

DIVISION OF STUDENT DEVELOPMENT

Seattle University

2012 - 2013

Annual Report

Dear Members of the Seattle University Community:

On behalf of the staff in the Division of Student Development, I am pleased to share our 2012-2013 Annual Report.

In Student Development we are responsible for creating an out-of-classroom environment that both challenges and supports all students' growth and development. Our institution's Jesuit mission and values further call us to deliver a student experience that is, at once, transformative, holistic, and inspiring. The programs we offer, the sense of community we foster, and the close mentorship we provide students are designed to help us deliver on the promise of a Jesuit education for each and every one of our students and to do so in a way that is distinctively Seattle University.

Over the course of the 2012-2013 Academic Year, the Division of Student Development crystallized our work into the Four Pillars of Best Practice:

1. Lifelong purpose through leadership and professional formation
2. Diverse and Global Engagement
3. Connection, Community, and Pride
4. Holistic Development and Wellness

These four pillars have served as the guideposts for the ideal co-curricular experience at Seattle University. We organized our work with students to emphasize these goals, and bolstered student engagement in myriad ways. The pages of this report outline our work in each pillar, and some of the highlights include:

- TEDxSeattleU: featuring Ken Jennings, whose talk was listed as one of the top four TEDx speakers by TED Talks
- iGroup: Inter-group Dialogue program
- interSEXions: collaboration with Campus Ministry focusing on interplay between faith commitments and sexuality
- International Week: national accolades for a Winter Quarter staple
- Dance Marathon: benefitting Seattle Children's Hospital; SU won the coveted Guild of the Year award
- Student Center Turns 10!: Anniversary celebration for the hub of student life
- Homecoming: The return of Homecoming after a nearly 40-year absence
- University Park: Renovated intramural and Women's Softball space, complete with a track and lights for nighttime play

The high-quality student experience at Seattle University is the result of a talented team in Student Development and our campus partners with whom we collaborate so closely. We are deeply committed to creating an environment that engages students and supports them in their transformation. Each year, the Division of Student Development furthers our contribution to student growth and development, and we look forward to sharing our strategic efforts with you.

On behalf of everyone on the team, thank you for your ongoing support and investment.

Sincerely,

Michele C. Murray, Ph.D.
Interim Vice President for Student Development

How we Approach our Work

The Division of Student Development provides a variety of programs and services designed to foster leadership, engage diversity, promote holistic health and wellness, and to help facilitate a transformative education for students. The foundation of the work rests on four significant pillars:

- Cultivating lifelong purpose through leadership and professional formation
- Diverse and global engagement
- Connection, community, and pride
- Holistic development and wellness.

All departments within the Division contribute to the effort to actualize these pillars and provide what we call *The Great Student Experience* for each and every SU student. What follows is a report of our success in each of these areas.

Lifelong Purpose Through Leadership and Professional Formation

Leadership and professional formation serve as tools to help students discern their lifelong purpose. Professional formation refers to those programs and services that help students engage in purposeful and goal directed activities. These programs and services build upon students' prior knowledge and experiences, encourage them to monitor and assess their progress, and engage them in meaningful, integrative, values-based, and challenging experiences.

Career Services

Career Services supported the professional formation of students by providing services allowing them to clarify career goals and connect with potential employers. The team met with 736 students in express advising and career advising appointments. 1,334 students were impacted through on-campus opportunities including workshops, presentations, and networking sessions. Additionally connections between students and employers were expanded dramatically as Career Services hosted 27 employer information sessions, 16 employer on-campus interview schedules and 5 career fairs (including a new Post-Graduate Service Fair and Business & Engineering Career Fair).

Commuter and Transfer Student Life

Assessment of the Collegia Program student leaders indicated significant growth in their leadership abilities as a result of their leadership position. 95% noted their leadership skills had improved; 89% believed they were better able to express their ideas in front of groups; 89% indicated they were more confident in their decision making; 80% indicated their willingness to take initiative and share new ideas had improved. Student formation was addressed by adding workshops on Education Abroad and Career Services to a transfer orientation and Collegia programs on preparing for Career Expo, resume writing, post-graduation planning, and teaching abroad possibilities.

Housing and Residence Life

Housing and Residence Life (HRL) offered several comprehensive leadership development opportunities this year. The Residence Hall Association (RHA) and Hall Councils (HCs) provided residential students opportunities to provide input regarding the residential experience, participate in leadership training experiences, and plan and implement activities of interest to the student population. Approximately 60 students held positions in RHA and HCs during the year. Additionally, RHA Executives participated in regional and national leadership conferences through the National Association of College & University Residence Halls (NACURH). This year also was the inaugural year for Seattle University's chapter of the National Residence Hall Honorary (NRHH), recognizing the top 1% of residence hall leaders.

Leadership Development

Most of the work in Leadership Development is focused on lifelong purpose and leadership. Big picture assessment (aggregated across specific programs) indicates that students are developing both interpersonal and individual competencies. Students report learning: identity as a leader (79%), values clarification (87%), understanding of one's own social identities (83%), self-efficacy (91%), collaboration (84%) and creating change (78%) as a result of the department's programs and groups.

Lunches with Leaders was our most targeted effort toward professional formation. This monthly gathering—held in conjunction with Integrity Formation—connected students with a leader from a particular arena or industry to talk about their leadership path and vocation. Efforts were made to represent a broad range of fields (e.g.- local government, history, religious groups, and activism). Participants reported that the program helped them discern their own vocational path. It should be noted that this program was particularly well used by graduate students, who comprised 38% of participants. In addition, the department partnered with the Albers School to offer a program for business students specifically focused on leadership in business.

Office of Multicultural Affairs

Three programs highlight the Office of Multicultural Affairs' approach to cultivating lifelong purpose through leadership and professional formation:

- The **Connections Leadership Program (CLP)** involved 35 new first-year and transfer students and eight Peer Mentors in a yearlong program focused on leadership and identity development, community-building, and connection to resources. Participants experienced increases in understanding themselves as leaders, recognizing how self-care connects with care for others, new learning, understanding challenges faced by students of color, skills for understanding how identity influences daily experiences, commitment to work toward social justice, and likelihood to participate in programs relating to identities other than one's own.

- The **Costco Scholars Program** engaged Costco Scholarship recipients in intentional community building, professional discernment, and leadership development. Survey and focus group data from the spring quarter demonstrated overwhelmingly positive feedback from the students about their experiences.
- The **OMA Alliance** brought together representatives from student clubs on campus focused on promoting cultural diversity and social justice. Alliance clubs network with one another, assist in the planning and organization of events, and discuss important campus and community issues or concerns. The alliance clubs worked together this year on two major programs, a fall quarter leadership forum to help members understand the range of opportunities available on campus, and the spring quarter Inter-Club Cultural Exchange, which drew 80 students.

Student Activities

This year, Student Activities focused on implementing programs that built upon past successes. These included a Student Activities Leader Retreat, club trainings, TEDxSeattleU, and other ongoing events such as involvement fairs, SU Film Festival and conference attendance.

Two years ago, there was an identified need for the major organizations in Student Activities – SGSU, Dance Marathon, SEAC and Redzone – to increase communication and connection between the groups. This year, we were able to take the leaders of these organizations on an overnight retreat at Camp Hamilton. Retreat topics included exploration of discrimination, meditation/balance, communication, and team building among the groups. Our assessment revealed positive results regarding cross-organizational interaction (94% agreed), increased investment in their role as a leader (84%), enjoyment when practicing meditation (94%). 88% of respondents had an overall positive experience.

Student Activities also increased the number of sessions held specifically for clubs this year. The department collaborated with Conference and Event Services to provide a “Large Scale Event Planning” session for “legacy” groups, held Involvement Fairs in the fall and winter quarters, collaborated with Career Services to provide club-focused resume workshops, and held a session on social media marketing. All of these events were well attended with most receiving positive feedback.

TEDxSeattleU was a very successful collaboration for Student Activities and Leadership Development this year. Under the theme of “Unconventional Leadership”, the program came in under budget and resulted in an amazing event. Additionally, the talk presented by Ken Jennings, the Jeopardy! contestant with the most consecutive wins, was picked up by the parent TED organization. As of November 19, 2013, his TED talk has been viewed over 600,000 times on the TED.com website.

University Recreation

University Recreation empowered student staff and participants to practice and develop life and leadership skills through experiential learning and training opportunities. In the Spring Quarter, we began our first O.M.I.T (Operation Manager in Training) group. This training program for the Fitness Center's student Operation Managers improved the participants' effectiveness and confidence. Since its inception, five of the program's graduates have become instrumental leaders within the staff. In addition, to better connect to the mission of the Division of Student Development, the Graduate Assistant of URec- Facility Operations position was reclassified to be the Graduate Assistant of URec- Student Development. This new position focuses on student leadership, training, professional development, and enhancing the student experience for University Recreation staff members.

OAR's (Outdoor Adventure Recreation) connection to experiential learning is the one of the department's most tangible models of professional formation as students have to connect their skills to practice from the conception of a trip to the debrief of the experience afterward. 100% of trip leaders surveyed agreed that they had grown as leaders through their OAR experience and improved their ability to adapt their leadership style according to the group, co-leaders, or situation. The same percentage also agreed that OAR helped them place the group needs above self-interests, effectively organize and anticipate personal and group needs, utilize the interests and abilities of others to delegate tasks and/or leadership collaboration opportunities, and have confidence in their abilities.

Wellness and Health Promotion

Wellness and Health Promotion (WHP) undertook a number of activities in regard to leadership and professional development. These activities included:

- Hiring a student graphic designer in lieu of a general office assistant. This addition provided tangible, professional experiences for students in the Digital Design program. In addition to our graphic designer, we worked with two other student designers on re-branding campaigns for the Wellness Challenge, HAWC, and Clear the Air (tobacco).
- Program Coordinators (GAs) received continual professional development opportunities such as public health webinars, drive-in conferences, and involvement in national associations was strongly encouraged. 2013-2014 will bring added assessment of professional development in the office.
- Health and Wellness Crew (HAWC) and their training continues to serve as our most notable leadership development initiative with undergraduate students, focusing on vision, group dynamics, values and concrete skill development. 100% of members identify making an impact through their work, learning transferable skills, and making meaningful connections with others on the team. 83% believed they were more effective peer educators after the year on the team.

- Wellness and Health Promotion served as a public health site for a Nursing class, providing applicable experience in population level behavior change.

Diverse and Global Engagement

For quite some time, our society has become more diverse, interdependent, and interconnected. Our ability to succeed in the future will depend on how well we understand each other's experiences, how we benefit from privilege, suffer from oppression, and how well all of these elements influence our understanding of the world. Thus, preparing students to succeed in an increasingly diverse world is of primary importance.

For the Division of Student Development, programs and services challenging students to examine their place in a diverse community and or engage with individuals across difference help prepare students for diverse and global engagement.

Commuter & Transfer Student Life

Extensive training of Collegium Community Leaders (CCLs) in critical issues of diverse and global engagement increased their own competence and enhanced their ability to educate and interact with diverse Collegia members. As a result of their CCL experience, 90% of the student leaders reported they were more aware of their own social identities and how these identities impacted their relationships with others. 89% said they were more competent with encouraging cross-cultural relationships and 80% said they were better able to recognize world views and opinions different from their own. Additionally, Collegia program offerings included multicultural competency workshops, a post-appropriated Cinco de Mayo Fiesta, dialogue on gender expressions and language, and programs on international cultures.

Housing & Residence Life

Students were provided with experiences through fall and in-service leadership training events, participation in community services opportunities, the Xavier Global House, and the Romero Learning Community. The Residential Education Model provided structure for RAs to lead quarterly Dialogue Circles—small groups of students engaged in deep and thoughtful discussions on various topics. According to the annual assessment data, students' mean satisfaction (on a scale of 1-7) with "Diverse Interactions" in the residence halls scored at 5.60, which is slightly higher than the mean data for all other institutions participating in the EBI survey. Additionally, HRL professional and graduate staff spent 2012-13 in an intentionally planned caucus group experience. These groups allowed for ongoing discussion on the topic of race and diversity. Feedback from participants indicated a desire to continue the experience, including new staff and exploring additional topics.

International Student Center

The ISC successfully implemented the fourth year of the Fukuoka University Exchange Program which brought 18 Japanese students to SU for a two week program introducing them to business and law resources in the area. In addition, the ISC worked collaboratively

with University partners to welcome Professor Minowa, a legal scholar from Japan's Fukuoka University who served as a visiting scholar in the School of Law. The ISC was very pleased to see that 100% of the Fukuoka participants either Strongly Agreed or Agreed that the SU Summer Program enhanced their maturity, self-confidence, and ability to communicate in English. Additionally, 94% of the participants indicated the SU program will influence their future educational experiences, while 84% strongly agreed that the program had increased their cross-cultural awareness and had a strong impact on their worldview. Finally, 94% of the Japanese students indicated this program has made them want to study abroad again.

The ISC worked with several student clubs this year as well. In hosting the very popular International Dinner Series with student clubs such as the Vietnamese Student Association and the Indonesian Students Association participants indicated that events such as this were excellent overall (75%), that they learned something new (75%) and that the program increased their sense of cultural competency (63%). Almost 60% indicated the program helped them relieve stress. The ISC co-hosted the Eid Dinner with the Muslim Student Association this year and initiated a J-visa student dinner for all new official exchange students in the Fall. The ISC worked with Education Abroad staff and others to welcome fifteen students that evening. Finally, the ISC provided 2 SU students with scholarships to attend the 2013 Minidoka Pilgrimage to Idaho to see one of the camps where Japanese Americans were unlawfully and inhumanely imprisoned in the 1940s.

Leadership Development

Diversity is woven throughout this department's programming. The most prominent offerings this year include the First-Year Leadership Institute (FLI) for new first-year and transfer students and Leadership Blitz. FLI included activities which invited participants to contemplate their own social identities and share these with others. 85% of students reported that they developed a new understanding of their own identities, and 100% reported that hearing the stories of others opened their minds to other peoples' experiences. For the Leadership Blitz, participants noted that learning about diverse approaches to conflict was "very helpful" in enhancing their ability to lead in a diverse community.

New Student & Family Programs

Staff training has multiple sessions on diversity, power, privilege and oppression. Summer in Seattle and Welcome Week offered sessions on diversity, community and engagement. Our assessment data indicates that 67% of the new students found the summer programming beneficial and 77% found the Welcome Week speaker (Maura Cullen) valuable.

Office of Multicultural Affairs

The Office of Multicultural Affairs facilitated a number of programming opportunities focused on dialogue, competence training, and improving the campus climate. The Development & Dialogue Series included a Queer Men's Discussion Group (QMG), Queer Women's Group (QWG), Gender Galaxy, and InterSEXions. More than 90% of the series

participants felt more comfortable discussing their own privileged and marginalized identities and said that they had developed a deeper understanding of how issues that are important to them connect with issues that are important to other communities.

OMA hosted two new training opportunities this year for faculty and staff, called Supporting LGBTQ Students. Both trainings reached capacity—an indication of the demand for learning about this issue. Participants unanimously shared that they had a greater understanding of how the barriers that LGBTQ students face impact their daily experiences. One participant stated, “I so appreciated being in the room with a combination of faculty and staff from across campus. This was very valuable for supporting each other more effectively so as to better support our students.”

In addition to facilitating dialogue groups and training opportunities on campus, OMA staff worked with student organizers to plan two campus climate fora this year. While a problematic issue with the student newspaper provided the catalyst for the fora, these sessions provided space for students, faculty, and staff to share their experiences of oppression and to make plans about how to engage the SU community in social justice action. More than 150 people attended the first forum, and 60 people attended the second.

Student Activities

Student Activities brought Lieutenant Dan Choi, a national speaker on LGBT rights, to campus in October 2012. During his speech, he shared his story of coming out in the military and the overall impact of LGBT issues in the United States. Held in Campion Ballroom, our office worked with the Triangle Club and OMA to attract about 250 participants to Lt. Choi’s speech.

In addition to Lt. Choi, Student Activities provided the following opportunities for engagement on diversity and global engagement:

- International Week programming: Tabla drumming class, Hawks Around the World display (Redzone)
- Beginning conversations on discrimination during our first Student Activities Leaders Retreat
- Mini-grant sponsorship of various cultural events through the Educational Programs Fund (EPF)
- Worked with Education Abroad to firm up international club travel processes

University Recreation

University Recreation leaders connect to a diverse community and engage with many people across differences. As a clear example of this, OAR leaders were asked if the program helped improve their ability to appreciate and respect difference, communicate with others in a way that is appropriate to the person/group and task, and accept responsibility for their own behavior and decisions. Of the leaders surveyed, 93% said that OAR helped them improve their abilities in these areas. As the result of continual efforts to increase outdoor participation and leadership from traditionally under-represented populations in the

outdoors, this year's leadership team identified as 57% female, 36% participants of color, and 43% indicated an asexual, bisexual, or questioning sexual orientation.

Wellness & Health Promotion

The department moved away from the name Peer Health Action Team (PHAT) to the Health and Wellness Crew (HAWC) because of the potentially negative impact the name and nickname "phatties" could have on people of size and the connection to our Redhawk mascot. It is for this same reason we moved away from the pig logo (Personal Improvement Goal) for the Anne Carragher Wellness Challenge. This transition has potentially positive implications on each program we administer.

The department also created a sexual assault training for Resident Assistants that was designed through a lens of systematic oppression, most notably sexism and heterosexism, and discussed the US cultural context in which their intervention and response is rooted. The department Director, Ryan Hamachek, was asked to facilitate a White Caucus (race discussion) with SDA graduate students, and continues engagement in a new staff White Caucus group in the division of Student Development.

The campus climate forum raised many questions and opportunities to discern one's own perspective. Wellness and Health Promotion served as an open office, mostly for student leaders (HAWC) to discuss and engage in deep conversations about race, oppression, and social justice.

Connection, Community, and Pride

Researchers have long noted the positive impact of a student's connection to campus. Living and or working on campus, attending athletic events, lectures, and other types of programming have been proven to positively enhance a student's college experience (Astin, 1990). These types of programs deepen a student's sense of belonging and a strong sense of belonging is key to a quality SU experience. The programs highlighted here help students develop a deep sense of belonging at—and pride in—SU.

Career Services

This year Career Services launched two structured mentoring programs to enhance a student's sense of connection and community: Health Career Connection and MPA Connections. Additionally, more than 100 mentors joined the Redhawk Network Mentor database, and are available to connect with and support students. The office also enhanced the sense of connection by deepening and expanding both the Office Assistant orientation and training (for undergraduates) as well as growing the Graduate Intern program from two to six interns.

Commuter & Transfer Student Life

The department initiated a *Transfer SUccess Welcome* event to hasten the integration of new transfers into the SU culture. Student led sessions focused on SU values, culture, pathways to involvement and navigating transition. Welcoming remarks from Fr. Sundborg, a performance by part of the SU choir, SU pens/pins donated by Alumni Relations contributed to the high satisfaction feedback from new students. A new transfer student blog and quarterly newsletter strengthened connections among transfer students and with the larger SU community.

Students who are parents sometimes lack a sense of belonging at SU. The department's Students Who Are Parents student representative facilitated a dialogue between student parents, Father Sundborg and Vice President of Student Development Jacob Diaz, to increase visibility of the needs of student parents and the contributions they can make to the campus community. The department's strong partnership with the SU Veteran Navigator increased the visibility of Veteran student needs and support within the SU community and led to a process to recognize graduating veterans with honor cords.

Counseling and Psychological Services

Based on CAPS diagnostic data and National College Health Assessment data, CAPS offered psycho-educational support groups and therapy groups for the most common psychological concerns of SU students. The following therapeutic groups were offered: stress-reduction group (Stress Busters), anxiety support group (Taming the Tiger), relationship concerns support group (Reconnections), body-image/eating concerns psycho-educational support group (A Group for Every Body); and a support group for women in recovery for eating disorders (FLOW). 87% of group participants reported that group helped decrease their level of distress. Based on written evaluations across all groups, students also expressed the importance of learning that they were not alone in facing their challenges.

Housing & Residence Life

One of the main responsibilities of HRL is to develop connection, community, and pride. Large-scale events such as Casino Night (500 attendees) and RHA Movie Night (300 attendees) were planned and implemented by members of the Residence Hall Association. Resident Advisors facilitated dialogue circles with their community members to promote understanding, growth, and connections. In addition, numerous social opportunities were implemented each quarter for floors, wings, and entire building communities.

Our largest program, the Learning Communities, offered an immediate community connection for all first-year residential students. The Learning Community program partnered with over 10 academic and student development departments/offices to provide holistic co-curricular programming. Each of the Learning Communities was focused on a particular theme (diversity, justice, leadership, wellness, etc.) and managed in partnership with a team of Faculty Directors, Academic Mentors, Resident Directors, and Graduate Assistants. Some students also had the opportunity to participate in courses linked to their

assigned learning community. Learning Communities provided students with an integrated learning experience inside and outside of the classroom.

International Student Center

The International Student Orientation acclimated students to the University and its programs and services. This mandatory program highlighted academic expectations and positioned students within a community of support as they began their journey as an SU student. During the Fall 2012 Orientation, attendees learned about University resources (98%), felt the Orientation met their expectations (91%), and believed the overall welcome by the ISC was excellent or very good (93%).

Leadership Development

The department was heavily involved with planning the Rock the Red campaign and launched the Red Runners in May. In addition, the Student Recognition Awards and Leadership Blitz events strongly encouraged the connection to Seattle U through both the educational objectives, as well as fun elements such as a Rudy photo booth or a reflection on what SU meant to them. Of Leadership Blitz participants, 96% reported that their participation deepened their commitment to be an SU leader. During the program, over 600 images were posted to the Leadership Development Instagram account, which exemplified the fun and connection students experienced.

Further, the First-Year Leadership Institute (FLI) welcomed about 30 highly motivated new first-year and transfer students. In addition to examining leadership, the program connects students to each another and SU. Data continues to demonstrate that this is a highly successful program for building pride in, and connecting students to, Seattle U. 100% of students reported that the program helped them feel more excited about and connected to SU. 97% reported that they are highly committed to engaging in the SU community.

New Student & Family Programs

Much of the orientation programming focused on making connections and community building. This is a main focus of the OA role as well. 95% of incoming students agreed that OAs were helpful and made them feel at home. 94% indicated an excitement about being at SU.

Office of Multicultural Affairs

For five years, OMA has dedicated staff resources to LGBTQ Programming. During this time, we have witnessed an increase in the numbers of out and active LGBTQ students at SU, solidified an annual calendar of events (e.g., Coming Out Day, Trans* Day of Remembrance, World AIDS Day collaboration, the Lavender Celebration). Additionally, several dialogue groups were facilitated as well as educational events and training for the SU campus. At the first-ever Q-BBQ in June 2013, ten alumni joined 85 faculty, staff, and

students to honor our first recipient of the Lavender Celebration Alumni Award, Aubrey Thonvold.

The annual Martin Luther King Jr. and César Chávez Celebrations provided opportunities for the SU community to reflect on the legacy of those who have been a part of movements for civil rights, labor rights, and peace and justice activism. More than 225 people attended the MLK Celebration featuring Carlotta Walls LaNier of the Little Rock Nine, and 105 people attended the César Chávez Celebration featuring SU professor Gabriella Gutiérrez y Muhs. Both programs provided opportunities for significant collaboration and co-sponsorship. Of those who attended the MLK Celebration, 85% said they felt a stronger commitment to working toward social justice. One person who attended the César Chávez Celebration shared, “Thank you, OMA, for always hosting events that build community, increase my awareness, give me pause to consider the way I show up in the world, and leave me grateful to belong to this university.”

The Graduating Students of Color and Lavender Celebrations provided space for graduating students, their families, and members of the SU community to gather in solidarity to acknowledge the accomplishments of our graduates. The celebrations also provided educational and leadership opportunities for non-graduating students, who planned the events and coordinated the marketing, entertainment, awards nomination and selection, speakers, and decorations. Graduates and current students learned about ways to stay connected with SU through remarks by Magis and Alumni Relations. This year we added two new awards to the Lavender Celebration, the Award for Advancing Inclusion in Academic Life for a faculty member and the LGBTQ Alumni Award.

Student Activities

By far, the focus in Student Activities this year was connection, community, and pride. Events included the Student Center 10th Anniversary Celebration, reinstating the Homecoming Court and Royals, and continuing large annual events such as Quadstock, the Christmas Tree Lighting, and Dance Marathon. Generally, these events were met positively and increased students’ connection and investment in the overall SU community.

The Student Center saw the addition of digital announcement screens on the 1st and 3rd floors to help notify the campus community of events, new furniture outside of Student Center 350 and 360, and a new and updated game room next to the Hawk’s Nest Bistro. These small improvements saw an increase in usage of these spaces overall.

Dance Marathon (DM) was incredibly successful this year, exceeding last year’s total for Seattle Children’s Hospital by more than \$19,000. 250 students and staff registered to dance 16 hours to raise money for families in need. As a result, DM was awarded the Chairman’s Award for Outstanding Guild at this year’s Guild Awards. To date, Seattle University’s Dance Marathon has raised over \$127,000 for Seattle Children’s Hospital families in need of supplemental/emergency funding during their child’s stay at the hospital.

Student Activities coordinated the revival of the Homecoming Court along with Athletics and Alumni Relations. As a result, the Homecoming game at Key Arena saw a record number of student attendees (303). This event was also a collaborative effort with Wellness and Health Promotion and Redzone's event "Redout" and by visits to RAs in Housing and Residence Life.

Quadstock, the largest SU tradition, saw continued success in its 24th year. With over 1000 attendees and a small budget for a festival of this type (\$65,000), SEAC hopes to continue its success during the 25th anniversary in 2014.

Student Health Center

The SHC collaborated with the Office of Wellness and Health Promotion (OWHP) and Counseling and Psychological Services (CAPS) to conduct four separate mental health screening events on-campus throughout the year. Through these awareness events, the SHC and CAPS staff performed in-person screenings of 438 students for symptoms of depression, anxiety, alcohol abuse and eating disorders. Students with high risk factors were identified and referred for follow up care at SHC or CAPS.

The SHC offered clinical hours to the College of Nursing Associate Dean for Graduate Programs for maintaining state and national ARNP licensure. This arrangement fosters increased collaboration between CON faculty and staff and the SHC.

University Recreation

University Recreation has connected to the Seattle University community and has begun to build traditions that will instill even more pride in our community. Intramural participation increased by 46% and 19 Sport Clubs with a total of 376 members participated this year. This was partially due to the opening of a new visual point of pride on campus, Seattle University Park. SU Park opened its field space in August, 2013 and was utilized immediately. By the end of Fall Quarter, there were already 3371 hours of programming time booked on the space.

Additionally, the opening of SU Park resulted in a much more dynamic RecFest, which connected students, faculty, and staff through teamwork, play, and competition. SU Park was the site for a number of activities culminating with a Faculty/Staff vs. Students Kickball game at Logan Softball Field on Seattle University Park. A few days after the event, one sophomore student stated, "It didn't really feel like I was on a college campus until now".

The department has also connected to Seattle University alumni through the fitness center and OAR. Last year 584 alumni purchased new memberships at the fitness. Outdoor Adventure Recreation began an OAR Alumni campaign this year, reaching out to the last five years of graduates for updated contact information, hosted several local alumni gatherings, held a reunion for new and past alumni just after graduation. This effort was a very natural progression as 86% of current OAR Leaders reported the most rewarding aspect of being a leader was the people and strong community.

Wellness & Health Promotion

In fall 2012 Wellness and Health Promotion moved from PAVL 126 to STCN 380 which has afforded an anecdotally notable increase in foot traffic by students passing by. An open house was held and attended by 35 students/faculty and staff. Printed materials are now self-serve and displayed at the entry allowing student to connect to campus and local resources.

REDOUT remained a highly visible partnership between Athletics, HAWC, and RedZone, The Fall REDOUT focused on alcohol, winter on nutrition/sleep, and spring on self-management of stress. Winter's REDOUT (also homecoming) was a success boosting student game attendance to 303. Spring's REDOUT was assessed using student voice. We learned that there was 100% satisfaction. 67% learned new stress management techniques, 60% were likely to try something new or different, 100% would encourage attendance at a future REDOUT.

In an attempt to increase accessibility of information we invested significant time in redesigning our website (to include parent and family resource space) and transitioned our Facebook presence to a page (from a person) which allows for greater assessment of efficacy. To date our Facebook page has 221 likes (down from 646 friends built up from the 07-12 Facebook) Plans to build our online fan base, bulk up our website graphically, and add original content continue.

Cross divisional collaborations this year included the creation of a sleep workshop in collaboration with Learning Assistance Programs, departmental representation on the LiVE Seattle U advisory group out of HR, as well as departmental assumption of graduate student welcome speaking engagements.

Holistic Development and Wellness

The education of the whole person—mind, body, and spirit—is at the heart of Jesuit education. When these aspects are tended to, students are better able to handle stress, effectively balance work and other activities, and lead healthier lives. The efforts articulated here help the Division promote a greater sense of holistic development and wellness among students.

Commuter & Transfer Student Life

The Collegia Program collaborated with Campus Ministry to have a Jesuit presence in the Chardin Collegium for connection, support and conversation. Collegia programming included a collaboration with the Health Center, facilitation of reflection processes, and taking commuter students to University Recreation for spontaneous and planned events to strengthen their connection to those resources. Department staff recognition of particular students of concern led to effective interventions in the areas of mental health, physical safety, and emotional stability. Enhancing our training of student staff to recognize these issues and developing clear guidelines for reporting and follow-up continued to be a critical part of our work with students living off-campus. Collegium Community Leaders reported

that their leadership training enhanced their wellness development—80% said they were better able to create balance between education, work and leisure activities.

Counseling & Psychological Services

CAPS provided clinical services (intake evaluation, individual and couple psychotherapy, psychiatric assessment and medication management, urgent care and group therapy) to SU students in order to address psychological issues that interfered with academic performance and overall well-being. In 2012-13, CAPS provided 2,605 clinical appointments to 584 students. The most common diagnostic reasons for seeking counseling were relationship problems, anxiety disorders, and mood disorders (mainly depression.) The majority of clinical appointments (67%) were for individual psychotherapy. There was an increased demand for urgent care and crisis management appointments. In the prior academic year, urgent care appointments and case management for students in crisis represented 10% of clinical appointments, but in 2012-13, high acuity cases represented 16% of all clinical appointments.

CAPS also provided Consultation Services to parents and family members of SU students concerned about the psychological well-being of the student. In 2012-13, CAPS provided 28 consultations to parents and family members regarding the mental health of their SU student.

Based on the CAPS Client Feedback Survey (n=172) 2013, students reported that prior to starting counseling: 23% were thinking of leaving SU; 32% reported being in danger of failing or having significant academic problems; and 45% were dissatisfied with their social experiences at SU. After receiving counseling at CAPS, 23% reported that CAPS helped them stay at Seattle University; 66% agreed that CAPS helped them address psychological issues that could interfere with academic success, and 56% stated that CAPS helped them improve their relationships with others. Clearly, CAPS enhanced academic persistence and performance, as well as, social satisfaction at SU.

Housing & Residence Life

Four Resident Ministers resided on campus and were available to consult, provide spiritual guidance, and support to residents. In addition, each traditional residence hall hosted Jesuits in Residence who were also available to provide assistance. The Wellness Learning Community provided a welcoming environment for students who wished to reside in a community supportive of healthy living. The Rudy Cup (in conjunction with Recreational Sports) encouraged teams to form and compete in intramural events. In RHA's Hallympics, students form teams and compete in events such as volleyball, real-life "Angry Birds," and basketball.

Leadership Development

Wellness and balance were key components of the Redhawk Leadership Program, a badge program in which students were provided with a framework of requirements to be achieved

through a wide variety of options. Each participant completed at least one wellness activity and included balance as a part of their personal formation plan.

Spirituality was a component of FLI, both as a part of the participants planning for their SU experience, and as a part of the model of leadership on which the program was based. Students learned about the Heroic Leadership Model, rooted in the Jesuit tradition, and one of the activities was a talk on leadership as modeled by the life of St. Ignatius, using the paintings in the chapel.

New Student & Family Programs

Summer orientation and Welcome Week programming included programs related to holistic development. These sessions were offered by other departments. 71% of students indicated the wellness programs were beneficial and 60% indicated the spiritual development programs were helpful.

Office of Multicultural Affairs

The Faculty and Staff of Color Retreat, an annual weekend-long program funded through the Endowed Mission Fund and coordinated by OMA, aimed at improving retention, professional success, personal growth, and quality of connection for Seattle University faculty and staff of color. Over the past four years, this program has seen increased demand, with a full roster and a waiting list, as well as increased numbers of faculty. The retreat has created sustainable conditions for the community of faculty and staff to support itself. Past retreat participants have initiated and assumed responsibility for regular gatherings to maintain connectedness. Evaluations from participants demonstrate that this retreat provides a space that responds both to the expressed interests of participants and that contributes to retention and connection for staff and faculty of color. One participant shared, “I felt much more hopeful about my individual contributions to my work and to the University. I also felt connected with others on main campus. Many times I have felt isolated in my own department. This retreat gave me a chance to have a feeling of belongingness – which is one of the best gifts I can receive.”

The Diversity and Equity Education Program is specifically designed for holistic leadership development of the ten student social justice peer mentors. The group simultaneously focused on developing their strength and solidarity as a small community, while also exploring consciousness raising and education through art and social change programs, dialogue, and peer trainings. The DEEP members say it best: “DEEP is a space where I have found community. . . . During our weekly meetings, we do identity work, support one another’s growth, have engaging conversations, and learn ways to practice self-care. As a result of DEEP, I have developed as a socially responsible leader, feel more comfortable discussing issues of privilege and oppression, and have found a community where I feel valued.”

The SU Student of Color Retreat (SUSOC) gathered 15 undergraduate, graduate, and law students of color for a three-day retreat off-campus focused on wellness, self-reflection, dialogue, and relationship-building. Participants shared that:

- “An event like this makes me feel that I am a valuable student of Seattle University. This gave me the opportunity to share my struggles as a minority student without the fear of being judged or attacked.”
- “I developed skills at the SUSOC that will help me take care of myself and be well.”
- “I strengthened my innate artistic and storytelling skills. These are virtually left out of the academic experience, and I believe facilitators did a fantastic job in incorporating the tenets of art and storytelling throughout the retreat.”

Student Activities

Student Activities implemented an element of reflection and meditation in the Student Activities Leaders Retreat. 94% of the participants enjoyed practicing meditation on the retreat and many learned the value of practicing meditation to reduce stress levels as part of their learning during the retreat. Additionally, Student Activities collaborated with Wellness and Health Promotion on the coordination of Redouts in the fall, winter and spring quarters. These events focused on helping students become aware of and practice wellness as part of the programmatic elements of this event.

Student Health Center

The SHC provided health care appointments for preventative care and illness visits that allowed students to maintain individual wellness and optimally perform in SU’s academic and social settings. During the 2012 - 2013 academic year, the SHC provided 5,664 wellness and illness patient appointments to 2573 students representing 34.4% of the student population—a 4.2% increase in appointments over the previous academic year despite a decline in overall enrollment. This year, the most common diagnoses were Preventative Health (31.2%), Ear, Nose, and Throat Diseases (15.9%), Gynecology / Sexual Health (11.1%), Dermatology (9.5%), and Mental Health Medication Management (8.6%).

Based on the 2013 SHC Satisfaction Survey (n=200), 22% of the respondents sought care for a physical or mental health concern that could interfere with their ability to stay at SU; 81% of this subset of students believed the services at the SHC contributed to their ability to stay at SU. When comparing to the burden of going to an outside practice/facility for health care, students reported the services at the SHC prevented the following negative impacts on their college experience:

Missed more class	58%
Higher financial cost	80%
Would not seek care	20%
Possible loss of quarter/semester	5%
Difficulty in accessing transportation to another location	45%
Delay in receiving treatment, worsening of condition	25%

Other	10%
None of the above	1%

After receiving health care at the SHC, 97% of the students reported that the SHC increased their awareness regarding illness/health needs and 98% of students were better able to understand and gauge the severity of their symptoms due to services offered by the SHC. These data demonstrate that the SHC is fulfilling its mission of “enhancing levels of wellness and empowering students to be self-directed in their own care as well as utilizing the unique college experience to promote lifelong healthy life-style behaviors”.

University Recreation

Because of the nature of the work performed, University Recreation is in a unique position of being dedicated to the improvement of the campus community’s physical well-being. That does not mean that it is not also important for us to incorporate emotional well-being in our programming as this is another reason that people engage in recreation. The emotional well-being of our participants begins with the care they receive from the staff as shown by 90% of fitness center users who stated they were greeted by the staff with a smile and a positive attitude. Some students who engage in intramurals also stated, “there is nothing better than getting together with a group of friends after a long day of classes, tests, or papers and playing sports.” Outdoor Adventure Recreation participants and leaders also had positive experiences. For example, 86% of leaders *strongly to moderately* agreed that OAR helped to improve their ability manage emotions in order to be productive members of a leadership team; 98% of trip participants indicated the trip experience led to increased awareness of and/or appreciation for, the natural environment; 88% of trip participants reported learning something new and/or enhancing their outdoor skills/techniques/competencies.

Fitness is an increasing part of the Seattle University community’s everyday life as reflected by 1,706 people participating in group fitness classes, personal training, or instructional programs. Because it is important to continually promote physical well-being, the fitness program offered free personal training sessions to students, faculty, and staff in an effort to break down any barriers regarding fitness training.

Wellness & Health Promotion

The Wellness Challenge underwent a name change (from Fitness and Wellness Challenge), transitioned to online registration and scorecards, and was rebranded focusing on holistic wellness, and partnered with HR and the LiVE Seattle U program. The 2012-13 Challenge yielded 280 registrants and 128 scorecard submissions on week 6, down from our registration goal of 400 which will again be our goal in 2013-14. Significant assessment of this event exists, highlights include: 77% of respondents were motivated to achieve a personal wellness goal, 79% had fun, and 79% were actively called to reflect on their overall wellness.

National College Health Assessment (NCHA) data continue to inform the focus of Wellness and Health Promotion. The NCHA survey was completed spring 2013 and include graduate/law students, yielding a total of 667 responses (22.3% response rate). Resulting data

continue to support four clear areas of focus: physical wellness, mental health, alcohol and other drugs, and healthy relationships. Defining these areas creates a simple way to express what we do in our office to support various constituents. The addition of program summary forms provide us an opportunity to assess frequency of different types of programs to achieve balance where gaps exist.

Summer orientation events and activities experienced some tweaks this year. The 20-minute eCHECKUP alcohol self-assessment is no longer completed on campus and is now e-mailed to all incoming students between summer orientation and fall welcome week. Additionally, parents and family receive an e-mail prompting conversations about expectations. The integrity formation session now offers a brief introduction to bystander intervention related to sexual assault and alcohol related emergencies. Assessments regarding the session indicate 87% overall satisfaction, 95% believing they could intervene to prevent a sexual assault, 94% who could identify two signs of alcohol poisoning, and 96% who could identify a way to accurately respond. SU Real World remained largely unchanged, with satisfaction at 93%, and 89% of attendees able to identify appropriate campus resources.

A four-year athlete wellness curriculum was outlined and vetted with Athletics for implementation fall 2013. This ensures each of the four major wellness topics is covered annually in a different modality, on a rotating basis to account for athlete schedules.

Accolades Earned

Over the past year, members of the Division of Student Development have garnered significant attention and praise for their expertise, innovation, leadership, and work with—and on behalf of—students. These accolades have come in the form of conference program presentations, awards, publications, as well as institutional, local, and national service opportunities.

Conference Program Presentations

Career Services

Maggie Heier , Mountain Pacific Association of Colleges and Employers
Dan Kelley-Petersen, Washington Counseling Association Annual Conference and the Seattle University Undergraduate Research Association
Beth Kreitl, National Association of Colleges and Employers

Commuter and Transfer Student Life

Diane Schmitz, *Customizing Orientation for Transfer Students* national webinar

Student Activities

Patrick Rossmann, National Jesuit Student Leadership Conference
Bernie Liang, American College Personnel Association

University Recreation

Samantha Godfrey, National Intramural and Recreational Sports Association

Awards

Housing and Residence Life

Jackie Saarenas, NASPA Region V Scholarship

International Student Center

International Education Week, ACPA Committee on Global Dimensions Program of the Year Award

Leadership Development

Michelle Etchart, Outstanding Contribution to Student Leadership Programs, NASPA Region V

Office of Multicultural Affairs

Jesuit Outreach College Access Program, AJCU Conference on Multicultural Affairs 2012-13
Distinguished Program Award

Student Activities

Dance Marathon, 2013 Chairman's Award for Outstanding Guild

University Recreation

Mackenzie Bannister, NIRSA William N. Wasson Student Leadership and Academics
Award

Katelen Phelan, NIRSA William N. Wasson Student Leadership and Academics Award

Joe Purvis, NIRSA William N. Wasson Student Leadership and Academics Award

Mileva Huljev, SU Most Outstanding Staff Award

Wellness and Health Promotion

Bah Humbug Bingo, BACCHUS Area 1 Outstanding Program Award

Opportunity Grant Award Recipient, Seattle King County Public Health

Publications

Schmitz, D. (2012). Daring to dance with dialogue. In *Teaching college students
communications strategies for effective social justice advocacy*.

Wilson, T. (2013). Fraternities and faith. In Vaccaro, McCoy, Champagne, and Siegel (Eds.)
*Decisions matter: Using a decision-making framework with contemporary student affairs case
studies*.

Service

Institutional

Laurie Prince, SU Admissions Representative

Local

Sabina Neem, City of Seattle LGBT Commission

State/Regional

Nick Cubita, Case Study Competition Coordinator. National Orientation Directors Association Region 1 Conference

Ryan Hamachek, Washington State College Coalition for Substance Abuse Prevention Steering Committee

National

Kristen Carstens, Fitness Committee Chair, National Intramural and Recreational Sports Association

Darrell Goodwin, JASPA Conference Planning Committee, Chair

Ryan Hamachek, Sponsored Programs Co-Chair for the Standing ACPA Committee for Multicultural Affairs

Bernie Liang, Standing Committee for Multicultural Affairs Strategic Planning Work Group (ACPA); Equity and Inclusion Advisory Committee (ACPA); Convention Special Events Committee (ACPA); National Undergraduate Fellows Program Board Member (NASPA)

Michele Murray, JASPA Vice President for Research and Scholarship

Reese Ranta, Faculty, Health Leadership International

Alvin Sturdivant, NASPA Placement Exchange, Chair

Tim Wilson, ACPA Book and Media Board; Executive Board Member, AJCU Conference on Multicultural Affairs

New Initiatives for 2013-14

Career Services

Career Services will be rolling out the Career and Academic Planning Certification Program in partnership with Premajor Studies. The team will pilot the first career course at Seattle University (entitled Purposeful Academic and Career Planning), also in partnership with Premajor Studies. The employer relations team will be coordinating the first regional trek for students to connect with employers and alumni in the Bay area. In partnership with Alumni Relations and Marketing & Communications, Career Services will be implementing the SU Advantage marketing campaign to all constituent groups. Finally, Career Services will partner with Academic Affairs to advance the second goal of the University's strategic plan focused on integrating the academic and career planning process of SU students.

Commuter & Transfer Student Life

Enhanced visibility and connection will be available for transfer students through the newly named Tekakwitha Transfer SUccess Collegium. This collegium will be staffed by current transfer students and serve as a focal point for transfer programming and collaboration with other campus departments and other collegia serving transfers. Finally, all first year commuters will be part of Learning Communities starting this fall and our department will be involved in the implementation.

Counseling & Psychological Services

Based on the increased level of acuity among students presenting at CAPS for urgent care appointments and the immediate life safety risks that such cases represent, CAPS has eliminated offering couples therapy in order to prioritize the clinical focus of treatment and limited staffing resources on the life safety concerns for highly distressed students with acute and/or chronic psychiatric conditions.

In order to maximize the number of students able to benefit from our services, CAPS will continue to promoting the utilization of the group therapy program for students. Finally, CAPS will seek opportunities to collaborate with other departments/divisions to promote awareness of suicide prevention on-campus, including a collective approach to "gatekeeper training."

Housing & Residence Life

HRL will implement five new initiatives this year. Expanding upon department Social Justice Committee efforts, the professional staff will continue with caucus groups focused on race and gender. The Professional Development Series will feature a year-long departmental conference-style presentations on topics of interest to employees

Learning Communities will add commuter students, redefine community names and purpose, expand the role of academic mentors, align the program with the core curriculum, and strengthen its partnership with academics. RHA will support university sustainability

initiatives by addition of EcoRep position for each Hall Council. Finally, iGroup will expand its reach by including transfer and graduate students.

International Student Center

Building upon last year's initial forays, the ISC will expand its social and cultural programming for graduate students. A new component of the ISC Fall Orientation will focus on issues of diversity within American culture. Additionally, more programs and workshops on undergraduate academic success will be developed. In order to acclimate international students to the city of Seattle, the ISC will take advantage of free programming within the City of Seattle like Free Museum Thursdays and Free Seattle Center events.

Leadership Development

The department will play an integral role with the Rock the Red initiative, which aims to boost school pride and increase the wearing of red on campus to show this pride. Based on assessment showing that students appreciated changes made to the Student Recognition Awards, the event will receive a new name and further enhancements to make it a true celebration of the year for the entire campus.

New Student & Family Programs

We are strengthening our collaborative programming for Alumni & Family Weekend by adding an off-campus career networking program and other sessions.

Office of Multicultural Affairs

OMA intends to grow the SU LGBTQ Alumni Network this coming year. For LGBTQ students it is invaluable for them to have community mentors and support. Additionally, SU LGBTQ alumni may have a specific sense of pride about their affiliation and experience at Seattle University and benefit from ongoing conversations about spirituality and sexuality through an alumni network. OMA is working with the Office of Alumni Relations and Magis, as well as faculty and staff, to develop the network.

OMA will also launch the collaborative QueerSpeaks and POCSpeaks programs. The two workshop series are designed with LGBTQ students and students of color in mind and will include topics such as study skills, financial planning, navigating gender and sexuality in the classroom, faith and spirituality, relationships, study abroad, graduate school, post-grad service programs, and career discernment. This year's collaborators include Academic Affairs, Campus Ministry, Center for Service and Community Engagement, Learning Assistance Programs, Education Abroad, Career Services, Counseling & Psychological Services, and the Office of Wellness and Health Promotion.

In collaboration with Housing and Residence Life and Commuter and Transfer Student Life, OMA is expanding the iGroup program to include support for an SDA dialogue series and a dialogue circle for transfer students, complementing the existing Learning Community

dialogue circle. We will continue to offer two facilitator trainings each year, and we will work with the Division of Student Development to create social justice professional development opportunities that allow facilitators to practice their skills.

The Graduating Student of Color Cohort will continue this year after a successful pilot series in 2012-2013. Students approached OMA in fall 2012 about creating some sort of learning opportunity for graduating seniors, and our ideas coalesced into the cohort program, with a focus on vocational discernment, identity, and transitioning to life after graduation.

Student Activities

Student Activities plans to continue building upon its successes, particularly as it relates to our large-scale community events (e.g. Christmas Tree Lighting). New initiatives for 2013-14 include collaboration with Wellness and Health Promotion and OMA for new GA training, and providing shared office space for the Graduate Student Council. Additionally, the department will support the continued growth of Gateways to encourage new student engagement, supporting new efforts around Red Fridays, Homecoming, Midnight Madness, and collaborating with OMA on this year's MLK speaker.

Student Health Center

In order to continue to keep student out of pocket health care expenses at a minimum, the SHC renegotiated the university-sponsored insurance plan with the new insurance underwriter, United Healthcare, to provide 100% coverage of all services provided at the SHC. For those students not on the university-sponsored plan, the SHC also has negotiated with LabCorp to bill other insurance carriers directly for laboratory services provided through the SHC. Relieved from having to pay out of pocket for these expenses, the response from students over this change has been overwhelmingly positive.

The SHC has also documented a formal Medical Excuse Policy for missed class due to illness for faculty and students. While an informal policy had been in place since the H1N1 outbreak, a formal policy was developed to make better use of the SHC's limited resources for providing health care access rather than verifying short-term medical absences; limiting SHC involvement for managing illnesses or injuries that could effectively be treated by self-care; upholding the SHC's commitment to student privacy; and maintaining consistency with university policy that does not require its employees to provide a written medical excuse for short-term medical absences.

The SHC has documented a formal Attention-Deficit Hyperactivity Disorder (ADHD) to reduce the possibility of misuse and abuse of associated medications on campus and to provide consistent recommendations regarding diagnosis and treatment. Further, the SHC wants to assist students in fostering self-care participation consistent with the SHC's Mission.

University Recreation

Overall department initiatives include the development of a marketing and branding campus, as well as implementing assessment, risk management, and student mentorship plans. The Fitness Center will see new student staff and a Maintenance Technician, who will perform preventative maintenance on all cardio and strength equipment. Intramurals will develop new training and promotional videos and will expand its programs beyond traditional sports to include events such as Battleship, bench press competitions, and arm wrestling.

Finally, OAR will implement an online trip registration system, create assessment rubrics for Trip Leaders to measure trip success and learning outcome achievement. Efforts will be made to continue increasing outdoor participation and leadership from traditionally under-represented populations including women and people of color.

Wellness & Health Promotion

In an effort to increase efficiency, WHP will co-facilitate a shared graduate assistant training process with OMA and Student Activities. Campus Ministry will help the WHP staff develop training programs on spirituality and a Title IX informed and research driven sexual assault prevention plan will be implemented. An athlete wellness curriculum will be rolled out and the award winning program, Bah Humbug Bingo will be more learning outcomes driven in the hopes of achieving higher impact on participants.