Saint Louis University
Division of Student Development

Busch Student Center
Business & Auxiliary Services
Campus Recreation
Center for Service and Community Engagement
Cross Cultural Center
Housing & Residence Life
Student Conduct
Student Involvement Center
   Student Life
   Undergraduate Initiatives
Student Success Center
   Academic Advising
   (Major Exploration and Medical Center)
   Academic Support
   Career Services
Student Health & Counseling
MISSION STATEMENT
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 STATEMENT
The Division of Student Development supports the mission of Saint Louis University, as together the entire University community works to develop students into “women and men for others”. Learning takes place, formally and informally, in the classroom and through the activities, experiences and lives of students outside the classroom. Among other things, these experiences emphasize leadership and service, wellness (mind, body and spirit) and mature interpersonal relationships within the University and our metropolitan environment. We support student learning as defined in the publication, Learning Reconsidered, “a comprehensive, holistic, transformative activity that integrates academic learning and student development.”

As a Division, we operate in partnership with other University departments and our students to assist them in reaching their full development as persons. Student formation includes the physical, emotional, social, intellectual, spiritual, vocational, and moral growth that takes place during a student’s SLU experience. We also provide a range of services that contribute to a quality living-learning environment for our students. We promote lifelong values which include respect for all persons, compassion, a sense of personal responsibility, an appreciation of diversity, community engagement, lifelong learning, responsible citizenship, leadership, respect for faith commitments, critical thinking, and ethical decision making. Care for our students necessitates a Divisional focus on excellence in service and environments that impact student learning and development.

The Division of Student Development draws upon and supports the Catholic, Jesuit mission of Saint Louis University. All of our programs support the University’s educational efforts to help students develop as personally and socially responsible persons capable of exercising leadership in advancing the cause of human good in the world.

The Division of Student Development at Saint Louis University consists of 100 staff members, 11 of whom have terminal degrees (several additional currently enrolled in a doctoral program) and 52 of whom have masters-level credentials.

Staff members stay current in their fields of expertise through reading and contributing to the body of professional literature and materials and participating in and presenting at regional and national conferences.

To continue to develop professional competency, staff also participate in an on-campus monthly professional development series modeled after the ACPA (College Student Educators International) professional competencies. Sessions offered in the 2009-2010 academic year include:

- Exploring the Social Web
  - Competency: Organizational Cluster
- Student Care and Concern:
  - Addressing needs of students with Asperger’s Syndrome
  - Competency: Student Development Theory
- Issues of multiculturalism on campus: A case-study approach
  - Competency: Multicultural Competence
- Financial planning and decision making: A macro perspective
  - Competency: Organizational Cluster
- Reporting Assessment Results:
  - Student Voice professional development webinar
  - Competency: Assessment, Evaluation, and Research
- Emerging legal trends in Higher Education
  - Competency: Legal Foundations
- Supporting GLBT students in a Catholic University setting
  - Competency: Ethics
- Creating Communities of Respect:
  - Civility Inside the Classroom and Out
  - Competency: Teaching
Division of Student Development
Strategic Directions

1. CREATE VIBRANT OPPORTUNITIES FOR STUDENTS TO ENGAGE IN REFLECTIVE & APPLIED LEARNING EXPERIENCES
   a. Working closely with faculty and academic affairs leaders, we will enhance student engagement in residential learning communities and FIGs (First-Year Interest Groups).
   b. Working closely with faculty, academic leaders and others, we will enhance service learning and servant leadership opportunities for our students.
   c. Working closely with faculty, academic leaders and others, we will advance students’ awareness and understanding of diversity in all of its complex forms and their commitment to social justice principles.

2. ENGAGE STUDENTS IN PROGRAMS & ACTIVITIES THAT DEVELOP STUDENTS AS WHOLE PEOPLE
   a. Working closely with faculty, academic leaders and others, we will foster a campus culture which emphasizes responsible decision making as it relates to alcohol and drugs.
   b. Working closely with faculty, academic leaders and others, we will enhance overall student wellness (i.e., “mind, body and spirit”).
   c. Working with faculty, academic leaders and others, we will create and sustain systems that enable us to coordinate care, support and assistance for distressed and/or disruptive students.
   d. Working closely with faculty, academic leaders and others, we will engage our students in developmentally appropriate initiatives and programs designed to produce specific learning outcomes.

3. ESTABLISH A LEVEL OF EXCELLENCE IN ALL LEVELS OF STUDENT SERVICES
   a. Utilize technology to enhance programs and services that increase student and other stakeholder access, satisfaction and success.
   b. Ensure a high degree of student and stakeholder satisfaction with services and programs provided.

4. FOSTER A SUPPORTIVE CAMPUS ENVIRONMENT FOR ALL STUDENTS
   a. Provide safe, accessible, adaptable, and well-maintained facilities intentionally designed for learning and community development.
   b. Working with faculty, academic leaders and others, we will more effectively connect commuter, transfer, international, and minority students to campus-based programs and services.

5. ESTABLISH AND MAINTAIN QUALITY ACADEMIC AND CAREER SUPPORT SERVICES FOR STUDENTS TO PROMOTE THEIR ACADEMIC SUCCESS AND INTEGRATION OF THEIR CURRICULAR AND CO-CURRICULAR EXPERIENCES.
   a. Provide academic advising and career counseling (in collaboration with faculty mentors) that appropriately addresses individual student development.
   b. Provide appropriate levels of academic support and intervention for students to foster their academic success.

CAMPUS-WIDE PARTNERSHIPS
The student development strategic directions require partnerships with academic units, faculty, students and other university personnel to help students connect their classroom and out-of-classroom experiences.

THEORY-BASED PARTNERSHIPS
Emphasis on student learning (i.e., learning outcomes) for the first-year through senior-year have been identified and will be addressed through a focused set of programs and services which take into account the different needs and developmental issues students have at different points in their matriculation.
Busch Student Center

Key Accomplishments 2009-2010

1. Implemented several building improvements including installing a new HD projector in the Wool Ballroom; purchasing new chairs for the 2nd floor meeting rooms; expanding the buildings' security camera system; repainting the St. Louis Room; upgrading and expanding the abilities of the Student Information Desk; and establishing a tutoring and writing support space. Collaborated with Information Technology Services to design and open the BSC Tech Service Center for public computing, technical assistance, educational training on technology, and as a member of the “Apple On Campus” partnership.

2. Added new Lobbyguard reporting system and Arrival mail processing system in Student Mail Services. Made physical improvements to the BSC Student Mail Services in order to prepare for the upgrade to a Contractual Postal Unit.

3. Installed the BSC digital signage system which promotes events around campus; displays news ticketers, streams KSLU broadcasts, and displays weather and news forecasts made by SLU-TV.

4. Established the Student Media Production Team to serve as an AV creation resource to the entire University community.

5. The BSC Billiken Club was named “Best All Ages Venue” in the Riverfront Times 2009 “Best of St. Louis” poll.

Key assessment findings

BSC Services Survey
The BSC Services Survey was distributed electronically via email to all students during the beginning of the Fall 2010 semester. It is a repeat of a survey administered in 2007. 1600 students participated in the survey.

Findings of the survey were similar to that of the one administered two years ago, with some improvements noted. Overall, students value improvements in the building including the addition of the Tech Service Center and upgraded computers. An area of concern that continues to be present is student desire for additional study space. Students commented on a desire to improve food service and dining hours in the building as well.

These results have been considered in partnership with Billiken Dining (Chartwells) to devise dining improvements for the next academic year. Additionally, adjustments will be made to the Grand Marketplace to establish additional appropriate study space for students in the building.
Key Accomplishments 2009-2010

1. Operational practices were implemented to improve customer service and/or reduce costs, including revamping meal and room rates for residential students, enacting a student wellness fee, establishing an option for students to charge their textbooks to their student account, and reorganizing aspects of the division to assure efficiency and customer service.

2. Food Service was enhanced throughout campus as a result of the Chartwells Fresh Eyes Team evaluation. FY10 saw the hiring of a new Resident District Manager, a new Operations Director and a new Catering Director. The service and quality at resident and retail dining locations and at catered events has seen an immediate improvement. Student and staff responses have been very favorable. Participation rates in the dining halls have risen from 58% to 84%.

3. A customer service survey was developed to evaluate division programs and services and made available to students via Student Voice and the iPod Touch technology. The survey was developed around the university's 5 “C”s” – community, competence, conscience, compassion and commitment.

4. Increased traffic for the student-centered website sluconnection.slu.edu, enhancing communication, news sharing, event distribution and marketing to the campus student body.

5. Division technology enhancements include the development and implementation of training sessions to assist staff in utilizing technology. Embedding newsletters into email, creating Podcasts and videocasts, and linking technology types are training topics that have been presented.

Key assessment findings

Barnes and Noble Customer Service Mystery Shopping Program
Barnes & Noble College Booksellers has created an in house mystery shopping program. The program is supervised by an outside agency. Students are hired to shop the store via email/website, telephone, and in store. The store is shopped a minimum of 6 times throughout the academic year including the beginning of both semesters, during each semester end buyback and at least 2 other times during the year. Key findings include an overall average score of 96%. Results will be considered in future training including offering additional training for staff on telephone skills and offering additional assistance on the selling floor. The Saint Louis University Bookstore consistently scores above the Barnes & Noble average of 93% and the corporate goal of 95%. The store ranks in the top 10% of all Barnes & Noble College Bookstores in service as well as sales.

Billiken Dining Service Customer Service Surveys
Two iPod surveys were utilized to assess customer satisfaction in Dining Halls with service, food quality and food selection. The first survey demonstrated above average satisfaction ratings for service but showed the need for upgrading food menus and food quality. Changes were made over spring break and the follow-up survey showed high ratings for all areas of service, selection and quality.

Based on the surveys, a plan was implemented to maintain the high levels of service, quality and selection. Training, education and marketing have also been improved.
Campus Recreation

Key Accomplishments 2009-2010

1. Experienced an increase in usage, with total annual visits over 500,000.
2. The SLURuba Outdoor pools transitioned to a salt water filtration system which will aid in sustainability efforts.
3. Hosted a successful “Good Eats, Good Health” event with 426 attendees and 24 vendors.
4. The fall Asian Connection Intramural League was largely successful, engaging international students in basketball, badminton and ping pong. Intramurals experienced record participation with 170 teams Fall session II.
5. There are currently 298 members enrolled in the SLU-Fit wellness reimbursement program for SLU faculty and staff.

Key assessment findings

SLU participated in the Spring 2008 Campus recreation benchmarking survey co-sponsored by Student Voice and NIRSA (National Intramural and Recreational Sports Association). Key findings are categorically outlined below.

Recruitment and Retention
70% of respondents stated that recreation facilities and programs were important factors in their decision to attend or remain at the institution. This information continues to inform collaborative opportunities to attract and retain students, and highlight facilities in campus marketing materials.

Satisfaction with Facilities & Needs Assessment
Overall student satisfaction of facilities was extremely high, with satisfaction with indoor space (72% satisfied) rated higher than satisfaction with outdoor space (55% satisfied). Student data supported the proposal and plans to construct an outdoor recreational facility at the University’s Medical Campus that will include an outdoor track and sports field with spectator seating.

Web Page
92% of respondents were able to find what they were looking for on the Campus Recreation website. The most important information on the web page for students was the facility hours of operation, followed by information about activities, programs or services. This information helped inform how information location is prioritized and designed on the webpage.

The Simon Recreation Center experienced a major renovation and expansion in 2006-2007 and now offers 24,000 square feet of fitness space in a 120,000 square feet facility. Summer 2010 will break ground for the new outdoor recreation complex on the medical center campus. The facility will include an outdoor field with a competition sized track and will serve intramurals, club sports, special events and drop-in recreational use.

The Mission of the Department of Campus Recreation is to provide quality recreational opportunities which aid and encourage a healthy lifestyle to the Saint Louis University community. To accomplish this mission the Department strives for excellence in recreational programs, services and facilities and promotes their contribution to one’s well being.
Key Accomplishments 2009-2010

1. Established the Center for Service and Community Engagement, including the development of a Center strategic plan.
2. Conducted interviews with more than 50 University faculty and staff to explore their experiences with service, service learning, and community based research and conducted network analysis as a tool to envision linkages.
3. Worked with the Office of Research Services to add community-based research to the President’s Research Fund.
4. Sponsored Make a Difference Day 2009 with 2534 students faculty and staff working at 107 sites united by a theme of “Connecting Global and Local Justice: The Millennium Development Goals.”
5. Sponsored Relay for Life which raised more than $150,000 for cancer research and engaged over 1,500 participants.

Key assessment findings

Make a Difference Day
Participants in this annual day-of-service tradition generally reported that participation in Make a Difference Day helped them learn more about issues in the St. Louis area, and that the event was well organized. Improvements based on assessment findings include further development of effective reflection opportunities for such a large group of participants.

Relay for Life
Over 87% of survey respondents found Relay for Life activities entertaining and engaging. Over 2/3 learned about cancer from the event, and over 73% learned about the American Cancer Society and its programs. Proposed program changes include further enhancement on the educational value of the program regarding cancer, and assessing students’ perspective of the event in relation to campus community-building.

In the calendar year 2009, students reportedly completed a total of 147,189 hours of service. Of these, 5,258 were required by Student Conduct (3.5%).

Over 1 million hours of service were completed by the SLU community in 2009.

Service learning was fully integrated in 87 courses Fall 2009 and 67 courses Spring 2010.

The Center for Service and Community Engagement prepares participants to be effective servant leaders and agents for social change; and fosters the creation of a just and equitable society by supporting efforts of students, faculty, and staff in the areas of community service, service learning, academic research and community partnerships.
Cross Cultural Center

SLU Cultural Organizations advised in the Cross Cultural Center
• Asian Students in Action (ASIA)
• Black Student Alliance (BSA)
• Diversity Leadership Cabinet (DLC)
• Filipino Student Association (FSA)
• Hindu Student Council (HSC)
• Hispanic-American Leadership Organization (HALO)
• Indian Student Association (ISA)
• International Student Federation (ISF)
• Irish Student Guild (ISG)
• Korean Student Association (KSA)
• Muslim Student Association (MSA)
• Rainbow Alliance
• Taiwanese Student Association (TSA)
• UNA, Feminist Voice

Multicultural Competency Defined
- **Multicultural Awareness**: Awareness of how peoples' attitudes, beliefs, values, assumptions, and self-awareness affect the ways they interact with those who are culturally different from themselves.
- **Multicultural Knowledge**: Having an informed understanding of cultures that are different from one's own culture, including knowledge of their histories, traditions, values, practices, etc.
- **Multicultural Skills**: Skills that individuals use to engage in effective and meaningful interactions with those who are from different cultural backgrounds than their own.
- **Multicultural Action/Advocacy**: The ability to utilize multicultural knowledge, skills, and awareness to advocate for a more just and equitable society.

Key Accomplishments 2009-2010
1. The Intergroup Dialogue Program has been issued a course number through the African-American Studies Program. Two class sections are offered fall 2010, focusing on race and gender. Course curriculum is based on the Ubuntu Intergroup Dialogue Program.
2. A new "I AM" Monthly Discussion Series was initiated as an open forum through which the campus community explores issues of identity development, diversity, multiculturalism and social justice. "I AM" is an acronym for Identity Awareness and Multiculturalism.
3. The Cross Cultural Center and Multicultural Competence team sponsored the "I OWN" Cultural Marketplace, an interactive exhibit designed to serve as a multicultural education and development program that highlights the gender, race, sexuality and ability experiences of those bodies that have been oppressed and "owned" by institutional, structural and individual forces in our society.
4. The Community Dialogue and Diversity Education Group was formed to work on campus initiatives and provide immediate opportunities for members of the University community to engage in meaningful dialogue around issues of inclusion.
5. The Bias Incident Reporting Protocol was initiated, and is comprised of a group of individuals from within the SLU community, who, in response to a bias activity report, coordinate an appropriate institutional response. The B.I.R.T response protocol was developed in spring 2010.
Housing & Residence Life

Key Accomplishments 2009-2010
1. Developed a departmental strategic plan, aligned with that of the Division of Student Development. Restructured and enhanced the departmental residential curriculum to support desired student learning outcomes.
2. Assumed management responsibilities of the apartment building Flats at Three-Seven-Four. The contract provides an additional 290 beds for junior/senior housing addressing the housing demand issue and the continued availability of viable housing options for upper division students.
3. Established collateral assignments for Master’s level Residence Hall Coordinator’s in seven areas across the Division of Student Development, which will allow coordinators to expand their professional expertise, build collaborative relationships, and increase the level of support available in these areas.
4. Established and maintained off-site facility, Manresa Center, for overflow housing Fall 2009, which allowed for approximately 50 students to secure housing and transition to a permanent space within 3-weeks of the semester beginning. The same facility was later used to house students with H1N1 to provide a safe, comfortable and accommodating space for students to recover.
5. Completion of Campus Emergency Response Training (CERT) by Housing and Residence Life professional staff and all Resident Advisors, preparing them in a variety of emergency training scenarios including fire extinguisher use and hazmat awareness, first aid and triage, terrorism awareness and disaster debriefing.

Key assessment findings
SLU regularly participates in the national benchmarking study for University housing sponsored by EBI (Educational Benchmarking, Inc). The following findings represent the percentage of students reporting a significant impact (reporting a 6 or 7 on a 7-point response scale) of living on campus in these areas:
- 39% enhanced their learning experience
- 43% satisfied with their on-campus housing experience this year
- 41% enhanced their ability to understand the consequences of drug use and abuse
- 50% enhanced their ability to respect other races/ethnicities
- 55% enhanced the degree to which you interacted with residents who are different from you
- 38% enhanced appreciation and level of respect for differences in people
- 48% enhanced feelings of being a member of the SLU community
- 56% enhanced ability to meet other people
- 57% enhanced ability to live cooperatively
- 43% enhanced ability to resolve conflict
- 51% enhanced ability to improve interpersonal relationships
- 33% enhanced ability to study more effectively
- 50% enhanced ability to solve your own problems
- 51% enhanced ability to improve communication skills
- 38% enhanced ability to manage your time

3368 students lived in residential housing during the 2009-2010 academic year, which is 95% of the current system occupancy and 101% of the designed system capacity.
Student Conduct

Key Accomplishments 2009-2010

1. Processed over 1925 cases of student conduct.
2. Responded to over 477 student reflection papers on community service, what they learned through their experience, topics related to personal, spiritual, intellectual development.
3. Assisted with or hosted several campus programs including Hazing Week, Oksoberfest, Grim Reaper, I Own MarketPlace, and others.
4. Conducted over 63 hours of training on the Conduct Process to RA’s, Residence Life Staff, Board Members and Hearing Officers.
5. Presented at the JASPA 2010 summer institute on the Mediation and Advocacy Program.

Key assessment findings

Student Advocate and Student Conduct Board Training Assessment
Members of the Student Conduct Board and Student Advocates reported via survey on their respective trainings during the 2009-2010 academic year. Both the advocates and SCB members gave positive feedback on the training received on the conduct process and the materials received. All new members and most returning members conveyed that they learned more about other areas related to the conduct process as well (Residence Life, Public Safety and Student Health and Counseling). As a result of the feedback, training in the future will include more peer education from returning advocates and board members as well as additional role playing for the student advocates.

Students Who Utilized Advocates
55 students were offered Student Advocates as a resource in their conduct process. Select students were surveyed regarding their experience. 100% of students surveyed were very satisfied with the assistance their advocate provided. 90% of students indicated their advocate helped them “a great deal” with understanding the hearing process. 80% of students indicated their advocate helped them “a great deal” with writing an opening statement, writing questions for witnesses, and writing a closing statement in preparation for their conduct hearing. 100% of students indicated they felt very comfortable being honest with their advocate about the situation and their side of the story, and that they would recommend using an advocate to a friend who was going through the hearing process. Results will be utilized to continue improvements in advocate training to assist in further preparing students to answer questions from the Board/Hearing Officer and prepare questions for the witnesses.

Special Initiatives

Mediation and Advocacy Program
The Mediation and Advocacy Program is available to any student who is experiencing a conflict and would like some direction/assistance in resolving. The first component of the program, Mediation, is available to any student at SLU and has been used to help resolve roommate conflicts, relationship problems, and conflicts among friends and even to assist leadership teams/groups of students who are having difficulty working together.

Student Advocates
Student Advocates are also available to assist any student who finds themselves in the middle of a conduct hearing or preliminary meeting and needs guidance on how to handle that process. Student Advocates are extensively trained on the conduct process and have been utilized in all types of conduct cases, regardless of the severity of the charges a student might be facing.

The mission of the Office of Student Conduct at Saint Louis University is to help students become men and women for others through an educationally focused conduct process that assists them in improving their decision-making skills. Consistent with the philosophy of a Jesuit education and the mission of Saint Louis University, the Office of Student Conduct is committed to developing and nurturing a University community, where responsibility is embraced and ideals are shaped by individual growth and development.
Student Involvement Center

About the Bright Ideas Grant

The Bright Ideas Grant Program is designed to serve as a stepping-stone for the innovative and socially-minded bright ideas of Saint Louis University students. By furnishing students with basic resources, the program aims to encourage and nurture innovation and “outside-the-box” thinking towards social change. Students consider and propose ideas that are either incrementally or radically different in their approach to making a positive impact on the way they view community, and that they plan to stay connected with friends they met on the trip. The majority of students indicated that because of the experience they had a better understanding of service and social justice, and that they were challenged to consider simpler ways of living. Over half of the respondents reported that the pre-trip meetings helped them learn about the Appalachia region were ineffective. Respondents also felt the organization, fundraising, and communication prior to the trip could be improved.

Participants articulated positive ways in which the trip contributed to their fraternity/sorority experience within their chapter and within the community as a whole. Common themes included new friendships and connections across chapters, closer relationships with members of own chapter, connections to chapter values, encouragement towards future service. Assessment results have informed future planning including increasing space availability for the trip, additional pre-trip preparation work including additional information about the Appalachia region, and providing opportunities for additional student leadership in organizing the project.

Key assessment findings

Student Activities Needs Assessment
The Student Activities Needs Assessment survey was distributed to students Spring 2010, with approximately 100 student respondents. Despite the lower response rate, the survey indicated themes including that students like a range of student events ranging from large scale concerts, cultural events, speakers and movies, that there is an interest in weekend programming, and that they would attend a Billikens After Dark event in the future (94%). Results will be considered in designing future student events. For example, based on the responsiveness to weekend programming an “Every Freakin’ Friday” event will be established next year, and the Billiken Music Festival will be moved to Saturday nights.

Greek Spring Break Mission Trip Assessment
Twenty-three of thirty-three students (69.7%) completed the post-trip assessment. 100% of respondents reported that participation in the Greek Spring Break Mission Trip had a positive impact on the way they view community, and that they plan to stay connected with friends they met on the trip. The majority of students indicated that because of the experience they have a better understanding of service and social justice, the experience engaged them spiritually in a new way and that they were challenged to consider simpler ways of living. Over half of the respondents reported that the pre-trip meetings aimed to help them learn about the Appalachia region were ineffective. Respondents also felt the organization, fundraising and communication prior to the trip could be improved.

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Key Accomplishments 2009-2010

1. The award-winning Bright Ideas Grant program provided 8 student groups over $7,000 in grant money to help make the world a better place.
2. The Fraternity and Sorority Community developed its first All-Greek Spring Break Mission Trip through collaboration with Campus Ministry. Thirty-three members from eleven chapters repaired homes in Jonesville, VA through the Appalachia Service Project.
3. Billikens After Dark (BAD) collaborated with over 50 campus and off-campus partners for 74 late night events that provided alcohol-alternatives this academic year.
4. Saint Louis University’s Leadership Community called iLead, grew to 437 in the spring of 2010, with 120 new students joining in the 2009/2010 academic year (an increase of 27%).
5. Hosted student speaker events with the student group Great Issues Committee including Vicente Fox, former President of Mexico, Elie Wiesel-Holocaust Survivor and Dr. Cornell West.
Student Involvement Center

Undergraduate Initiatives

Key Accomplishments 2009-2010

1. Observed a 25% increase in the number of students participating in Learning Communities (771 students) and 4% increase in the numbers of students participating in FIGs - First-Year Interest Groups (286 students).

2. Implemented a new spring graduating senior reflection event titled Senior Reception with the Jesuits. Graduating seniors had the option to invite a faculty or staff member that has had the most impact of them during their college career.

3. Facilitated needs-assessments with freshman commuters through a survey and new transfers through a focus group. The information assisted in making program adjustments for freshman commuters and developing a new six-week program for fall 2010 for new transfer students.

4. Improved quality of department website by integrating more pictures and videos and key information and resources.

5. Adjusted SLU 101 for Transfers to improve messaging to this audience, add a student speaker and lunch, and add a resource room.

Key Assessment Findings

SLU 101 summer orientation evaluation
Following each session of the SLU 101 summer orientation for first-year students and their parents/families, an electronic survey is distributed. 33% of parents completed the survey. Family's overall satisfaction with the SLU 101 program was very positive, with an average response of 3.67 on a scale of 1 (very dissatisfied) to 4 (very satisfied). 68.55% respondents were "very satisfied." Family members noted the most important things experienced during SLU 101 were: campus safety and health information; overall feeling of "community" they felt at SLU; positive interactions they had with SLU 101 leaders; learning about financial aid and the availability of other services and resources on campus; assurance that SLU will be the right "fit" for their student. Family members noted they still had questions about meal plans/incremental money, residence life and financial aid; 31% of freshman students completed the survey. Overall student satisfaction with the SLU 101 program was 3.62 on a scale of 1 (Poor) to 4 (Excellent), with 64.38% rating it as excellent. Students reported the most important things experienced during SLU 101 were: understanding the importance of becoming involved in the SLU community through clubs, organizations and service; resources available; academics, advising and registration; and meeting and getting to know their future classmates. Students suggested the following improvements: more time to interact with peers outside their colleges; less redundancy of information presented; and a variety of responses to having more or less 'free' time in the schedule. Information received will be considered and integrated into future schedule design for the program and training for involved staff.

Senior Legacy Symposium assessment
The Senior Legacy Symposium survey was distributed electronically to the 134 students that participated in the symposium. The students were sent two surveys, a preparation survey and a reflection survey. The first survey was used to assess the students' experience while doing their research and preparing for the symposium. The preparation survey was sent out via email one week before the symposium. 61 students participated. The second survey was used to assess the students' experience during the Senior Legacy Symposium. The reflection survey was sent out via email the week following the Symposium and 47 participated.

Key findings included that students participating in the Senior Legacy Symposium experienced a self-reported increase in confidence and felt more confident in their career decision. Participation in the Senior Legacy Symposium provided opportunities for students to serve the community, examine their values, and use critical thinking skills. Students valued the opportunity to conduct a robust research project and have the opportunity to present the findings in a professional format. Students felt that conducting and presenting research was an important college experience and it will help them become educators in their career fields. As a result of the assessment, proposed program changes include providing reflection questions to students during the preparation as well as during the Symposium in order to provide them further insight into the experience, and to try to recruit local employers to attend the event to provide additional networking opportunities for the students. Due to the positive responses from students that participated in the pre and post survey we plan to actively recruit departments that have not submitted student presenters to participate in the 2011 Symposium in order to provide more students this opportunity.

Undergraduate Initiatives facilitates the transition of undergraduate students throughout the college experience by providing programs and support to enhance student success. Through coordination with academic and student development partners, we create opportunities for students to connect to the community, develop holistically, and engage in the Five Dimensions of the Saint Louis University experience.
Integrated Academic Advising and Mentoring System Key Accomplishments 2009-2010

1. Created a statement of Student Outcomes and roles of stakeholders for the Integrated Advising and Mentoring System.
2. Co-sponsored the Building Community: Integrating Mentoring and Advising for Student Success workshop, with the Faculty Mentoring Task Force and the Office of the Vice President, Frost.
3. Enhanced the existing Integrated Advising and Mentoring System website www.slu.edu/advising.
4. Developed a 3-year assessment plan for the Integrated Advising and Mentoring System.
5. Partnered with Student Government to solicit student feedback via focus-group participation regarding their experiences with faculty mentoring and academic advising.

Major Exploration Advising Key Accomplishments 2009-2010

1. Improved promotional procedures including further outreach with admissions and prospective students and their families.
2. Determined plans to meet the rising number of advisees for the 2010-2011 academic year (250% increase).
3. Met with students in 750 individual appointments while also integrating group advising appointments.
4. Met intensively with 40 students on academic probation, and an additional 40 students who were referred to the office by other advising units for consultation.
5. Presented at the NACADA (National Academic Advising Association) Regional Conference on professional staff development.

Medical Center Advising/Student Success Center Medical Center Key Accomplishments 2009-2010

1. Opened a new Student Success Center on the Medical Center campus to further serve undergraduate students.
2. Served 1900 students for academic advising, tutoring, disability testing, writing assistance or career counseling.
3. Created the Medical Center Academic Advising Student Handbook to be distributed to all incoming first-year students and transfer students.
4. Created strong relationships and collaborative partnerships with individual schools/colleges on the Medical Center campus.
5. Increased levels of customer service to all students and stakeholders on the Medical Center campus, including regular email updates, newsletter and an appointment reminder system.

Student Success Center - Academic Advising

The Division of Student Development plays an active role in the Integrated Academic Advising and Mentoring system on campus, a dual-advising system which provides students with both an academic advisor and faculty mentor. The Director of Academic Advising Support position in Student Development provides leadership to the academic advising community, working closely with the Academic Vice President’s office in connecting with faculty mentoring.

While most academic advising offices are connected specifically with the academic college/school in which their program is housed, there are two academic advising units which fall under the oversight of Student Development; Major Exploration Advising (for deciding students) and Medical Center Advising (College of Health Sciences, School of Nursing and School of Public Health).

Student Outcomes

14 Student Outcomes have been established for all undergraduate students involved in the Integrated Advising and Mentoring System, in the areas of:

Community Formation
Policy & Procedure
Decision Making

Advising Offices

Students are advised in one of the following offices, in addition to being assigned a faculty mentor in their academic discipline:

- College of Arts & Sciences
- College of Education & Public Service
- Honors Program
- John Cook School of Business
- Major Exploration Advising
- Medical Center Advising
- Parks College of Engineering, Aviation, and Technology
- PreLaw
- Preprofessional Health Studies
- Student Educational Services
Key assessment findings

66% of students enrolled in the course completed the University 101 course evaluation. Student learning outcomes associated with the course and the corresponding percentage of students reporting that they agree or strongly agree that the University 101 course assisted them in this area include:

- Awareness of campus resources: 95%
- Identify options to become involved: 93%
- Establish study skills: 74%
- Establish time management skills: 85%
- Feel belonging with SLU community: 84%
- Reflect on personal decision making: 90%
- Reflect on major/career decision making: 88%
- Interact with others who are different: 91%
- Understand Jesuit mission: 87%

These results are consistent from previous years regarding student learning outcomes and experiences for students enrolled in the course.

Results indicate that SLU students are transitioning well. In four of the five overall transition risk predictors of the survey, SLU students ranked above the mean of comparison institutions (commitment to the institution, peer connections, homesickness, and basic academic behaviors). In one predictor area, health and wellness, our students scored below the mean indicating higher risk.

There is a specific correlation between MAP-Works' data indicating students with retention risk, and SLU retention data.

Proposed changes as a result of MAP-Works data includes enhancing educational outreach around areas of health and wellness in the University 101 course, as well as other means, involving Student Financial Services in our system of ‘direct connects’ to provide outreach and communication for students with financial concerns, and uploading mid-term grades of students into the MAP-Works system to provide additional profile information on students to factor into the risk calculation when retrieving future data, and provide another informational point for direct connect contact with students who are of academic concern.

A new Academic Support website was launched this year, in conjunction with the Student Success Center site, to include numerous online study skills workshops, resources, powerpoint slideshows and video-casts.

1. Initiated oversight of tutoring on the Medical Center campus in the newly developed Student Success Center, including piloting a walk-in tutoring program.
2. Assessed tutoring outreach to determine offerings and expansion opportunities for 2010-2011, as Academic Support fully transitions in oversight of academic support functions. Secured new tutoring space in the Busch Student Center.
3. Registered students with Disability Services grew 47% and at least 34% more students were served in our Pius Library and Medical Center Testing Centers combined this academic year than last.
4. Expanded Billiken Beginnings, University 101 textbook by partnering with Kendall Hunt publishing company to create a custom textbook for SLU, and improved instructor resources.
5. Held comprehensive MAP-Works training in August 2009 for all areas and "direct connects" utilizing the tool, ensured better use of the tool by "direct connects" and used data from the tool to inform campus retention efforts.
Student Success Center

Career Services

Key Accomplishments 2009-2010

1. Enhanced information technology to provide career development assistance in an interactive way, including Facebook, on-line assessment, videocasts, and utilizing job search and interview system tools.
2. Provided developmentally focused career counseling and services to ensure quality career support for all students and alumni.
3. Collaboration with faculty mentors and other faculty including initiation of the Careers in the Classroom initiatives.
4. Developed FWS jobs at non-profit organizations to increase student involvement opportunities, consistent with the Jesuit mission.
5. Established employer recruitment outside St. Louis area (4 target cities), increased job postings 34%.

Key Assessment Findings

SLU 101 career counseling follow-up survey
82% of respondents moderately or strongly agree that career counseling appointments orientation appointments for deciding students are helpful, 92% will use Career Services again in the future. Improvements based on responses include eliminating some folder information and enhancing websites for student reference post-meeting.

Job Search bootcamp student survey
85% of respondents were satisfied or very satisfied with event. Proposed changes based on feedback include improvements to the career development and interviewing presentations and an earlier timing of the employer panel.

On-campus recruiting feedback survey
82% of respondents found the application process on CareerLink easy to use, and 62% thought receiving an electronic ‘hot job of the week’ was helpful. Proposed changes include further promotion of on-campus interview process and expansion of ‘hot job of the week’ to other disciplines.

Career Fair employer survey
Employer respondents reflected positively on the caliber of students attending the career fair and the organization of the fair. Improvements based on results include outreaching further with faculty to promote the fair, and hosting a networking event to educate about networking.

Outreach by the numbers...

3,032 career counseling appointments
4,296 resume critiques
4,314 new job postings
1,319 new internship postings
9,151 participants in Career presentations

On-Campus Recruitment Interview

Consortium 2010: Career and Professional Aspirations Student Survey
Of 2244 respondents, 55% had utilized Career Services. Of those, the following percentages found these services somewhat helpful or very helpful:

- career counseling 77%
- resume assistance 82%
- job search assistance 55%
- career fairs 63%
- internship assistance 65%
- grad school assistance 65%
- mock interviews 72%
- workshops 67%
- CareerLink 29%

Proposed changes as a result of the assessment include adding additional job search resources through Career Shift, a job search management system, and Interview Stream, a mock interview on-line support system. Continue employer recruitment outside the St. Louis area. Investigate webinars to assist students with the job search. Develop further tutorials to be presented to student classes regarding CareerLink.

careers.slu.edu
Student Health Advocates and Peer Education Program (SHAPE)

Student Health & Counseling

Key Accomplishments 2009-2010

1. Expanded facilities to include a new development for Physical Therapy in adjacent building Marchetti West.
2. Achieved three-year accreditation through AAAHC.
3. Managed 672 cases of H1N1 influenza in the student population, and participated actively in the campus-wide Pandemic Flu Committee.
4. Counseling staff initiated an intensive therapy program, Dialectical Behavioral Therapy (DBT), for students with more serious mental health problems.
5. Partners In Prevention is a Missouri grant that Saint Louis University received beginning in the 2009-2010 Academic Year. Grant funding will be utilized for campus wide alcohol prevention and alternative initiatives as identified in the PIP strategic plan.

Open Minds suicide prevention display

Key Assessment Findings

Missouri College Health Behavior Survey
The Missouri College Health Behavior Survey (MCHBS) is an annual survey given to students attending the 19 member campuses of the Partners in Prevention (PIP) grant program. The survey is utilized for benchmarking, social norming, and needs assessment for health and prevention plans on campuses. The survey inquires about students perceptions of substance use on campus, their reported use of substances; as well as, gambling behaviors, mental health, etc. The MCHBS is given to a random sample of roughly 5% of the undergraduate population of each institution, including SLU. There were a total of 520 participants for the SLU MCHBS.

The survey data is still being compiled from the Spring 2010 distribution, and will be used to inform the strategic plan for alcohol/drug prevention at Saint Louis University.

AlcoholEdu
The AlcoholEdu on-line alcohol prevention program was implemented on campus for all incoming freshman students as an effort to educate and positively impact behavior regarding alcohol knowledge and use. 994 students (approximately 64%) in the incoming freshman class participated.

SLU is participating in a national study of the impact of AlcoholEdu as a prevention tool for college students sponsored by the Prevention Research Center. A sample of sophomore students are surveyed to determine impact of program participation. The results from SLU student involvement with the AlcoholEdu program are being compiled and analyzed for future consideration of continued use of AlcoholEdu and other possible prevention measures.

Student Health and Counseling had 17,672 visits this academic year, which was a 5% increase from the year prior