragic event electrified anger, debate, and grief in Ferguson, St. Louis, and beyond, resulting in myriad displays of protest. On Thursday, August 14, the University held a prayer vigil at the Clock Tower as a call for justice through prayer to honor the life of Michael Brown Jr., and show solidarity as part of our Catholic, Jesuit heritage. Religious leaders in the community were invited and students led the vigil, facilitated by Campus Ministry. On Sunday, August 24, in solidarity with the Brown family funeral, Saint Louis University held a second vigil, also facilitated by Campus Ministry, as the preamble to the first Sunday mass of the academic year.

On October 8, 2014, VonDerrit Myers Jr., fled from police and opened fire with an alleged stolen gun. Myers Jr. was shot and killed. VonDerrit Myers’ father, VonDerrit Myers Sr., has been a SLU employee in Facilities for several years and an elemental part of the SLU community. Diverse viewpoints and response from the death of VonDerrit fueled the debate and tension of police shootings; and the black male identity and experience in St. Louis and America was amplified.

In the late hours between Sunday, October 12 and early hours of Monday, October 13, the “deep, real encounter” that Fr. Nicolas referred to came to SLU with nearly a thousand young people protesting at the SLU Clock Tower. This transformed into #OccupySLU which challenged the Saint Louis University community to affirm if we truly are a place where dialogue on difficult social issues of inequality, oppression, and race can and should be heard --- “Who [will] our students become?”

The Oath of Inclusion
We, as students, form a diverse and vibrant university community. We do not enter into this community by proximity, but by virtue of a shared Jesuit vision - to pursue higher truths, obtain greater knowledge and strive for a better world. In this endeavor, we do not succeed by our individual ambitions, but by our discovery of each other. We find higher truths when we seek to understand the complexity of our neighbors’ identities, we obtain greater knowledge when we consider the perspectives of our fellow students and we begin to strive for a better world when we build a stronger community.

As a student and a member of the SLU community, I will live by this oath.

I will embrace people for the diversity of their identities, creating a community inclusive of race, ethnicity, sex, age, ability, faith, orientation, gender, class and ideology.

I will challenge my worldview through education inside and outside the classroom.

I will show that I am proud to be a Billiken by enriching the culture of our University.

I will foster a community that welcomes all by recognizing the inherent dignity of each person.

I will work for social justice in the Saint Louis community and beyond.

This is the SLU I believe in.
This is the community I am building.
This is our SLU.
#OccupySLU
In the midst of the encampment, #OccupySLU, each night students facilitated “teach-ins” to discuss issues of privilege and inequality in St. Louis. Amidst the dialogue and discussion, speech was not always “comfortable.” This tension aroused a variety of definitions of “safety” from students, parents, and alumni. Trying to balance and navigate those tensions, the Division of Student Development focused on the development of students and response to each individual student and their experience and learning. Concurrently, the burgeoning energy of concern from parents, families, and alumni prompted a need to respond to concerns and a phone bank was established. The phone bank was also initially led by the Division of Student Development. Hundreds of calls were received, mostly highlighting a range of concerns. Within 24 hours, it became evident that the significant impact of social media was unmanageable, and the events at the SLU Clock Tower and the variety of perspectives and access to #OccupySLU was made global.

Over the course of the week of #OccupySLU, University leaders met with community leaders and representatives of the demonstrators to discuss a peaceful end to the demonstrations and encampment on the SLU campus. The conversations centered on ways SLU could be a community leader in addressing racial inequality in St. Louis, as well as enhancing diversity on campus. As a result, the University agreed to support a number of actions to achieve those goals (document referred to as The Clock Tower Accords), and the demonstrators agreed to permanently leave their encampment on SLU’s campus. As a result, on Saturday, October 18, the encampment was peacefully removed by the demonstrators.

**Significant Division-Led Programs**
On Tuesday, October 14 and Wednesday, October 15, the Division of Student Development held campus dialogues throughout the evening to provide a space for students to express their thoughts and feelings about the #OccupySLU events. The environment was framed to support students being open and honest about their perspectives, while being willing to challenge their current viewpoint. Dialogue learning outcomes included: students can better understand the conversations about race and privilege occurring in our community; build bridges across racial lines; build new relationships with one another; and enter a space of peaceful understanding with other students.

There were several programs facilitated throughout the following months. In October, a screening of the film “Dear White People” garnered over 300 faculty, staff, and students. In anticipation of the Grand Jury indictment announcement in November, the Campus Dialogue group hosted a “safe space” at St. Francis Xavier Church in solidarity with other strategic locations throughout St. Louis and Ferguson. In January, the African American Studies Program faculty facilitated discussion to King Scholars and interested students following the screening of “Selma” at the Center for Global Citizenship. Providing an opportunity for reflection was a critical component of these programs.

**Reflection Questions for Student Dialogues**
- Has there ever been a time in my life when I did not fit in?
- Who am I? How would I describe myself to someone new?
- How do I reconcile internal conflicts within myself? How do I reconcile external conflicts with others?
- What stereotypes are depicted around me? In what ways? Do I try to dispel them?
- In what ways do you see the impact from the use of words in your understanding of systems of disadvantage? What words come to your mind? What do they mean to you?
- What does it mean to live in a community? What are the benefits and challenges of living in a community?
- As a community in solidarity, how do we live the mission of Saint Louis University in both listening to and amplifying voices of those that are not being heard?
- What is something that you have in common with other SLUdents?
DIVISION OF STUDENT DEVELOPMENT

2014-2015: BY THE NUMBERS

3x
Collaborations between units in the Faith & Justice Collaborative tripled compared to last year

3.21
Mean Fall 2014 GPA of first- and second-year students living in residence halls

1,708
First-year and transfer student attendees at 2015 SLU 101

Half a million
Total number of visits to Simon Rec

↓39%
Decrease in Student Responsibility and Community Standards cases

317
At-risk first-year students created and followed through on individualized success plans.

4,209
Billikens After Dark event attendance

18
Varsity athletic programs

1,844
Number of Greek organization members
1,238 Panhellenic Council members
583 Interfraternity Council members
23 Multicultural Greek Council members

99.5%
Fall 2014 occupancy rate in the residence halls

97
Senior Legacy Symposium student presentations

12,989
Student users in the SLUGroups platform

1,013
Connections made between students and service sites

255
Students in the Community-Based Federal Work Study program

65%
Percentage of Major Exploration advisees who had declared a major by the end of the year
90% Percentage of students in Supplemental Instruction who earned a passing grade in their course

562 Faith and Justice Collaborative events held in 14-15

35 Number of Campus Recreation club sports teams

49 University 101 sections in Fall 2014

1,023 Events held in the Busch Student Center

53,386 Packages delivered by Student Mail Services

780 Student employees in Student Development

30% Increase in employers recruiting on campus

73 Student-athletes who received a 4.0 GPA during the Fall 2014 semester and/or the Spring 2015 semester

10 Faculty and staff workshops facilitated by Disability Services

30 SLU Wellness peer educators

176 MLK Scholars

1,770 Program planning forms submitted by student organizations for events

266 Student organizations

1,078,982 Visitors to the Busch Student Center

↓64% Decrease in the number of student conduct meetings

10,848 Pounds of good donated during the “Trash to Treasure” drive in May