

Division of Student & Alumni Affairs

ANNUAL REPORT



CONTENTS

A Note from the Vice President	3
Academic Advising	4
Academic Resource Center	5
Alumni & Family Relations	6
Athletics	7
Career Success Center	8
Counseling & Wellness Center	9
Student Engagement & Leadership	10
Residence Education	11



A NOTE FROM THE VP

The Division of Student & Alumni Affairs at the University of St. Francis is proud to present its annual report for the 2014-2015 academic year. The division continues its commitment to providing meaningful learning experiences outside the classroom which help students gain skills in the areas of: Knowledge Acquisition & Cognitive Complexity, Community, Leadership, Humanitarianism & Civic Engagement, Practical Competence, and Spiritual & Franciscan Values. As the division's Vice President, I am proud of each department's efforts to advance and enhance the student experience.

One of the primary goals in the Student & Alumni Affairs 2014-2019 strategic plan is to increase the assessment efforts of its eight departments. In the pages that follow, you will begin to see some of the great work of how these departments demonstrate value to the students and the institution as a whole. In addition to the typical tracking and satisfaction numbers reported, the directors have begun to tackle direct assessment of specific programs and services, each addressing one or more of the six learning outcome domains listed above.

Every day is a great day to be a Saint! The dedication and passion of the Student & Alumni Affairs team make it easy to find joy in the work that we do for our students. Enjoy the report, and as always, if anyone has any questions, feel free to send me an e-mail at dsloan@stfrancis.edu.

Best regards,

Damon Sloan

Vice President of Student & Alumni Affairs
and Dean of Students



ACADEMIC ADVISING

CURRENT LEARNING OUTCOMES

1. Develop a clear plan which is used to navigate towards graduation
2. Understand articulation, evaluation of credits and registration process
3. Develop a supportive relationship with their advisor
4. Understand their options for experiential learning
5. Understand options for completing a degree through non-traditional means
6. Students experience a positive relationship with their faculty advisor
7. Faculty will use best practices in advising to encourage retention

STUDENT LEARNING GOALS FOR 2015-2016

Develop a clear plan which is used to navigate towards graduation.

Results & interpretations (82 respondents):

Advising Survey asks the following in regards to graduation plans:

- "After meeting with the advisor I feel that I have established a clear plan towards my goal of graduation."
 - ◆ 98% of respondents Strongly Agree or Agree.
- "After meeting with the advisor I feel that I have a better understanding of the course requirements for my major."
 - ◆ 98% of respondents Strongly Agree or Agree.

Understand articulation, evaluation of credits and registration process

Results and interpretations (81 respondents):

Advising Survey asks the following in regards to transfer credits and registration processes:

- "After meeting with the advisor I feel that I understand how my credits from other institutions transferred to USF."
 - ◆ 100% of respondents Strongly Agree or Agree
- Based on your advisor meeting, how knowledgeable are you about transfer credits?
 - ◆ 78% of respondents Very Knowledgeable and Somewhat Knowledgeable
- "After meeting with the advisor I feel that I have a better understanding of how to prepare for the registration process in future semesters."
 - ◆ 97% of respondents Strongly Agree and Agree

HIGHLIGHTS

Increased outreach: Academic Advising had a significant increase in student "touch points" over the course of the academic year. We had over 1,800 student appointments or drop-ins, well above last year's 1,100. These touch points do not include e-mails or phone calls from students.

Began a series of "Lunchroom Advising" appointments where students could register or receive advice at lunch hours during the busy advising season: This was met with mixed reviews, but this strategy will be repeated next year.

Stop-Out Advising: for various programs, Academic Advising evaluated transcripts of stop-outs and placed them into new programs with their credits. Again, this was met with mixed reviews but did help some students make a more informed decision on returning to USF to finish their degree.

Articulation Agreements: Advising helped with course articulations and several new agreements were finalized with Moraine Valley for our Health Care Leadership and BSN Fast-Track programs. In addition, an agreement was also finalized with College of DuPage for our Substance Abuse Counseling program.

PROFESSIONAL DEVELOPMENT OF DIRECTOR IN 2014-2015

- ⇒ Attended the Illinois Academic Advising Association's (ILACADA) Spring Conference
- ⇒ Presented with a panel of other Directors/Vice Presidents on the issues in Advising Administration – ILACADA Fall Drive-In conference in September



ACADEMIC RESOURCE CENTER

2014-2015 GOAL ACCOMPLISHMENTS

- Increased collaboration with faculty.
 - ◆ Worked with faculty to improve students' reading. Presented an interactive workshop for faculty on Welcome Back Day.
 - ◆ Worked with faculty to improve MATH 099 Supplemental Instruction (SI).
 - ◆ In collaboration with Department of Academic Technology (DAT), Office of Disability Services (ODS) offered interactive workshops for faculty targeting specific accessibility concerns and demonstrated ways to fix these errors.
- Increased faculty awareness/knowledge of ARC services through various outreach events.
 - ◆ Updated portal information for ARC services and for disability services.
 - ◆ Continue to work with faculty via Accessibility Committee to increase accessibility and disability needs on campus.
- Improved programming.
 - ◆ Revamped the mentor program with new name, new training, and new events.
- Improved safety and accessibility for students with disabilities.
 - ◆ All disability information regarding registration, intake forms, documentation guidelines, housing, and ODS student handbook is now available online via the ODS website.
 - ◆ ODS continues to encourage Safety and Security to provide guidelines regarding emergency procedures for ODS students. ODS has met with Safety and Security regarding this need and continues to wait for a developed plan.

2015 – 2016 GOALS

- Improve the physical environment of the ARC to become a more welcoming space.
- Continue improving the awareness of and processes for disability accessibility.
- Increase access to ARC services through online information and referrals.
- Provide more effective use of support services.
- Improve the student use numbers and results in Math and Science tutoring.
- Realign SI and reallocate resources to where it is more effective

ARC BY THE NUMBERS

Tutoring/SI/Workshops, Student Contacts	2985
Disability Services	221
Academic Coaching & Appointments	1126
Programs	444
Total	4776*

*Does not include e-contacts.

Workshops and Assessments

- Held twelve workshops throughout the semester, totaling 55 students in attendance.
- ODS in conjunction with DAT held three faculty/staff workshops focusing on accessibility issues and demonstrating how to fix common accessibility issues.

ADDITIONAL ARC ACTIVITIES & EVENTS

- ARC "Train your Brain"
- ARC Tutor Fair (43 attended)
- Tutor Recognition (Tutor Appreciation Week, NOA Tutor and Faculty Award Breakfast)
- "Coffee and Crammin"—a community-building study environment for exam weeks
- Sister Surwillo Poetry Contest
- Co-sponsored WHM St. Clare Award and other Women's History Month Events

COMMITTEES

- Admissions Committee
- AQIP Core team
- ARC Advisory Board
- Writing Across the Curriculum Committee
- Retention Work Group
- Reading Task Force
- Women's History Month
- Orientation Committee
- Accessibility Committee
- CARES/BIT Team
- Staff Development Committee
- Multicultural Celebration Planning and Education Committee
- Diversity Committee

Services for Students with Disabilities

Students approved for academic accommodations and with developed plans	52 (21% increase over previous)
Of those above, students with testing accommodations	42
Proctored or assisted testing sessions	21
Students taking exams proctored by ARC	7



ALUMNI & FAMILY RELATIONS

GOALS FOR 2015-2016

Alumni network with each other

Alumni Board members partner with USF as donors, business partners, attendees and volunteers

PROFESSIONAL DEVELOPMENT OF DIRECTOR IN 2014-2015

ACI Conference 2014 (Dominican University)

Skillpath Women's Conference 2014 (Oakbrook)

Webinar: Transitioning Student to Alumni

Webinar: Reporting Alumni Participation Numbers to U.S. News & World Report

CASE V Conference Chicago 2014

ACI Conference 2015 (USF hosted and Director presented)

CURRENT LEARNING OUTCOMES

1. Current students & employees connected with alumni
2. Faculty & staff have access to current alumni information
3. Alumni network with each other
4. Alumni & Families are strongly connected to USF
5. Current students understand the importance of staying connected to USF after graduation
6. Alumni Board members partner with USF as donors, business partners, attendees, & volunteers

ALUMNI ENGAGEMENT

FY 2010	886
FY 2011	2006
FY 2012	2171
FY 2013	3019
FY 2014	4284
FY 2015	4934

HIGHLIGHTS

- Alumni Association Board of Directors giving was at 100% for the first time in USF history
- Alumni Association Board is at 100% capacity and retained 100% of the members from the previous year

Program Highlight:

Student Alumni Mentoring

Beginning in 2012 with a small commitment from a few campus and alumni leaders the Student Alumni Mentoring program (SAM) has grown to over 300 participants. Aubrey Knight was named the President's Innovative Award winner in October 2015 for the implementation and continual improvement of SAM.

The program currently includes:

- Distinguished Leadership from returning student leaders are able to participate in an immersive experience of designing the program and promoting it to their peers.
- Three dinners where Students and Alumni gain networking skills.
- One service day where all participants learn about service.
- Collaborative efforts with Career Success Center and Academic Resource Center to promote Student and Alumni Affairs offices.
- Many pairs still keep in contact with one another. Several students have obtained internships and jobs from connections they made during this program



ATHLETICS

ON THE FIELD

Capping one of the most successful seasons in its athletics history, a school-record 408 student-athletes helped the USF Fighting Saints program finish in 24th place among more than 260 institutions in the Learfield Sports Directors' Cup NAIA standings for 2014-15. The finish was the highest ever for St. Francis and marked the sixth consecutive year that it demonstrated improvement over the previous campaign.

Six USF teams earned top-20 finishes in 2014-15 NAIA postseason competition: women's bowling (3rd), men's cross country (8th), men's bowling (12th), men's outdoor track & field (19th), men's indoor track & field (20th) and women's cross country (20th). Additionally, men's basketball made its first NAIA tournament appearance in 20 years, while softball made its first NAIA postseason trip in 16 years.

USF accumulated 432.5 points in the final standings and was one of only two schools from the 14-member Chicagoland Collegiate Athletic Conference to finish among the national top 25.

Overall, St. Francis was represented by teams or individuals at 14 national championships in 2014-15.



OFF THE FIELD/HONORS

USF's athletic program continued its long-standing success in the classroom boasting a cumulative grade point average of 3.15 amongst all its student-athletes this past spring, one-tenth of one point shy of tying the top mark in program history.

Other accomplishments included:

- 16 of 18 qualifying teams named NAIA Scholar Teams (authoring a 3.00 or higher GPA as a team for the last academic year)
- 46 individuals recognized as NAIA Scholar-Athletes (junior or senior student-athletes with a cumulative GPA of 3.50 or higher)
- 87 students gained Academic All-Conference status
- NAIA All-American billings awarded to 19 student-athletes
- 67 individuals earned all-conference accolades
- Five Saints named Conference Player or Pitcher of the Year

IN THE COMMUNITY

In keeping with one of University of St. Francis' core values – service – and one of the key tenets of the NAIA Champions of Character program – servant leadership – USF student-athletes, coaches and department staff engaged in a wide variety of community service endeavors in 2014-15.

The list included:

- Baseball providing "buddies" for the Miracle League of Joliet
- Basketball participating in the Misericordia Candy Day fundraiser and taking part in a Dirksen Junior High's March basketball educational program
- Cross country, track & field and football all engaging in community cleanup efforts at local parks
- Women's soccer volunteering at the Joliet Township Animal Control on a weekly basis
- Softball and volleyball raising funds for breast cancer research
- Athletics staff and coaches volunteering to prepare and serve breakfast at a homeless shelter
- Student-Athlete Advisory Committee members hosting a variety of events, including a winter clothing drive

CAREER SUCCESS CENTER

The 2014-2015 academic year was exciting with the Career Success Center having 1,556 student interactions.

EMPLOYER OUTREACH

This year the Center focused on employer development and offered free workshops and sessions at Chambers of Commerce and Trade Groups. We continue to work with our employers so that when they are ready to hire, they can count on our competent, compassionate students and alumni to add value to their organizations. We believe in contributing to the world through our work and we help students find companies where they can do just that.

FINDING A MAJOR & CAREER

The Center utilized career and major exploration tools with 233 students. We also hosted Career Discovery Day where students learned more about USF majors and career options.

EMPLOYMENT & INTERNSHIP OPPORTUNITIES

The Center posted 906 full time jobs, 237 part time jobs and 261 internships on our job boards. Eighty-two students participated in the internship program. We hosted 68 employers at our Career Fair.

SERVING OUR STUDENTS

This year the Center contacted all graduating students to make them aware of the resources available at the Center and to assist them in finding employment. There were 36 classroom presentations, mock interviews, professional development workshops and a host of other events for our students and alumni. The Career Success Center is now working with all four Colleges to bring programming to students in their classrooms.

COLLABORATION

The Center worked with Alumni & Family Relations to help promote events to our alumni. We also assisted students with resume reviews, cover letter writing, job search and personal statements for graduate school admission.

NEW OPPORTUNITIES

The Center was awarded the Illinois Work Study Grant with funds to be used in the next academic year. This grant enabled USF to partner with local businesses to cover a portion of the cost of hiring student workers. It will help students reduce their financial burden and see that Illinois has any opportunities for employment.



COUNSELING & WELLNESS

CURRENT LEARNING OUTCOMES

This year the Counseling Center elected to focus on Knowledge Acquisition & Cognitive Complexity. The Counseling Center recorded 1,271 visits.

Our outcome statements are as follow:

- USF Community display new behaviors that focus on Wellness
- Students utilize information gained from seminars, groups, and sessions to form new thinking patterns.
- Students become motivated to work on their personal and academic goals
- Students continue to learn new information and behaviors to challenge their personal growth

The Center measured the effectiveness of clinical interventions by offering a pre/post survey for groups and presentations. Individual services were provided with a satisfaction survey. The results demonstrated success. The 282 (91%) new clients and the 27 (9%) of returning clients reported having acquired skills, techniques and knowledge to address their personal and academic challenges. The success is evident via direct and indirect measures. Seventy-four percent of students surveyed indicated that counseling played a role in their decision to return to USF.

The following is a sample of responses:

Please explain how counseling services helped you. What skills and techniques did you learn?

1. Anxiety and depression management
2. Being able to come to counseling when I need it
3. Better ways to handle myself and situations
4. Christine really helped me relieve my stresses
5. Communication
6. Communication, feel happier, feeling more at peace with myself, helped with my emotional and anger problems
7. Counseling services helped me to feel better
8. Dealing with stress, and with the loss of family members
9. Free association
10. He helped me talk through my problems, connect them with my other concerns, and opened up perspectives I hadn't considered on my own. He helped me remain calm through my session and eased my mind

PROFESSIONAL DEVELOPMENT

Clinical training is a key component to our mission and operations, providing an excellent model for partnering with academic departments, both locally and regionally, in a way that is mutually beneficial.

In identifying trends of increased client pathology the Counseling Center is proactive in providing clinical training. Counseling staff is required to attend clinical trainings during the academic year. The Director of Counseling secures various trainings offered to the counseling staff. The trainings are geared to enhance counseling knowledge and facilitate affective skills.

The Counseling Director attends evidence-based trainings during the academic year to satisfy the State of Illinois and certification requirements.



STUDENT ENGAGEMENT & LEADERSHIP

CURRENT LEARNING OUTCOMES

- Create a feeling of engagement and belonging (Student Engagement & Leadership)
- Build relationships with other students (New Student Orientation)

STUDENT LEARNING GOALS FOR 2015-2016

- Students will learn practical competence and a sense of belonging through attendance at passport events
- Students will learn to develop relationships with other students through club involvement
- Students will learn about building community through Orientation

Throughout Transfer and Freshman Orientation, presenters stress how important it is to build relationships with other students. When students were asked how they plan to do this, there was a common theme between the freshman and transfers of joining clubs and organizations, going to events on campus, and through classes and conversation. Through tracking of attendance at events and club rosters, we can see that more programs are happening on campus and more students are getting involved in clubs and organizations.

One of the goals of orientation is to build on the connection the students have with each other and the university. When asking the students if Orientation gave them a sense of connection, the average score of the transfer students was 4.58 and freshman were at 4.09 out of 5.

Noel Levitz Student Satisfaction Inventory

Student rated their satisfaction 1 out of 7, with 7 being the most satisfied

	USF 2011	USF 2014	USF 2011-2014
Student Centeredness	5.35	5.8	0.45
Most students feel a sense of belonging	5.16	5.55	0.39
It is an enjoyable experience to be a student on this campus	5.21	5.71	0.5
Campus Life	4.8	5.29	0.49
There are sufficient number of weekend activities for students	4.14	4.48	0.34
I can easily get involved in campus organizations	5.29	5.92	0.63

Student Types	Values	Fall 2014		Sp 2015	
		Club(s)	No Club(s)	Club(s)	No Club(s)
Freshman	Avg Cumulative GPA	3.08	2.9	-	2.94
Transfer	Avg Cumulative GPA	3.23	3.07	4	3.07
Continuing	Avg Cumulative GPA	3.19	3.14	3.4	3.14
Total Students		356	1,002	25	1,251
Average Cumulative GPA		3.18	3.09	3.42	3.13

PROFESSIONAL DEVELOPMENT OF DIRECTOR IN 2014-2015

- National Association of Campus Activities Regional Conference 2014
- National Association of Campus Activities National Conference 2015



RESIDENCE EDUCATION

PROFESSIONAL DEVELOPMENT FOR DIRECTOR OF RESIDENCE EDUCATION

- GLACUHO Annual Conference, November 2014, Peoria, IL (3 staff members, 1 graduate student)
- Maxient training March 2015 Milwaukee, WI
- Awarded Bid to host Illinois Residence Hall Association Conference (IRHA) for 2016

CURRENT LEARNING OUTCOMES

- Collectively create a welcoming and diverse community
- Build meaningful relationships while creating an interdependent support system

STUDENT LEARNING GOALS FOR 2015-2016

In 2015-2016 Residence Education is taking a deeper look at student personal growth including their learning in the area of cultural differences and self-understanding. The department will be reviewing the Resident Assistant (RA) performance evaluation process, the Residence Education survey, conduct, and Multicultural Assistant data.

Creating a Welcoming and Diverse Community

Residence Education from 2011 to 2014 has taken strides toward creating a welcoming diverse community.

There are three indirect measures and one direct measure of this goal. Retention to the residence halls directly indicates if students feel welcome on campus.

In 2011 retention of freshman to on-campus living for their sophomore year was at 56%. By 2014 it had increased to 62%. Students indicated on the Residence Education survey that they felt satisfied or highly satisfied with programming and efforts to get to know them by the Residence Hall staff. The National Survey for Student Engagement showed an increase in satisfaction from 2011-2014 in the area of individual relationships with Residence hall staff members. Also, residents indicated they were satisfied or very satisfied in the area of the staff showing respect and tolerance with all residents.

Lastly, students indicated most students feel a sense of belonging on campus, also an increase since 2011.

Building Relationships and Support Systems

Residence Education works to support students in building relationships and creating an interdependent support system. To achieve this goal we require all first year residents to live in rooms where they can have a roommate. We also hire and train Resident Assistants to begin the work of building relationships through programming and intentional interactions. In 2014-2015 RA's had over 2000 intentional interactions with residents. During those conversations residents brought issues such as homesickness (73), roommates (95), working off campus (93) and feeling happy (115) to their RA. Through our Resident Satisfaction survey 99% of students indicated they were satisfied with their RA's efforts to get to know them. Lastly, we believe the consistent retention number (average of 78% over four years) to the residence halls indicates that students who come from out of state, who are a part of traditionally under-represented populations and are first generation build a support system to overcome challenges and persist towards graduation.



