# TABLE OF CONTENTS

Wheeling Jesuit University Mission Statement ........................................ 3
Student Affairs Mission Statement ......................................................... 4
Academic & Student Affairs Common Vision Goals & Objectives ............... 5
Student Affairs 2002-2003 Accomplishments ...................................... 6
Student Affairs 2003-2004 Goals ............................................................ 9

Departments:

Alcohol & Other Drug Education Programs ........................................ 12
Campus Activities & New Students Programs ...................................... 29
Campus Safety & Security ................................................................. 41
Career Services Center ................................................................. 45
Counseling Center ........................................................................... 61
Health Center .................................................................................. 78
Housing & Residence Life and Judicial Programs ................................ 89
International Student Office & English Language Institute ................ 99
Office of Student Programs ............................................................... 106
  Multicultural Affairs ................................................................... 106
  Volunteer and Community Services ............................................. 109
  Transfer and Commuter Services ................................................. 111
Postal Services (Mailroom) ............................................................... 123
Wellness Programs ........................................................................ 126
Educating for Life
The Jesuit traditions of educational excellence and service to others guide all the programs at Wheeling Jesuit University. By integrating learning, research, and economic development with classical knowledge and Christian revelation, the University seeks to foster competence, creativity and innovation both throughout and beyond the campus community. Graduates of the University enter the world of work with socially responsible goals, a lifelong appetite for learning and the desire to make our universe a better place.

Educating Men and Women for Others
In its faculty and students, its research and its outreach, the University is national and international. Yet as the only Catholic college in West Virginia, Wheeling Jesuit also values its distinctive mission to the immediate area, educating local men and women and returning them to enrich their own communities. Wheeling Jesuit University firmly believes its graduates will enter into the professional world, prepared to use their God-given talents not solely for personal fulfillment but as men and women in service to others.

Educating for Leadership
To model the Jesuit concern for regional and global neighbors, the University welcomes people of all creeds, races and nationalities to share in the intelligent pursuit of excellence. The University promotes close student-faculty contacts and encourages students to develop their full potential for leadership. Through a grounding in the liberal arts and, above all, example of Jesus Christ, the University endeavors to produce intelligent, moral leaders who will champion the Jesuit values of faith, peace and justice. Wheeling Jesuit envisions a dynamic leadership role for the University in the lives of its students and in the world at large.
STUDENT AFFAIRS
MISSION STATEMENT

Wheeling Jesuit’s Division of Student Affairs is dedicated to assisting students by providing quality support, co-curricular activities and developmental programs. Wheeling Jesuit University is committed to the academic and social development of each student including his or her intellect, values, emotions and purpose. Student Affairs’ goal is to empower students to become ethical decision makers, spiritual life disciners, global leaders and engagers in the pursuit of personal knowledge that leads to community and self-fulfillment.

An integral part of the WJU academic environment, Student Affairs provides a holistic view to educating students. By providing activities and leadership opportunities beyond the classroom, Student Affairs assists the university in producing students who can and will contribute to the community and help each to become more competent, virtuous, and responsible citizens.
ACADEMIC & STUDENT AFFAIRS
COMMON VISION GOALS

Goal 1
Students will learn to value and participate actively in the life of a learning community. This participation will entail learning skills in cooperation, diplomatic confrontation, and consensus building. Students will develop a deep respect for all persons and a desire to learn about different cultures and will engage in reasoned and informed inquiry and discussion.

Goal 2
Students will grow spiritually and ethically. They will learn responsibility for their actions and to base ethical decisions on a mature vision of the person and the world.

Goal 3
Students will learn to be articulate leaders, able to communicate in writing and speech across cultures. (Eloquentia Perfecta) They will learn to define problems, identify methods of approaching them, and will build models to solve them. They will gain a strong desire to serve others, to be sensitive to social injustice and to analyze social systems for their impact on human dignity.

Goal 4
Students will grow in discernment, in self-knowledge and understanding. They will seek opportunities to utilize their talents in a career direction, will learn to value their growth as whole persons through wellness and programs focusing on health. They will learn to integrate learning in their academic discipline to the multiple dimensions of their intellectual, social and affective lives.

Goal 5
Students will develop new talents and new ways of experiencing the world. They will explore aesthetic and creative dimensions of their experience, will learn to use technology effectively and will acquire an independent spirit of initiative and entrepreneurship.
STUDENT AFFAIRS
2002-2003 ACCOMPLISHMENTS

Goal 1
Implement the interim university food service provider and coordinate the process for selecting a permanent provider.

STATUS: CONTINUING for the academic year 2003-2004. Our interim food service provider is Parkhurst. We will begin focus groups and an RFP to select a permanent food service provider for Summer 2004.

Goal 2
Prepare a concrete 3 to 5 year plan of renovating residence halls. Begin preliminary discussions of a new residential facility.

STATUS: CONTINUING for academic year 2003-2004. We are in the second year of a 5-year plan to renovate the residence halls. Sara Tracy Hall will have new furniture placed on the first floor with carpet replacement. 100 new mattresses will be placed through campus. This is the second year this has been done.

Goal 3
Create and implement a comprehensive campus recreation program.


Goal 4
Assist students in producing a student publication, as well as working to improve the consistency and stability within Student Government.

STATUS: DONE. We have a viable student newspaper (Cardinal Connection). A faculty member was hired to serve as the newspaper moderator. We also hired an assistant editor. At least eight issues were distributed this year.
Goal 5
Create a more effective and efficient judicial process that falls within the standards of the Association of Student Judicial Affairs (ASJA).
STATUS: CONTINUING. We have a new judicial officer starting Summer 2003. We are upgrading our judicial database and working more with CAS standards for Student Judicial Programs.

Goal 6
Successful implement the new co-ed housing and open visitation policies.
STATUS: DONE. The new co-ed housing and open visitation policies were implemented in Fall 2002. The Board of Directors received a full report in May 2003. The program will continue for Fall 2003.

Goal 7
Develop a residential program model for the new residential facility.
STATUS: DONE. A program model was developed with focus groups of faculty, staff, administrators, and students. The University Planning Committee has placed the construction of the new facility in a “holding” status.

Goal 8
Assist in creating and implementing a comprehensive university volunteer center.
STATUS: CONTINUING. A new staff member has been hired to work with Campus Ministry in creating a center.

Goal 9
Continue to work for integration of academic & student affairs.
STATUS: CONTINUING. A joint program (through Faculty Development) was presented with Dr. Kris Willumsen and myself focusing on collaboration between faculty and student affairs professionals. The program was well received.

Goal 10
Continue to develop staff to broaden skills and meet higher expectations.
STATUS: CONTINUING. Staff has become more involved in regional and national professional associations. There is a bimonthly staff development workshop focusing on issues such as mission and identity, effective student programming, community service & outreach, and student affairs in relation to the Jesuit Identity. The staff has also engaged in reading several books relating to teamwork, addressing student issues, and improving organizational skills.

Goal 11
Support retention initiatives by involving all units of student affairs.

STATUS: CONTINUING. A major focus was the implementation of the CONNECTIONS Program. This excursion would be an outdoor experience trip that would include whitewater rafting, camping, backpacking and rock climbing/repelling all in West Virginia. One of the goals of the trip would be to impart an appreciation for the beauty of West Virginia. By participating in this activity the student will experience many outdoor adventure challenges as well as faculty interaction. Various other outcomes are anticipated as well, including challenging students physically and emotionally, building a sense of pride and accomplishment and working with a team to accomplish goals. The first year (Fall 2002) involved 12 participants. The second year (Fall 2003) involved 25 participants. The program will be restructured for the next academic year (Fall 2004) focusing on involving at least 250 new students in a camping adventure. A current longitudinal evaluation of the program is being completed.

Goal 12
Invigorate campus life through more active residence hall programming, well-focused student activities, energized student leadership and improved communication.

STATUS: CONTINUING. Over the past two years Student Leadership Week has been more focused on learning outcomes related to leadership style and fostering better communication. As a result Student Government has created a website as well as an email address for students to know what is going. The Resident Assistants are currently going through the JESUIT CONNECTION program. This program is designed to provide RAs with a better understanding their roles as student leaders on a Jesuit campus.
STUDENT AFFAIRS
2003-2004 GOALS

Goal 1
Implement a strategic plan with academic affairs for engaging student leaders in developing important skills, developing core values, and developing centeredness through the EXCEL Program, Residence Life program, and Student Government.

Incorporating the JESUIT CONNECTION program through residence life and inviting Dr. Larry Jones to present a session on leadership at a Jesuit Institution to over 100-student leaders enhanced student Leadership Day. Student leaders have been engaged in several retreats and seminars through Student Government and Resident Assistants. The EXCEL program had a successful retreat in Spring 2004 involving Father Hacala, Father Toland, and Carolyn Dalzell. Father Dan Joyce and Senior EXCEL planned the EXCEL retreat. We are currently developing a LEADERSHIP SERIES for selection of student leaders for next year such as Resident Assistants, LUCEATS, and Summer Conference Assistants.

Goal 2
Implement Phase II to of a 5-year plan to renovate the residence halls.

Sara Tracy received two floors of new furniture. The carpet was replaced on 1st and 2nd floor with tile. The rotation of new mattresses was added to Campion and Sara Tracy.

Goal 3
Integrate the Ignatian Spirituality with student affairs programming and planning efforts.

Student Affairs professional staff participates in a staff development every two weeks focusing a topic related to the university mission and Ignatian Spirituality. We have read materials from Father Andy Thon, SJ on the Ignatian Perspective: The Role of Student Affairs in Jesuit Higher Education, from Father William A. Barry, SJ and Father Robert G. Doherty, SJ on Contemplatives in Action. Letha Zook did a presentation on the university theme and its relation to student life.

Goal 4
Continue to enhance our university intramural program with Student Government.

Student Government is continuing to work in this area. The concern is that SG would like to have a person to focus more on intramurals. The present structure of SG gives this
responsibility to the Vice President who already has several other major responsibilities. The intramural manual including policies and procedures have been refined.

Goal 5
Implement the university judicial database to create a more efficient and effective judicial process.
The fall the University Judicial database was enhanced to provide a better tracking system, effective statistical information, and a prompt response feature that enables students to receive timely notification of meetings, decisions, and sanctions.

Goal 6
Assist in creating and implementing a comprehensive university service-learning center with Campus Ministry.
A university wide service database has been implemented as well as the creation of a reflective component to volunteering/community service. We are looking forward to further developing a service learning center through the coordination of Jill Kriesky who joins us on February 1st.

Goal 7
Implement, promote, and provide resources for the RESPECT ZONE program in collaboration with academic affairs.
As an initial evaluation of the first semester of the RESPECT Zone Program, a seven-question feedback form was sent in early December to the 19 participants. Fourteen responses were returned. Most participants reported few comments from others about the RESPECT Zone sticker. Four additional faculty/administrators inquired about getting involved in the program. Five participants indicated that at least one student had come to talk with them. Some participants concluded that students probably already perceived their office area as “safe” and felt comfortable coming there. Even though the response to the program was small this semester, most of the participants felt it was a valuable experience. Many commented that the presence of the stickers helped to create an overall climate of respect and acceptance. There was overall agreement that the RESPECT Zone program supports the values and mission of the university. The most prevalent comment regarding the program was that it should be publicized/explained more to students.
Goal 8
Coordinate and implement a long-term food service provider and program in collaboration with the Food Service Committee.

The Food Service Committee, which consists of five students and the VP for Student Affairs is currently reviewing three food service providers for WJU. This process is in collaboration with Finance Administration. A recommendation will be forwarded to the President and the Board of Directors by the March board meeting.

Goal 9
Increase the visibility and accessibility of student services via the university website.

All areas within Student Affairs have developed websites that are currently operational. Student Government was the last area to create website. University forms relating to student activities/events as well as Housing & Residence Life are on line as well as the Activity Calendar.

Goal 10
Focus on career planning for students with collaboration from faculty and alumni.

A survey was performed to determine student needs in relation to career services. The results have been reviewed and a strategic plan has been developed based on the survey results. This information has been forwarded to the President and Senior Vice President for Academic and Student Affairs.
The following is a summary of the goals and accomplishments reflected by the Alcohol and Other Drug (AOD) Education Program efforts. The Coordinator for Counseling Services has a role split where 50% is directed to counseling and this information can be found under Counseling Services from Jeanne Kigerl, LPC, NCC, Director of the Wellness Center.

Overview
The Coordinator for Counseling Services is responsible for personal counseling, alcohol and other drug education programming, and moderating the Peer Education Team (PEERS). The Coordinator for Counseling Services is in her second year to this position. Being new to this position, the Coordinator for Counseling Services continued to spend time understanding the system and readjusting to recent changes within the department and with the campus at large.

The Coordinator for Counseling Services wrote a proposal for the Pat Holtsclaw Collegiate Grant Program through the West Virginia Alcohol Beverage Control Administration and the Governor's Highway Safety Program. The entire grant request of $1,000.00 was awarded for the proposed programs of a Social Norms Campaign and Alternative Social Activities to curb underage drinking.

The CORE survey was conducted this year. Some of the results were used in the Social Norms Campaign while other findings support the vitality of the Alcohol and Other Drug Education Program and the need for continued services. Results will also be used in the Biennial Review that will be produced next fall.

The PEERS continued to be a vehicle for many of the programming activities for AOD programming. This student organization has served as the main transportation for programming and has included elements of social, passive-educational, preventative, and formal presentations. This year, PEERS attended their first national conference and had an exhibit on display. This was also the first year to launch a Sexual Responsibility Week Campaign. As many groups do, they had various group dynamic obstacles and struggled with limited resources, but this did not inhibit their continuous accomplishments. To alleviate some of the pressure, the Coordinator for Counseling Services stepped into an advisory role rather than the given moderator role. The adversities enabled
them to grow tremendously as individuals and as a team. Their successes were recognized as they received the “Organization of the Year” award.

Mission Statement
The Alcohol and Other Drug Education Program is a service through the Wellness Center. It is the mission of Alcohol and Other Drug Education Program to serve the campus community through a variety of resources with an educational focus on alcohol and other drugs. The Alcohol and Other Drug Education Program encourages students to explore their personal beliefs and values pertaining to alcohol and other drugs while promoting healthy and responsible decision-making. In accordance with Jesuit values, the Alcohol and Other Drug Education embraces the whole student using a holistic approach to assess individual needs. A multitude of outreach programs and awareness campaigns are initiated through educational, social, and preventative measures.

Goal 1
To develop a system to record demographics of AOD appointments.

Objectives:
- Give all students a demographics form to complete during their appointments.
- Compile information into a database that will report age, gender, participation in athletic programs, etc.

Outcome:
Findings provide information that may assist in targeting specific populations for AOD education/prevention. AOD programming and education supports the institutional values of the whole person while recognizing that failures and mistakes can transpire into goodness. AOD education promotes healthy decision making for a greater physical, mental, and spiritual well-being.

Status/Accomplishments:
- The demographic information is recorded on a form for every appointment and filed.
- The data will be compiled at the end of the semesters.
Goal 2
To establish relationships and collaborate with the leaders of the athletic teams.

Objectives:
- Make contact with the Director of Athletics and discuss AOD issues and focus on preventative and supportive measures regarding these issues.
- Provide AOD educational resources for coaches and athletes.
- Develop a program specific to student athletes regarding AOD issues.
- Involve student athletes in sponsoring educational and alternative social programs.

Outcomes:
Students have had the opportunity to become more educated to make healthier decisions regarding AOD issues, leading to a possible increase in their performance as a student and as an athlete. Collaboration with the Athletic Department supports the growth, excellence, and quality of life for athletes. These students also serve in the leadership for others.

Status/Accomplishments:
The Athletic Department was contacted at the beginning of the year in regard to having a speaker present to the athletes during Alcohol Awareness Week. Every coach received an e-mail providing details of the week. Coaches were also encouraged to contact the Coordinator for Counseling Services if they had questions about alcohol and other drug issues or counseling concerns.

Coach Oree Banks, former Hall of Fame, presented a program on alcohol and other drug issues pertaining to athletes. The presenter was funded by an NCAA speakers grant. There were approximately 41 athletes who attended and one coach.

There has been on-going communication between the Coordinator for Counseling Services and Jay DeFruscio in regard to several student athlete referrals. Other coaches have made referrals and regular communication has been established to support the student athletes as they seek to make healthier choices.

A campus Alcohol Task Force (ATF) has been discussed, but the implementation will take place at a more reasonable time given the current workloads. This task force would include coaches among
other administrators and faculty. A student panel would include athletes and other student leaders on campus. This group would collaborate with the ATF in regard to relevant alcohol issues and resolutions in terms of educational programs and alternative activities.

The AOD Education Program will be collaborating with the Athletics Department in respect to athlete drug testing through NCAA.

**Goal 3**
Maintain a vibrant Peer Education Team (PEERS).

**Objectives:**
- Provide consistent leadership and resources to PEERS members.
- Facilitate the establishment of new goals for the organization.
- Encourage focus on recruiting more students to participate in the organization.
- Provide new members with training certification.
- Assist with developing additional training resources for members who are currently certified members.
- Continue to support PEERS to share knowledge with their fellow peers through cutting edge programming including regular social events, passive education, etc.
- Continue to sponsor campus-wide campaigns and invite other organizations to co-sponsor the events.
- Attend the BACCHUS and GAMMA General Assembly, Empowering Leaders for Peer Education.
- Create funds for students to attend conferences/trainings.

**Outcomes:**
Students have had greater opportunities to learn about AOD issues and make healthier decisions through the knowledge shared by PEERS.

The organization also offers positive leadership opportunities by becoming a member. The fundamentals of PEERS reflect the value of educating for life, educating men and women for others, and educating for leadership. PEERS advocates responsible decision-making and healthy behaviors to ensure a quality life.
Status/Accomplishments:
- New goals were established at the beginning of the semester and will be reviewed at the beginning of spring semester.
- PEERS recruited 4 additional members this year.
- PEERS assisted or sponsored over 20 events and programs
- PEERS increased their outreach to Mount de Chantal and Linsly where they presented on various topics and peer pressure.
- Funding was provided by the Undergraduate Research Committee for four PEERS to present an exhibit at the Bacchus and Gamma General Assembly in D.C.
- PEERS initiated the first Sexual Responsibility Week with table displays and programs every day. (See Summary)
- PEERS was awarded the “Outstanding Student Organization of the Year” award.
- PEERS changed their name to OASIS (Open and Aware Students Informing other Students)

Goal 4
Collaborate with other Universities and community resources.

Objectives:
- Participate on AOD Task Force with local institutions.
- Establish relations with the county Alcohol Educator.
- Develop mentoring between WJU PEERS and high school peer educators.
- Attend conferences and trainings regarding AOD issues.

Outcomes:
Relationships provided a support network for communication and education.
Opportunities for grants were be received through Task Force meetings and conferences. Trainings provided necessary information to follow national regulations regarding AOD policies. The collaboration with other Universities and community resources follows the understanding that quality life depends upon community and our capacity to love, respect, and work with one another.

Status/Accomplishments:
- Attended monthly AOD Task Force meetings
- The county Alcohol Educator assisted with the Mock Field Sobriety Test and provided program supplies for Alcohol Jeopardy.
- High school peer educators attended the Mock Field Sobriety Test
- PEERS developed contacts through their presentations at Mount de Chantal and Linsly
- Attended the Bacchus and Gamma General Assembly
- Consulted with various individuals from local agencies to build relations in the community.
- Wrote a grant proposal provided by the National Highway Safety Program and received a grant for $1,000.00
- Provided training for the Sexual Assault Help Center (SAHC) advocates

**Goal 5**
Further professional development.

**Objectives:**
- Continue memberships with professional organizations.
- Attend conferences, trainings, workshops, etc.
- Study for the National Counselors Examination to complete state and national counselor certification.
- Meet with the Director of Wellness Center and Counseling Services (Jeanne Kigerl) twice a week for supervision and case consultation.
- Meet with Addictions Counselor and contracted Psychiatrist on a regular basis for case consultation.

**Outcome:**
Professional development provided professional and personal support necessary for the Coordinator to provide better services to others.

Counseling skills and techniques were be fostered through further education of theories and practice. Professional development offers support to grow and encourage excellence while fostering professionalism.
Status/Accomplishments:
- Received membership with West Virginia Licensed Professional Counselor Association. Renewed American Counseling Association and American College Counseling Association memberships.
- Attended two continuing education seminars:
  · Borderline Personalities in Social Work and Healthcare
  · Bipolar-A New Slant on the Disorder
- Took the National Counselors Examination and passed. Completed and surpassed the necessary 2400 hours needed for licensure. Anticipate licensure in August 2004.
- Met with contracted Addictions Counselor, Jane Amons, LPCC, CCDC and contracted Psychiatrist, Dr. Anthony Bianco, M.D.
- Taught First Year Seminar Class, Stress and Relaxation: Just Breathe

Additional Accomplishments:
Pat Holtsclaw Collegiate Grant Program
West Virginia ABC Administration

Grant Summary Report
Please note that the grant proposal was written under the assumption that the funding would be available over a semester long period. Due to financial constraints and University policy, it was necessary for the writer to receive formal notification of the grant being awarded before making any purchases. Confirmation was received after March 15, 2004 and indicated that grant monies must be extinguished by May 1, 2004. Given the limited time, it was necessary to make revisions to the specific objectives proposed while addressing the same goals.

Goal 1
To foster an alcohol-free atmosphere where students have increased opportunities to not drink.

Objectives:
- A series of campus activities will be held on Thursday, Friday, and Saturday nights from 10pm-2am and will primarily target traditional undergraduate college students living on campus.
- Students will be empowered to create their own programs and will be more likely to attend events that their peers have created.
Students will learn that they can have fun at events without the presence of alcohol and experience a healthier lifestyle by the absence of risky behavior.

Impact of alcohol-free programming will be assessed quantitatively by recording the attendance at the alcohol-free events and qualitatively by comparing student attitude changes as reflected in annual University surveys such as the Core Alcohol and Drug Survey, ACUHO-I Survey, and the College Student Survey.

Outcomes:

- Given the time factor, the alternative activity series was modified to focus on a large program during Last Blast. This is traditionally an end-of-the-year celebration before finals with activities throughout the weekend. Alcohol intoxication is characteristic during these festivities. The main objective was to provide a fun, alcohol free, late-night activity Thursday night. Students promoted the event with give-away flip flop key chains that they handed out in front of the dining hall. The scheduled program was a Tropical Island party from 9:30pm-1:00am. The program was scheduled to be outside with tiki torches, but weather brought the party indoors. The local radio station provided musical entertainment. Refreshments, cocktails, contests, and prizes followed a tropical theme. Students from OASIS (peer education) participated in the planning and facilitation of the event. Students from the service floor volunteered their time during the event. Over 300 students attended the program. There were nearly 100 students at any given time through the night. The students seemed very excited to attend and indicated that they had a great time.

- Students from OASIS publicized the event through chalk-walks, fliers, and also sat at a table where they gave away the key chains. This also gave them an opportunity to talk to students about their mission with peer education in regard to providing alternative activities to drinking alcohol and other risky behaviors. These students had personally invested a lot of time into the preparation and genuinely wanted other students to share the experience of a fun night without alcohol. Students from the service floor also verbally promoted the program and encouraged their peers to attend the event.

- The success of the program could be observed by the significant number of students who came and stayed for the duration of the night. There were approximately 100 students at any given time throughout the night. Alcohol was not served at this event and the students still seemed to experience a fun evening as they participated in various contests and dancing.

- Alcohol-free programming will be assessed in the upcoming year with annual surveys.
Goal 2
To diffuse the campus cultural misperception that all students drink.

Objectives:
- Statistics will reflect the population of undergraduate students who make positive choices and lead healthy lifestyles.
- Students will be exposed and benefit from positive role modeling through social norm marketing.
- Students will have leadership opportunities through the campaign and may endorse advertisements in the campus media.
- Perceptions about alcohol issues will be assessed by comparing student perceptions and attitudes on the Core Alcohol and Drug Survey and a follow-up survey in the year.

Outcomes:
- Statistics from the WJU 2003-2004 Core Survey were used in the social norms campaign. Various statistics were used, such as:
  - “Nearly two-thirds of WJU students do not binge drink.”
  - “30% of WJU students prefer that alcohol not be available at parties they attend.”
- The social norm marketing was promoted through labels on the cups containing the cocktails at the Tropical Island Party. Many students were observed reading the statistics as they were handed their alcohol-free beverage. These statistics were also used as part of a scavenger hunt on campus. Magnets and posters including social norms were also created. See attached.
- Students from OASIS helped determine what statistics would be used in the social norms campaign. Photos used in the social norms campaign include students who attended the Tropical Island Party.
- The follow-up surveys will be conducted in 2004-2005 surveys.

Services Offered
- Education- programs are offered in a variety of ways through awareness campaigns, wellness programs, presentations, educational seminars, AlcoholEdu follow-up appointments, and through the PEERS team.
- **Pre-assessments**- can be conducted by the Coordinator of Counseling Services using various instruments and screenings. Referrals are made to the contracted Addictions Counselor based on a comprehensive assessment of risk.

- **Outreach**- AOD program services are promoted in the similar nature of counseling services where promotion and referrals are made through PEERS, Judicial Affairs, Residence Life, faculty, etc. Services are also publicized in the Illicit Drugs and Alcohol Policy, which is to be presented to every student and employee of the University as required by federal guidelines.

- **Consultation**- consult with contracted Addictions Counselor, Jane Amons and other professional members in the field. Training for and collaboration with Residence Life, Health Center, SAHC, faculty, and other members of the community.

- **Referral**- Jane Amons and Dr. Bianco are typically the first point of direction for referrals and serve as the gateway to further referral to other resources and treatment agencies in the community.

**Utilization of Services**

The majority of the AOD programming is directed through the PEERS functions where students take more of a leadership in their education, while simultaneously educating others. The Coordinator for Counseling Services provides individual support to individuals who are referred to the AOD Education Program. An initial assessment is conducted to determine individual needs.

- 24 AlcoholEdu on-line courses were accessed through the academic year of 2003-2004.
- 56 Alcohol Screenings were conducted in 2003-2004.
- 36 Individual alcohol and other drug education seminars. (These do not include on-going case management appointments.)
- 3 referrals were made to Jane Amons in regard to further assessment for AOD issues.

**Wellness Programs Offered**

(Note that these are only programs facilitated through Alcohol and Other Drug Education Program. Please see Counseling Services and Wellness Program sections for other programs offered.)

- 41 -Speaker: Oree Banks (Shafer)
- 44 -Mock Field Sobriety Test (Shafer)
- 26 -Bar Hopping with your RA (Shafer)
- 27 -Powder Puff Football (PEERS)
- 16 -Alcohol 101 Plus (Shafer)
- 6 -Alcohol Education Scavenger Hunt (PEERS)
- 46 -Sex, Love, and Everything in Between (PEERS)
- 77 -Mixing and Matching (PEERS)
- 40 -The Walk Home (PEERS/Shafer)
- 25 -Calming the Flame (PEERS)
- 39 -Hollywood Sex Squares (PEERS)
- 21 -Sex in the C.D.(Shafer)
- 56 -Alcohol Screenings (Kigerl/Shafer)

AlcoholEdu
There have been 24 students who have completed the AlcoholEdu course through the judicial process this year. Four students have been seen regarding alcohol issues under the CARE policy or through other referrals.

Our courses will expire upon the completion of the semester. There were a number of glitches due to the upgrade of this program that our computer connections could not support. ITS addressed the issues immediately, but it is predicated that this will be an on-going issue if the campus lines are not upgraded to increase the capacity for internet traffic. An alternate plan will need to be established for next year.

Demographics of students who have completed AlcoholEdu for 2003-2004:

<table>
<thead>
<tr>
<th></th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>On-Campus</th>
<th>Off-Campus</th>
<th>Male</th>
<th>Female</th>
<th>18-Years Old</th>
<th>19-Years Old</th>
<th>20-Years Old</th>
</tr>
</thead>
<tbody>
<tr>
<td>58%</td>
<td>29%</td>
<td>13%</td>
<td>0%</td>
<td>96%</td>
<td>4%</td>
<td>58%</td>
<td>38%</td>
<td>33%</td>
<td>29%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2003 CSS Survey Of Seniors

Survey Question and Interpretation

Smoked Cigarettes
In the past several years, there seemed to be an overall decrease in students smoking based on the statistics at each type of institution until this year. There was a slight increase at WJU and other Private 4-year institutions. This is surprising as the media seems to be making greater efforts in their
educational campaigns making it socially unacceptable to smoke. Public establishments also increase their initiatives by banning smoking areas. West Virginia establishments have begun this process based on individual ownership. There may be a need to strengthen intervention efforts to support those who already smoke.

Drank Beer
Sixty-seven percent of WJU students report that they drank beer. This is a significant decrease from last year at 76%. This is also significantly lower than other Catholic 4-year Colleges who totaled over 79% of their students drank beer. This category does not indicate the frequency or quantity of beer consumed. The decrease may be attributed to the preventative education efforts from their peers and choosing alternative activities from drinking beer.

Drank Wine or Liquor
This number has increased significantly from 75% to 82% this year. This may be related to the decrease in those consuming beer where there is a general preference for wine/liquor instead of beer. This percentage remains in between Catholic 4-year Colleges at 86% and Private 4-year Colleges at 78%.

“Strongly” or “Somewhat” agree marijuana should be legalized
This number has shifted back down to 26% for WJU students. This is significantly lower than other Catholic (42%) and Private (40%) Colleges. There was a continued increase that marijuana should be legalized. The reported belief in 2002 (33.6%) compared to 2001 (28.6%) that marijuana should be legalized. The numbers are inconsistent with previous years. Various reasons could reflect the increase in number varying from health benefits for those suffering from lethal ailments to those who participate in recreational use of marijuana. Other research supports the harmful effects of marijuana use regarding memory and judgment impairment.

Partying
WJU maintains a significant number of students who do not “party” with 25% in 2002 and 2003. Catholic institutions report 11% while Private institutions report 19% in 2003. Over 70% report under 5 hours of partying. The term “partying” may or may not include alcohol and other drug activities or healthy social gatherings.
Survey Question and Recommendations

Smoked Cigarettes

Educational material should be provided to the students in regard to the effects of smoking in terms of health, money spent, etc. PEERS will continue to sponsor a Great American Smoke-Out campaign. The harmful effects can be demonstrated with “Smoking Charlie” and other props that PEERS has acquired. Programming methods can also target those who smoke and need support to quit.

Drank Beer/Drank Wine or Liquor

Use social norming to make students aware of the significant number of students who do not drink. Exercise educational and social programming while incorporating issues on effects of alcohol and alternative measures in entertaining. There is also a need to have a greater collaboration in changing the campus culture and the messages that are sent to students as administration and faculty serve as role models. Involve athletic department in activities and develop relationship with athletes. In collaboration with campus-wide programs, provide a series of late night activities to offer students at the times where most drinking occurs.

“Strongly” or “Somewhat” agree marijuana should be legalized

Make efforts towards finding out why students believe this illegal substance should be legalized. Educate on the harmful effects of marijuana use and its toxins. Create a wellness program where students can debate the pros and cons of marijuana.

Partying

Define partying to involve particular methods. Such as whether or not alcohol and other drugs are incorporated into partying. Connecting with others socially can be very healthy and is necessary for personal growth. Draw attention to the amount of time students spend “partying” versus studying and how this may be affecting their grades. Provide alcohol-free alternative functions on Friday and Saturday nights.

ACUHO-I Survey Results

The 2003-2004 ACUHO-I survey reports findings to several questions relevant to the AOD Education Program. These questions include the consumption and impact of alcohol. The first question reports the number of alcoholic drinks per event where 28% report that they did not consume
alcohol at all. Of those who drink, 36% reported drinking 4 drinks or less. Knowing that binge drinking is the consumption of 4 drinks for women and 5 drinks for men in one sitting, it can be interpreted that over 35% participated in binge drinking. Furthermore, these findings report that 16% of respondents drank 8 or more drinks per event, which may be considered high-risk.

In regard to frequency of alcohol consumption, 27% of respondents reported not consuming alcohol. Forty-five percent report drinking once a week or less and 25% indicate drinking 2-3 times a week. Results show that 2% drink almost everyday and 1% of respondents drink every day.

The degree to which alcohol negatively impacted life was rated from 1-7 where 1 reflected not at all, 4 reflected moderately, and 7 reflected extremely. Three percent reported extreme negative impact, 11% reported extreme-moderate, 19% reported moderate, 33% reported between the moderate and to not at all degree, and 34% of respondents reported no negative impacts.

The survey reflects that respondents have had a wide-range of experiences with alcohol. At the extremes there are high-risk behaviors, which maintain the essential role of the AOD Education Program and the continued efforts to change campus culture. The polar end of these extremes, show a significant number of students who abstain from alcohol activities. This provides evidence that not everyone drinks and the need to diffuse misperceptions of alcohol consumption on campus. It is important to know that those who have been negatively impacted by alcohol may not necessarily have been affected by their own actions, but by the actions of others in their environment. The AOD Education Program efforts continue to incorporate the Higher Education Center's Environmental Management approach to alcohol and other drug prevention in an effort to shift the campus culture with alcohol and other drug issues.

**Conclusion**

This has been a very busy year for the AOD Education Program and PEERS as they have increased visibility through a multitude of programs this year. The topics of programs have broadened significantly while it is necessary to educate students about a variety of issues that are typically connected to alcohol. Sexual Responsibility Week was coordinated for the first time through the AOD Education Program and PEERS. This was one week filled with programs that were presented by PEERS, Ras, administrators, and faculty. The collaborative effort made this a successful event and significant positive feedback was received.
The limited financial resources have been a challenge for the AOD Education Program. The awarded grant monies were beneficial in supplementing the AOD Education Program budget. However, this was an unforeseen timely experience administratively as this was the first experience for the grant providers and the release of information was continuously delayed. It will be necessary for the AOD Education Program to investigate other possible grants. While understanding the University’s financial status, it is necessary for the AOD Education Program to further explore the reimbursement process. Personal funds should not dictate the ability to successfully provide the necessary program supplies for grants, AOD Education Program, and PEERS.

Alternative educational options will be explored, as the AlcoholEdu courses will have expired. One option will be to establish educational classes regarding alcohol issues. Many institutions of higher education use these classes for educational sanctions. They are most likely scheduled for Saturday mornings. Friday nights may be a better option to deter students from drinking. Graduate students with the supervision of an administrator typically facilitate these classes. This would be an obstacle for Coordinator for Counseling Services who is responsible for the growing AOD Education Program, but has additional significant responsibilities as a personal counselor, advisor for the PEERS, and commitments to the FYS Program.

The Coordinator for Counseling Services will continue to build relationships with Judicial Programs and the Athletic Department. Recent meetings have been beneficial and it will be necessary to collaborate through the year. The Coordinator for Counseling Services looks to develop these relationships among others on campus to provide the best possible support services.

The AOD Education Program and PEERS will target the first year students next year. A social norms campaign will launch the first week in an effort to dismiss preconceptions that *all students drink alcohol*. Timing will be crucial and members from PEERS will work quickly in the year to establish positive roles with the students. They will gain exposure through the Peer Theatre that will be produced during orientation. The Coordinator for Counseling Services and Dave Henderson will work with PEERS, Residence Life, Luceats, and other student actors. The students will perform a number of acts that portray the complexity of college life while simultaneously offering resources and support. These efforts are intended to create connections with the students where they will be exposed to positive role models. These relationships will strengthen retention rates and educate students about making healthy choices for life-long decisions.
Functions of the area
The main functions of the AOD program are:
- To educate students about risky behaviors associated with alcohol and drug abuse through wellness programs, Alcohol 101 Plus and outreach campaigns such as Alcohol Awareness Week among other initiatives.
- To promote the development of alternative alcohol-free activities at times when students are most likely to drink and/or abuse other drugs.
- To counter-act peer pressures through social norming research projects that dispel the myth that all college students drink.
- To provide assessment and counseling to students who struggle with issues related to the abuse of alcohol or other drugs.

Effectiveness of the Mission Statement
The AOD mission statement is clearly broken down into sections that address the prevention of alcohol abuse through educational programs and personal accountability. In accordance with the Jesuit mission, the AOD mission statement clearly seeks to serve the personal well being of individual students through the promotion of personal health, self-knowledge and responsible discernment.

How the department gets feedback
The AOD program obtains feedback from the following resources: CORE Alcohol and Drug survey, Wellness program evaluations, the College Student Survey (CSS) and the ACUHO-I survey.

Quality of services
Compared to other small schools, services provided by the AOD program are free; consist of a counselor, a contracted addictions counselor and the PEERS student group. AOD services are very comprehensive and include education about other social issues such as sexually transmitted diseases, violence toward women, and the prevention of smoking.
Efficiency of services
Efficiency of services is hindered by limited funding for materials, marketing of program, and the creation/development/sustaining of alternative activities that prevent the abuse of alcohol and other drugs

Review of Goals and Objectives
The goals of the AOD program are both realistic and obtainable. Definite strengths inherent in the objectives are the empowerment of students to create their own alternative alcohol-free programs and the opportunity for students to develop leadership skills. These strengths are consistent with the overall mission of WJU as well as with the goals of the Student Affairs division. The only possible obstacles I foresee are the limited funds available to make a permanent effect. Some suggestions might be to hold events in collaboration with other divisions in Student Affairs. For example, alcohol/drug abuse issues learned in college often affect productivity in the workplace later in life. Collaboration would benefit and raise the visibility of divisions with low student interest such as career services.
Mission Statement
The Office of Campus Activities and New Student Programs provides on-going programs and services that support students and families in transition to Wheeling Jesuit University. This is completed by creating a welcoming atmosphere, connecting students to university resources and people, acquainting new students with institutional expectations and values, and by providing opportunities for students to continue their classroom educational experience with those beyond the classroom. In addition, the Office will continuously promote an inclusive environment that connects students from a broad range of cultures, interests, ethnicities, and backgrounds. The Office will encourage student driven initiatives whenever possible and work collaboratively with faculty, administration, and students.

Overview
Although this year has been met with many challenges as Student Affairs restructured, it was a year of many accomplishments. Most importantly, the students were held to a higher level of accountability. This provided the students an opportunity to learn the mission and values of the university and how to apply that mission to their everyday work. The Campus Activity Board (CAB) really took off this year under the direction of the Assistant Program Director. Her leadership proved to encourage the students to think outside the box when planning and promoting their events. This was obvious as the student executive committee of CAB was faced with challenges of a small group of students wanting alcohol during many of the events throughout the year, including Last Blast. The RATT also faced challenges as it fell under the university budget and was responsible to decrease expenses and increase revenue while still providing a service to the students of Wheeling Jesuit. In addition, the office worked closely with the Admissions office to develop a very successful Early Registration Program. Focus of the office was modified slightly at mid-year in order to provide valuable feedback in evaluating the goals.

Goals
Goal 1
Develop or improve current programs that reflect the Mission and goals of the University and the Division of Student Affairs.
Accomplishments:
- Completed a survey of last year’s Luceats to get ideas for the upcoming academic year.
- Provided more structure to this year’s Leadership Week by sending students articles to review during the summer.
- President Hacala addressed students during the opening session of Leadership Week to explain his vision for the university and the role of student leaders.
- Worked with the Wellness Center to develop a new fall orientation program that will better prepare the incoming freshmen to have the tools they need to be successful.
- Assisted in the development of the first Leadership Series.

Goal 2
Encourage students to be actively involved in all aspects of university life while holding them responsible for their actions.

Accomplishments:
- Improved the operations of the RATT and began to make some headway in making the RATT a self sufficient entity of the university.
- Encouraged students to think of how their programs tie into the mission of the university.
- Placed more responsibility on the students of CAB to complete all of the planning for events.
- Worked closely with the moderators of all student publications to ensure accurate reporting.
- Created deadlines for the yearbook submissions.

Goal 3
Improve services offered to the university community through collaboration and evaluation.

Accomplishments:
- Created or assisted in the creation of websites for almost every department in the division of Student Affairs.
- Placed all of the housing and health forms online for easy access.
- Moved the copy center to a more central location to better serve the community.
- Restructured the student manager position to provide more support to the center during operating hours.
- Began the transition of online facility reservation requests. About 70% of the requests are currently submitted via e-mail.
- Developed a close working relationship with the Conference office.
- Worked closely with Campus Ministry to develop the THIRST (Theology in the RATT Seeking Truth) program in the RATT.

**Goal 4**

Students will continue to enhance their service to larger university community by providing quality programming on a regular basis throughout each semester.

**Accomplishments:**
- Students worked within their budget for the entire year.
- Last Blast was successful with a National Band and remained $1800 under budget.
- CAB strived to keep the majority of their events alcohol free.
- CAB averaged 100 participants at their events this year.
- CAB developed, planned, and implemented to major game shows this year which saved the university thousands of dollars.

**Goal 5**

CAB executive committee will learn to work cooperatively as a team as well as develop leadership skills.

**Accomplishments:**
- Relinquished all responsibility if CAB to the Program Assistant.
- CAB student executives held weekly meetings to organize and plan the CAB Meeting.
- Program Assistant provided several articles on leadership to the students of CAB throughout the year.
- CAB Executive committee attended a regional conference In Pittsburgh, PA.

**Utilization of Services**

<table>
<thead>
<tr>
<th>CAB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date</strong></td>
</tr>
<tr>
<td>8/21/2003</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>8/22/2003</td>
</tr>
<tr>
<td>8/23/2002</td>
</tr>
<tr>
<td>8/29/2003</td>
</tr>
<tr>
<td>9/5/2003</td>
</tr>
<tr>
<td>9/13/2003</td>
</tr>
<tr>
<td>9/19/2003</td>
</tr>
<tr>
<td>9/19/2003</td>
</tr>
<tr>
<td>10/18/2003</td>
</tr>
<tr>
<td>10/17/2003</td>
</tr>
<tr>
<td>10/24/2003</td>
</tr>
<tr>
<td>10/31/2003</td>
</tr>
<tr>
<td>10/30/2003</td>
</tr>
<tr>
<td>11/7/2003</td>
</tr>
<tr>
<td>11/21/2003</td>
</tr>
<tr>
<td>12/6/2003</td>
</tr>
<tr>
<td>1/16/2004</td>
</tr>
<tr>
<td>1/23/2004</td>
</tr>
<tr>
<td>1/30/2004</td>
</tr>
<tr>
<td>1/60/04</td>
</tr>
<tr>
<td>2/12/2004</td>
</tr>
<tr>
<td>2/13/2004</td>
</tr>
<tr>
<td>2/19/2004</td>
</tr>
<tr>
<td>2/20/2004</td>
</tr>
<tr>
<td>3/12/2004</td>
</tr>
<tr>
<td>3/19/2004</td>
</tr>
<tr>
<td>4/3/2004</td>
</tr>
<tr>
<td>4/23/2004</td>
</tr>
<tr>
<td>4/24/2004</td>
</tr>
<tr>
<td>4/60/04</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
</tr>
</tbody>
</table>
Future Concerns

- The current program used for Facility Reservations needs to be reexamined as it is not efficient in processing reservations.
- Better inventory control in the RATT needs to be implemented in order to better track supplies.
- Game room equipment is going to need to be repaired or replaced over the next year.
- Rental movies need to be updated.
- University van policy needs to be revised as requested by the risk management team.

Conclusions

The campus activity office saw a year of change as it relocated and took on new responsibilities. However, the changes were all positive as it allowed the office to better manage all events on campus and not just the events sponsored by CAB. In addition to the new responsibilities, the Assistant program director worked diligently to make the Campus Activity Board a well tuned organization. She held several retreats and continually discussed leadership responsibilities to the executive committee, which in turn shared this information with the greater organization of the Board. Next year will prove to be a landmark year as we celebrate our 50th Anniversary. CAB has and will continue to work to give all major activities a twist of the 50th celebration. CAB also pledged at the beginning of the year to provide alcohol free events to the students in order to promote healthy choices. This was not an easy task as a small group of students continually challenged this decision. However, the board stood by their decision and provided alcohol-free programming throughout the year.

The office worked closely with the Admissions Office to develop an extremely successful early registration program. This program was developed in order to minimize the May melt and to make sure the parents of incoming students felt comfortable sending their child to the university. Based on the positive evaluations from parents and the small number of students who have attended the program choosing to go elsewhere, this program is working well. It has been a great experience to work so closely with the admissions office in the development of this program.

The 2004 Leadership Series proved also to be successful. This program was developed by the VP of Student Affairs, the Director of Residence Life and the Director of Activities to further develop tomorrow’s leaders. A group of over 100 students participated in the four week seminar which provided interactive activities that taught the students about Self Awareness, Community
Development, Servant Leadership, and Ethical Decision Making. Based on evaluations of the program, students felt that they had a better understanding of all of these areas at the end of the four weeks. This program also served as a job requirement for all new applicants to the position of Luceat, Resident Assistant, and Summer Conferences. It is the hope of this office that the tools the students learned during the program will show in the upcoming year as these students take on leadership roles on campus.

The RATT is also going through some transitional changes. It serves as a valuable outlet for students to socialize. This year the RATT fell under the university budget and had to cover all expenses with revenue. Although this major goal did not happen this year, a three year plan is being implemented to make sure the future of the RATT is secured by making it a self-sufficient entity of the university. However, the RATT was the site of an extremely successful Campus Ministry program entitled THIRST (Theology in the RATT Seeking Truth). This program offers students an opportunity to discuss theological issues in a relaxed atmosphere. The discussions are focused around the Ignatian theme of “Finding God in All Things”. This program averaged 50 students and was held once a month in the RATT. Most importantly, the RATT had only one major incident this year, which is a success in itself. One of the most frustrating parts of the RATT is that the position of the RATT supervisor changes each year. Therefore, each year the direction of the RATT has been changed. As part of the 3-year plan a binder was developed to provide the incoming supervisor guidance as to the direction of the RATT.

The Publications Board also had its ups and downs throughout the year. The newspaper printed 12 issues this year. Most of the articles were written well and was unbiased. The papers also played an integral part in ending many of the rumors that circulate so quickly here at the university. Weekly contacts were made with all the moderators of the publications board as a way to increase the efficiency of the publications. The yearbook saw many changes this year as it became evident that the university would no longer supplement the entire cost of the yearbook. A charge of $20 was implemented in order to offset some of the cost of the book. The editor left mid-year due to some personal problems and a new editor came on board at that time. The only work that was completed in the book was the cover; therefore, the new editor had to work extremely hard to produce the entire book in half a year.
Almost every department within the division is represented by a website and the rest of the sites should be completed before the end of summer. This has tremendously decreased the number of brochures that need to be produced. This year was the first time that the registration forms for Family Weekend were only available on-line. This decreased the amount of money that was needed to send out and print the brochures. Students are also able to retrieve all of their housing and health forms off the web. The ID System has been placed on a laptop computer, which allows easy portability of the system.

The copy center was moved to a new location and underwent a major employee change. The fall semester was a little rocky as the new students got accustomed to working in the center. The student manager was required to attend bi-weekly staff meetings which also increased communication and the overall efficiency of the center.

Facility reservations have come a long way since the last summer. The Director has forged strong working relationships with all of the support departments and has worked hard to increase the efficiency of the overall reservation process. The majority of the reservations (70%) are now submitted via e-mail. This provides a written request to the reservation director and allows for quick and convenient communication. This addition has tremendously increased the efficiency of the entire process.

Communication between Student Affairs and Conferences has been greatly improved. The two departments now work together in unison and bounce ideas and support back and forth. Both areas serve on the Campus Event Planning Team (CEPT), which looks at events that are occurring on campus and makes sure that all necessary support services are in place.

Intramural Sports is another issue all together. There was a lot of progress with the program last year; however, this year SGA and the Commissioners ran the program with very little input from this office. Although the director feels that it is important to have student driven initiatives and to allow the students to take the lead on many of the programs that are ran through this office, this is one area that needs to be brought under the direct supervision of this office and administration. It is hard to have consistency in a program when the coordinator (currently the VP of SGA) changes every year. In order for the program to grow and be effective it is important that there is an
administrator overseeing the program. The program will continue to have its ups and downs until this move is made.

THE RATT

Mission Statement
The Ratt exists to provide a positive, social atmosphere for the University Community, to communicate with university groups and departments so that education becomes a cooperative goal, and to illustrate the professionalism required to maintain a respectable establishment.

- Providing a positive, social atmosphere for the University Community
The Wheeling Jesuit University’s value of respect and acceptance of diversity and of individual growth are illustrated in the most public and basic role for the Ratt. The ‘Values of Wheeling Jesuit University as a Community’ refers to the potential for growth within everyone and the acceptance of a diverse community. The Ratt provides a non-traditional university environment that supports the growth of students through a social atmosphere where people of all races and ethnicities can freely share their differences and ideas in an informal and welcoming atmosphere.

- Communicating with university groups and departments so that education becomes a cooperative goal
The Wheeling Jesuit University Student Affairs Office focuses on educating the entire students’ mind and extending the classroom into several venues including the Ratt. The Ratt exists as a social venue, but “education for life” is a vital role for the Ratt. Thus, the Ratt must work with other offices to extend the lessons of academic classrooms, club meetings, and religious services to the Wheeling Jesuit Community in a non-traditional atmosphere.

- Illustrating the professionalism required to maintain a respectable establishment
The Ratt staff must ensure that the ethical fabric of the Ratt would be one that the University could be proud. The Ratt is a business establishment that serves alcohol to its patrons, and this role requires responsibility, knowledge, and perseverance. The Ratt staff must strive for perfection while working to ensure the safety and protection of students.

This mission was established during the fall of 2004 to guide the activities and programs of the Ratt.
Goals

Goal 1
Fulfill the University mission through the new Ratt Mission Statement

Accomplishments:
At the beginning of the fall semester the Ratt staff was challenged with questions of identity and purpose on the WJU campus: “How can a bar emulate the Jesuit ideals of educating for life, leadership and service?” Answering this question and ensuring that the Ratt constantly illustrates Jesuit ideals became the main goal of the Ratt this year, superseding all other goals. The staff began by creating a mission statement that focuses on the growth of students rather than the growth of business.

The mission as explained on the previous page exists in three parts and was successfully followed during this academic year. First, the Ratt identified itself as a social atmosphere that encourages the exchange of ideas. Students who come and openly, socially discuss classes and current events exemplify this Jesuit value. This atmosphere also brings forth people from several backgrounds to share their differences.

Secondly, the Ratt wanted to be viewed as an extension of the classroom where faculty and staff can engage students in a non-traditional venue. To ensure this success the Ratt opened its doors to several clubs and departments so that education could be collaborative. This past academic year the Ratt worked with:

<table>
<thead>
<tr>
<th>Campus Ministry</th>
<th>Thirst</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXCEL</td>
<td>Senior Class meetings</td>
</tr>
<tr>
<td>The Senior Class</td>
<td>Senior Night, Senior Retreat, and Senior week</td>
</tr>
<tr>
<td>History Club</td>
<td>History Night with Guest Bartenders</td>
</tr>
<tr>
<td>Political Science</td>
<td>Meetings, Guest Bartender, and End of year social</td>
</tr>
<tr>
<td>Physics Club</td>
<td>Meetings and SLUG Day</td>
</tr>
<tr>
<td>BSU</td>
<td>Hip Hop Wellness and various DJ’s</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>Alcohol Screenings and Health Fair</td>
</tr>
<tr>
<td>PEERS</td>
<td>Non-Alcoholic Caribbean Night</td>
</tr>
<tr>
<td>Philosophy Dept.</td>
<td>Guest Bartender and Meetings</td>
</tr>
<tr>
<td>Biology Dept.</td>
<td>Beer tasting social</td>
</tr>
</tbody>
</table>
These events and several others of their kind are how the Ratt worked on making education a cooperative effort between the Ratt staff and other departments and organizations on campus. In addition, the Ratt hoped to hire a marketing intern this year but that fell through when the perspective student took a sabbatical in Europe.

Finally, the Ratt staff had to strive towards the excellence that Wheeling Jesuit University expects. In order to begin to achieve this lofty goal the staff had to make the Ratt a respectable establishment. The Ratt as a campus venue enforces campus policy in a just manner. There have been less than 10 violations that have occurred in the Ratt this semester, which is less than previous years. But, this recession is not due to a lack of enforcement. The Ratt staff is always looking for people who may be injuring themselves or others by violating policy. Therefore, the Ratt is doing a good job of providing a responsible atmosphere. Several times this year, students were ‘cut-off’ at the bar and sent back to their rooms with escorts, and yelling matches were smoldered before a bad situation escalated.

Each year that Ratt is forced to face skeptics who believe that it has no place on a Jesuit Campus, and it is nothing but a liability that the University should be ashamed. But, if each year the Ratt fulfills its own mission and that of the University, the bar would prove not only its skeptics wrong but also ensure success regardless of any other goal.

**Goal 2**
Gain the respect and support of the student body

**Accomplishments:**
This goal forced the Ratt staff to focus on the people that the Ratt was established for: students. The managers, more than ever, had to be open and honest with students. For example, at the start of the academic year several patrons asked why prices were raised. In previous years, the Ratt staff could have said ‘our prices went up’ or nothing at all. However, this year the staff spent countless hours explaining the goals and focus of the Ratt, to ensure not only acceptance of the new policy but also to gain student support of those decisions. The Ratt staff continued to extend itself throughout the year by making itself available through an open forum, an AOL instant messenger name, and an e-mail address.
The staff also forced the students to respect their decisions on judicial matters by being open about federal guidelines and acting in a consistent, fair manner. For example, the fact that alcohol is not permitted outside of the Ratt doors is a policy that the Ratt had to enforce due to the federal guidelines surrounding the Ratt’s liquor license. This new policy at the Ratt meant that students could no longer take drinks outside to the patio while they smoke, events like Slug Day where alcohol was traditionally served at the creek had to be changed, and selling alcohol at Last Blast. The Ratt staff, acting consistently and fairly, forced students to respect the new policies.

However, in some instances the Ratt lost the respect and support of the student body. In the past academic year the Ratt ‘ran out’ of draft beer on two occasions this occurred for various reasons like higher volume early in the week, the new B1 process, the lack of records from previous years, etc. But, regardless the reasons the Ratt staff had to be fully accountable for the lack of stock. This meant opening our staff meetings to the student body president and social affairs officer. During these meetings the staff was chastised and lost some of the support that managers, bartenders, and the supervisor had worked to evoke. In addition, the staff lost the respect of some students by not being consistent in judicial situations. Some students were given too many warnings because of who they are, who their parents are, who their friends are, etc. These instances are unacceptable and are made the Ratt staff work harder to rebuild respect.

**Goal 3**

Work to balance the budget in creation of a surplus.

**Accomplishments:**

The final goal for the Ratt each and every year is to make a profit. This year administration made that goal harder than ever by forcing the Ratt to pay for all of the student employment, something that has never been done. In fact, the Ratt this year was not even allowed to receive the federal support that some of their students have received in the manner of Federal Work Study. Knowing this in the fall the Ratt staff began to cut labor costs. This year no bartenders were allowed to work Monday thru Wednesday saving a good deal of money throughout the year. But, in the end that was not enough of a cut, so next year the Ratt will cut a manager’s position saving an additional two-thousand dollars.
In addition to the labor problems the Ratt had to raise prices to better cut costs. At the start of the academic year all prices raised a quarter. Though this was an improvement, towards the end of the year the staff agreed that the price needs to go up another quarter, but no more. The fear is that if the Ratt raises its prices to that of a local bar patrons would leave in favor of hard liquor, larger crowds, and more sophisticated entertainment.

This year the Ratt also explored other ways to raise incoming funds. First, we eliminated liquidation night in favor of a senior party that was going to be a huge success (over 70 students signed up), but due to inclement weather the date had to be changed to accommodate for the Christmas dance. The Ratt still had 47 students thus able to break even with costs but barely any profit was made off of the event. Secondly, the Ratt agreed to participate in an alumni pub crawl. For this event we made a sign for alumni and charged two-dollars to sign it. This increased revenue for that day and lead to the next idea. After the pub crawl was agreed upon the Ratt staff then opened communication with the advancement office about setting up an annual fund for the Ratt exclusively. This idea, though good in principle, was rejected because it was the fear that another annual fund would compete with the WJU annual fund. However, the staff still feels that the alumni is an untapped resource for the Ratt and communication lines should be opened between the Ratt and alumni.
Campus Safety & Security is concerned with the safety of all members of its community and visitors to campus. The University provides a year round 24-hour security patrol. During the academic year, the residence halls have a staff member on duty for access control from 7:00am until 11:00pm and are staffed from 11:00pm to 7:00am by a Safety & Security Officer or a Student Security Assistant (SSA). Security personnel can be reached at X2486 or X2911 at all times when dialing from any University phone. All crimes and emergencies are reported to the Security Department, which is responsible for ensuring proper follow-up.

Security Officers are available to assist students, employees, and visitors on campus. Safety & Security Officers do not have law enforcement or arrest authority. Their responsibilities include enforcement of traffic and parking regulations, enforcement of University policies and behavioral expectations, and the patrolling and inspection of the campus for safety and maintenance concerns. Officers have a mobile telephone to receive calls for any assistance and to contact outside emergency services. The Campus Safety & Security Department maintains a close and cooperative relationship with the local police and fire authorities. Officers also maintain an Automated External Defibrillator (AED) should the emergency arise for its service.

The Director of Campus Safety & Security meets incoming students and their parents at summer orientation. The Campus Safety & Security Office utilizes closed circuit television cameras at the main entrance to campus and uses a gate to secure the rear entrance after hours or in any elevated state of homeland security. Safety & Security Officers and Student Security Assistants (SSA’S) offer a campus escort service. Students are encouraged to call for an escort whenever they would otherwise be walking alone on campus after dark.

Mission Statement
To serve and protect students, employees, visitors and property of Wheeling Jesuit University.

Goal 1
- Services
  · Provide security officers in two women’s residence halls from 11:00pm to 7:00am.
  · Utilize SSA’S to provide security in other residence halls from 11:00pm to 4:00am.
· Provide roving patrols in residence halls in lieu of desk coverage by security officers.
· Provide a safety brochure to every student in residence halls.

**Accomplishments:**
Campus Safety & Security Officers were able to maintain a presence in the residence halls as well as campus grounds throughout the semester. Security officers were highly visible throughout the semester and students never knew when to expect us in the residence halls (as stated by students at a forum with the executive committee, we were too visible). As a result, Security Officers were able to break up underage alcohol parties and prevent some vandalism in the residence halls. The SSA’S also provided relief for the security officer as they maintained a presence on the desks and security officers were able to provide roving patrols in those residence halls. A safety brochure was placed in student mailboxes however most of them ended up in the garbage. A better place could be located on the interior door of every room so the student may see it upon exiting their room. The addition of two part-time security officers has eased the burden of the full-time officers. However I am concerned with the upcoming retirement of one security officer and whether he will be replaced. The residence halls are easier to keep staffed without overtime hours. Our main accomplishment this year was a reduction in incidents in residence halls.

**Goal 2**
- Officer Development
  · Continue monthly training and meetings to discuss issues.
  · Schedule meetings with RD’s and RA’s with security staff.
  · Have RD’s schedule officers to speak at residence hall meetings.

**Accomplishments:**
The monthly training sessions and meetings were very successful. A lot of issues are brought up for discussion and different scenarios are discussed. The security officers appreciate the presence of the Vice President for Student Affairs at a meeting so they can clarify their thoughts on other issues and ask questions. We met with the RD’s twice over the current semester with a positive outcome. There are issues that both sides open up for discussion on and problems are talked about and solved. The officers need to be more involved in hall meetings to discuss any problems the students may be having in residence halls. Our main accomplishment has been the security staff working shorthanded and doing a great job.
Goal 3
- Parking Registration
  - Issue new parking permits to students.
  - Enforce parking rules and regulations.
  - Work with business department to insure student waivers are correct.
  - Work with physical plant on clear signage for all lots and problem areas.

Accomplishments:
We issued 819 parking permits from August 2003 through May 2004. Registration went well in the Fall Semester except for some students who turned their parking waivers in late. There is still a need for better signage in certain areas of campus. The Sara Tracy lot is in need of repair and hopefully will be completed this summer. Employee parking fines are still a problem. There needs to be a better way of collecting fines from employees. Our main accomplishment was working with the business department to provide data in regards to parking waivers.

Goal 4
- Equipment
  - Expanded cctv coverage.

Accomplishments:
Expanding cctv coverage is a budget issue. We could use them in parking lots especially with reduced staff. The Safety & Security Department goals will be about the same next year with hopefully the same number of security officers. I would like to add a gasoline powered security cart to our equipment list. They run a lot better and would replace an outdated battery powered cart.

Crime Statistics 2003 - 2004

<table>
<thead>
<tr>
<th>Crime</th>
<th>2003</th>
<th>Arrests on campus for:</th>
<th>Disciplinary Referrals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder</td>
<td>0</td>
<td>Liquor Violations 1</td>
<td>Liquor Violations 74</td>
</tr>
<tr>
<td>Sex Offenses</td>
<td>1</td>
<td>Drug Violations 1</td>
<td>Drug Violations 3</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>Weapons Violations 1</td>
<td>Weapons Violations 0</td>
</tr>
<tr>
<td>Aggravated Robbery</td>
<td>0</td>
<td></td>
<td>Hate Crimes 0</td>
</tr>
<tr>
<td>Theft/Burglary</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Comparisons to last year:
Our numbers are down from 2002-2003. The roving security patrols in the residence halls have had an effect on alcohol parties. Last year 105 students were written up compared to 74 in this school year. Thefts were also down from 12 to 5. There was 1 sexual assault reported and it stemmed from an off campus party and the student climbed through a window of a residence hall and bypassed security where the sexual assault occurred. Utilizing a supervisor on the evening shift has been a great benefit to security. It adds extra eyes on campus at night when we need them the most. Alcohol violations are down but we are seeing a larger group of students drinking at off campus houses, notably athletic houses close to campus.

In the 2003-2004 year this department met the requirements of the Cleary Act in posting our crime statistics on the government website as well as our own site. I believe we still need to place some in print for those who cannot receive them electronically. We have stayed in a higher state of security since the government has developed the color coded alert system. Our residence halls remain locked with students having to access in with their cards. The rear gate to campus is locked whenever the government raises the alert above yellow status so there is only one entrance to campus.

Currently I employ 7 full time security officer and 2 part-time security officers. They are responsible for providing 24 hour coverage 7 days a week. A nighttime supervisor works from 8:00pm to 4:00am to assist in coverage. Three officers work the midnight shift and are responsible for desk coverage at residence halls and outside coverage. One officer works the afternoon shift and one the day-turn shift. These nine security officers get to know a lot of the students which helps in maintaining a very good relationship with the student population. They receive a lot of “inside information” on campus which can alleviate some situations and gain knowledge in others. Students and parents look to security officers to provide a safe campus environment to live and attend classes. The Safety & Security Department fits well into Student Affairs Division as it teaches students responsibility.
Mission Statement
The mission of WJU’s Career Services Center is to provide progressive services and resources that help students, alumni, and University employees prepare for and manage their careers, learn job-seeking skills, and locate suitable internship experiences and employment. The Career Services Center offers many activities, services, and resources to assist individuals throughout their academic and post-graduate pursuits. In accordance with Jesuit values, Career Services seeks to promote a work ethic that includes service learning and volunteering.

Overview
The 2003-2004 academic year had many challenges. Generally, these challenges included marketing and promoting career service programs to the student body, increasing student attendance at events, and budget restrictions. Only necessary items were purchased to save money. The main expenses incurred throughout the year were in printing, office supplies and in the cost to maintain an on-line job management system through the College Central Network.

One big change this year was the location and duties of the Graduate Assistant, Mandy Ho. Her physical location was changed from Career Services to the Multicultural Affairs office on the other side of campus and her duties were changed to include the coordination of events for both Career Services and Multicultural Affairs. The director of career services had some reservations, but generally this arrangement worked out quite well. Two different sets of student workers assisted in the Career Services office in the fall and spring semesters. Students who worked in the Spring 2004 semester -Kerri Croteau and Eric Roe (sophomores)- indicated they would be available for employment in Career Services for their junior year. Generally student worker duties include the input of job postings into the College Central system, answering phone calls and scheduling appointments and promoting events. The current director of career services encourages his successor to hire these students as they have been trained in specific procedures and duties that relate to Career Services.

Some new things this past academic year included teaching a one-credit course on “Choosing Your College Major” in the fall semester. Although the size of the class was much too large and the time frame was actually less than a traditional one-credit course, students generally liked the idea that the
university was reaching out to help them with this critical issue. Also, Walt Disney World chose Wheeling Jesuit University as a potential site to recruit student interns for their college program. Disney will be testing student interest on our campus by holding their college program here for the next few semesters before designating our campus as an official host site. Finally, WJU Career Services has signed on to acquire a new job search database for students and alumni through the National Association of Colleges and Employers (NACE). The database, called NACELink, comes at no cost and is a benefit of membership in NACE.

Goals & Objectives

Goal 1
Increase both student and alumni use of College Central Network (CCN) for job searching and alumni mentoring.

- Increase job-posting entries that appeal to all campus majors.
- Utilize CCN website for resume referrals to employers and job postings.
- Market system to faculty and promote to students through department websites.
- Require student registration on CCN to obtain any career development wellness credit offered through Career Services.
- Work with Alumni Services to promote and encourage WJU alumni to use CCN job search services, post job opportunities, and to register as mentors.
- Use campus publications (e-circular, e-chronicle, etc.) to promote CCN.

Outcomes:
- Students will utilize CCN to find employment and to network with alumni for career development advice.
- Interested WJU Alumni will have a way of assisting current students.

Accomplishments:
Both student and alumni use of WJU’s College Central Network (www.collegecentral.com/wju) moderately increased during the past academic year. The number of registered students was approximately 175 by the end of the academic year—an increase of about 80 students. The number of registered alumni was about 132. It is very important to keep the number of registered alumni and students updated and to delete inactive accounts. The system allows the career services director
to send regular emails to students and alumni who are registered. One method of increasing the number of registrants was by regularly emailing the basic details of jobs that had recently been posted to the system to registered students. In this way, communication with registered students is maintained and word-of-mouth creates an added interest with other students.

**Goal 2**
Build relationships with area employers to increase on-campus recruitment.
- Organize a job fair on-campus for WJU students.
- Identify and contact employers who hire WJU students to promote recruiting.
- Contact WJU alumni who are interested in employing WJU students.
- Promote job referral programs (i.e. CCN and on-campus employer-recruiting) to faculty.
- Sponsor student field trips to interested businesses in the region.

**Outcomes:**
- Students will find more employment opportunities following graduation.
- An increased placement rate.
- WJU students will find it easier to find and obtain employment.

**Accomplishments:**
A part-time job and internship fair was organized on campus early in the semester. Approximately, 25 employers from the Wheeling area registered for the event. In addition, approximately nine employers contacted Career Services to develop internships in the local area or to schedule information tables to recruit students. A larger job fair was organized at the White Palace in Wheeling Park. All employer participants are listed in the “Utilization of Services” section of this report. Generally speaking there was low student attendance at these events.

**Goal 3**
Successfully organize and implement a student leadership program to reflect core values of Jesuit mission.
- Attend weekly EXCEL meetings at all levels to become familiar with students and program activities.
- Assist in the development and promotion of a joint leadership day with area colleges.
Outcomes:
- To develop job and leadership skills and improve work ethic.

Accomplishments:
The EXCEL program appears to have had moderate success at all class levels. Overall, the program seems to continually struggle to maintain student interest and involvement. A joint leadership day was initially planned with West Liberty State College and Franciscan University. These plans were cancelled due to lack of interest. EXCEL Faculty/Admin mentors met approximately every two weeks throughout the academic year. Twenty-two new members were chosen for Freshman EXCEL, which began in the Spring 2004 semester. Approximately, 10 freshmen students remained active throughout the spring semester.

Services & Supporting Resources

<table>
<thead>
<tr>
<th>For Students/Alumni</th>
<th>For Employers</th>
<th>For Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Graduate School Planning</td>
<td>- Information Sessions/Tables</td>
<td>- Class Presentations</td>
</tr>
<tr>
<td>- Career Exploration</td>
<td>- Resume Referral</td>
<td>- Career-Related Handouts</td>
</tr>
<tr>
<td>- Internship/Experiential Education</td>
<td>- On-Campus Recruiting</td>
<td>- Career Library</td>
</tr>
<tr>
<td>- Career Counseling and Assessment</td>
<td>- On-line Job Posting Service</td>
<td>- Internship development</td>
</tr>
<tr>
<td>- Resume and Cover Letter Assistance</td>
<td>- On campus presentations and programs</td>
<td></td>
</tr>
<tr>
<td>- Job Referral Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Interview Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Credential Files</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Career Related Handouts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Alumni Outreach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Career Library</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2003-2004 Supporting Resources

<table>
<thead>
<tr>
<th>Service</th>
<th>Supporting Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduate School Planning</td>
<td>- <em>Kaplan, Inc.</em> test prep information available for GRE, GMAT, LSAT, MCAT, etc.</td>
</tr>
</tbody>
</table>

- Computer software to aid in GRE, GMAT, and LSAT test prep available through the Academic Resource Center.
- “Major Decisions In...” handouts describing WJU’s majors and what alumni have done with their majors.  
|-----------------------|------------------------------------------------------------------------------------------------|
| 3. Internship & Experiential Education | - Internship file that includes local, national, and international internship opportunities.  
- Web subscription to *The Internship Series On-line* database of national internship opportunities at Internships-usa.com (password protected).  
*[This subscription was cancelled to save money and should be renewed if possible.]* |
| 4. Career Counseling and Assessment | The following inventories are utilized in career counseling:  
- Career Thoughts Inventory  
- Strong Interest Inventory  
- Myers-Briggs Type Indicator (MBTI)  
- Self Directed Search |
| 5. Resume & Cover Letter Assistance | Available only by scheduled appointment or group presentations. |
| 6. Job Referral Services | - College Central Network to provide 24/7 access to job postings and to facilitate connections with recruiting employers  
- On-Campus Employer Recruiting/Interviewing  
- Resume Referral  
- NACELink |
<p>| 7. Interview Prep | - Videotaped mock interviews are available by scheduling an appointment. |
| 8. Career Library | - Expanded career-related holdings to approximately 100 titles available for student check out in Bishop Hodges Library. |
| 9. Career Related | - The following handouts are available in Career Services to assist students with a variety of career-related issues: Planning Your Career, Composing a Resume, The |</p>
<table>
<thead>
<tr>
<th>Handouts</th>
<th>Electronic Resume, Descriptive Action Verbs for Resumes, Applying to Graduate School, and The Internship Process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Credential File Service</td>
<td>- This service is currently available for Teacher Prep graduates only and has been re-organized to comply with FERPA regulations.</td>
</tr>
<tr>
<td>11. Alumni Mentoring Network</td>
<td>- Approximately 27 WJU alumni have officially registered as mentors in the College Central Mentoring Network. Unofficially more alumni are involved. This service is available to students as well as other alumni.</td>
</tr>
<tr>
<td>12. Free Publications</td>
<td>- Free publications for students have been expanded to include: Employment Guide, Job Choices magazines, Job Postings, Response Directory of Volunteer Services, Connections Directory of Volunteer Opportunities, Simplicity’s Guide to Top Employers, and Diversity Career Opportunities &amp; Insights</td>
</tr>
</tbody>
</table>

**Utilization of Services**

1) **Career Counseling**

Summary – Scheduled appointments by month*

<table>
<thead>
<tr>
<th></th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appts. Conducted</strong></td>
<td>27</td>
<td>19</td>
<td>35</td>
<td>35</td>
<td>23</td>
<td>19</td>
<td>33</td>
<td>37</td>
<td>228</td>
</tr>
<tr>
<td><strong>Males</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>10</td>
<td>8</td>
<td>15</td>
<td>12</td>
<td>11</td>
<td>21</td>
<td>28</td>
<td>119</td>
</tr>
<tr>
<td><strong>Females</strong></td>
<td>13</td>
<td>9</td>
<td>27</td>
<td>20</td>
<td>11</td>
<td>8</td>
<td>12</td>
<td>9</td>
<td>109</td>
</tr>
<tr>
<td><strong>Freshmen</strong></td>
<td>3</td>
<td>0</td>
<td>19</td>
<td>23</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>59</td>
</tr>
<tr>
<td><strong>Sophomores</strong></td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>10</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td><strong>Juniors</strong></td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>32</td>
</tr>
<tr>
<td><strong>Seniors</strong></td>
<td>10</td>
<td>9</td>
<td>5</td>
<td>5</td>
<td>8</td>
<td>7</td>
<td>12</td>
<td>26</td>
<td>82</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td><strong>Alumni</strong></td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td><strong>Faculty/Staff</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

*walk-in inquiries have not been included in the above statistics.*
Reasons for Seeking Career Counseling

<table>
<thead>
<tr>
<th>Reason</th>
<th>Total Appts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship Assistance</td>
<td>23</td>
</tr>
<tr>
<td>Resume &amp; Cover Letter</td>
<td>84</td>
</tr>
<tr>
<td>Choosing a Major/Career</td>
<td>7</td>
</tr>
<tr>
<td>General Job Search</td>
<td>36</td>
</tr>
<tr>
<td>Non-specific/General Career-related Issues</td>
<td>6</td>
</tr>
<tr>
<td>Graduate School Planning</td>
<td>11</td>
</tr>
<tr>
<td>Interviewing</td>
<td>10</td>
</tr>
<tr>
<td>Volunteering interests</td>
<td>1</td>
</tr>
<tr>
<td>Job Search for Internals – Visa issues</td>
<td>2</td>
</tr>
<tr>
<td>Campus Job</td>
<td>16</td>
</tr>
<tr>
<td>FYS Choosing a Major Class</td>
<td>51</td>
</tr>
</tbody>
</table>

2) Career Development Wellness Programs:

Total Wellness: 44 (Fall 26; Spring 18)

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept</td>
<td>1. Career and Graduation Issues</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2. Getting Into Graduate Schools</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>3. Kaplan Test Drive (Fall Semester)</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>4. Preparing a Resume</td>
<td>6</td>
</tr>
<tr>
<td>Oct</td>
<td>5. Thinking About Law Forum</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>6. Improving Your Cover Letter</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>7. My Experience as a Disney Intern</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>8. Finding Your College Major</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>9. Careers in Electronic Commerce*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>10. <em>At Pittsburgh Café Program</em></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>11. Finding Your College Major</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>12. Choosing a Major in Respiratory Therapy</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>13. Choosing the WJU Pre-Law Program</td>
<td>2</td>
</tr>
<tr>
<td>Nov</td>
<td>14. Choosing a Major in Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>Dec</td>
<td>No wellness programs</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>Jan</td>
<td>1. The Art of Writing Job Search Letters 20</td>
<td></td>
</tr>
<tr>
<td>Feb</td>
<td>2. Writing and E-Mailing Your Resume 14</td>
<td></td>
</tr>
<tr>
<td>Feb</td>
<td>3. Disney Intern Experience 12</td>
<td></td>
</tr>
<tr>
<td>Feb</td>
<td>4. Your First Job in Physics* 8</td>
<td></td>
</tr>
<tr>
<td>Feb</td>
<td>5. Kaplan Test Drive (Spring Semester) 13</td>
<td></td>
</tr>
<tr>
<td>Feb</td>
<td>6. The Call to Serve: Volunteer Options 6</td>
<td></td>
</tr>
<tr>
<td>Mar</td>
<td>7. Grad. School: What You Need to Know 21</td>
<td></td>
</tr>
<tr>
<td>Mar</td>
<td>8. Writing Your Personal Statement 7</td>
<td></td>
</tr>
<tr>
<td>Mar</td>
<td>9. Women Inspiring Hope* 14</td>
<td></td>
</tr>
<tr>
<td>Mar</td>
<td>10. Finding the Hidden Job Market 6</td>
<td></td>
</tr>
<tr>
<td>Mar</td>
<td>11. What is Next? * 1</td>
<td></td>
</tr>
<tr>
<td>Mar</td>
<td>12. Internet Job Searching 3</td>
<td></td>
</tr>
<tr>
<td>Mar</td>
<td>13. How to Interview Better 23</td>
<td></td>
</tr>
<tr>
<td>Apr</td>
<td>14. Finding a Job at a Job Fair 2</td>
<td></td>
</tr>
<tr>
<td>Apr</td>
<td>15. Careers With the FBI 22</td>
<td></td>
</tr>
<tr>
<td>Apr</td>
<td>16. Walt Disney World College Program 15</td>
<td></td>
</tr>
<tr>
<td>Apr</td>
<td>17. Careers in Rehabilitative Counseling* 8</td>
<td></td>
</tr>
<tr>
<td>Apr</td>
<td>18. Individual Mock Interviews 7</td>
<td></td>
</tr>
</tbody>
</table>

**Total Attendance** 556

*Programs not organized or sponsored by the Career Services Center*
3) Classroom Presentations  (non-wellness)

<table>
<thead>
<tr>
<th>Month</th>
<th>Instructor</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept</td>
<td>Plunkett</td>
<td>Job Search Issues</td>
</tr>
<tr>
<td>Oct</td>
<td>Steber</td>
<td>Preparing a Resume</td>
</tr>
<tr>
<td></td>
<td>Hull</td>
<td>Preparing a Resume</td>
</tr>
<tr>
<td>Nov</td>
<td>Hull</td>
<td>Interviewing Skills</td>
</tr>
<tr>
<td>Dec</td>
<td>Rush (twice)</td>
<td>Internships and College Central</td>
</tr>
<tr>
<td>Jan</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Feb</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Mar</td>
<td>Steber</td>
<td>Preparing a Resume</td>
</tr>
<tr>
<td></td>
<td>Mansuy</td>
<td>Job Search Issues</td>
</tr>
<tr>
<td>Apr</td>
<td>Drnach</td>
<td>College Central System</td>
</tr>
</tbody>
</table>

4) Employer Recruiting Programs

<table>
<thead>
<tr>
<th>Month</th>
<th>Program Type</th>
<th>Employer Participants</th>
</tr>
</thead>
</table>
| Sept  | Part-Time Job & Internship Fair | ARC Human Services, Inc.  
                                                Best Western Wheeling Inn  
                                                Burger King (Greenlance, Inc.)  
                                                Clements Wellness Center  
                                                East Ohio Regional Hospital  
                                                J.B. Chambers Family YMCA  
                                                Mount de Chantel Visitation Academy  
                                                Northwood Health Systems  
                                                O.N.E. Wheeling Weed & Seed  
                                                Pittsburgh Technology Council  
                                                Salsa Café  
                                                Sexual Assault Help Center  
                                                Sky Bank  
                                                The Citizens Bank  
                                                The Health Plan of the Upper Ohio Valley  
                                                The Pastime Tavern & Grill  
                                                U.S. Army & U.S. Army Reserves |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Sponsoring Organization(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct.</td>
<td>Info. Session</td>
<td>The Washington Center for Internships and Academic Seminars</td>
</tr>
<tr>
<td>Nov</td>
<td>On-Campus Recruiting</td>
<td>West Virginia University Hospital, West Penn Allegheny Hospital</td>
</tr>
<tr>
<td>Dec</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Jan</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Feb</td>
<td>On-Campus Recruiting</td>
<td>West Virginia Univ. Hospital Recruiters, The Neighborhood Academy</td>
</tr>
<tr>
<td>Mar</td>
<td>Wellness Program</td>
<td>BB&amp;T</td>
</tr>
<tr>
<td>Apr</td>
<td>Resume Collection</td>
<td>Kroger, Northwestern Mutual Financial, Walt Disney World College Program, Federal Bureau of Investigation (FBI)</td>
</tr>
<tr>
<td></td>
<td>Wellness Program &amp; On-Campus Recruiting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wellness Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collegiate Job Fair (held at White Palace in Wheeling Park and sponsored through the Upper Ohio Career Services Consortium)</td>
<td>AIG American General/Insurance Financial Services, American Electric Power (AEP), Aramark Correctional Services, Camden-Clark Memorial Hospital, Century National Bank, Com Doc, Inc., Crittenton Services, Inc., East Ohio Regional Hospital, FBI</td>
</tr>
<tr>
<td>Company Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Bureau of Prisons-Federal Prison Camp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genesis Health Care System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glade Run Lutheran Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heartland Lansing Nursing Home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jefferson Regional Medical Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mountaineer Race Track and Gaming Resort</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mount Carmel West</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nemacolin Woodlands Resort &amp; Spa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northern Correctional Facility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwood Health Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sky Bank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Security</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Starck Van Lines, Inc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. John's Home for Children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SunAmerica Securities, Inc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teletech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Bradley Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Citizens Bank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States Air Force Reserve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States Army</td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States Army Health Care Recruiting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States Navy Recruiting District Pittsburgh</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weirton Medical Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wes Banco Bank, Inc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western-Southern Financial Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Penn Allegheny Health System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Virginia Bureau of Employment Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Virginia Division of Personnel-State of WV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Virginia University Hospitals-Ruby Memorial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wheeling Island Racetrack and Gaming Center</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5) Other Special Programs

<table>
<thead>
<tr>
<th>Date</th>
<th>Program</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept.</td>
<td>Graduate School Fair</td>
<td>This event brought approximately 30 graduate schools to campus to recruit interested students for their programs. The event was held in the McDonough Center. The student attendance was low. This event was coordinated through the Upper Ohio Valley Career Services Consortium.</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>FYS Choosing Your Major Course</td>
<td>Approximately 56 students participated in this 6 week course.</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>Career Services Info Tables</td>
<td>Held in residence halls once a week in the morning before lunch.</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>EXCEL Program (weekly)</td>
<td>Held once a week.</td>
</tr>
</tbody>
</table>

6) College Central Network Usage Summary

<table>
<thead>
<tr>
<th></th>
<th>Registrants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003 – 2004</td>
<td></td>
</tr>
<tr>
<td>Student Job Seekers</td>
<td>175</td>
</tr>
<tr>
<td>Alumni Job Seekers</td>
<td>132</td>
</tr>
<tr>
<td>Alumni Mentors (aka JesuitLinks)</td>
<td>33</td>
</tr>
<tr>
<td>Approved Employer Contacts</td>
<td>116</td>
</tr>
<tr>
<td>Unapproved Employer Contacts</td>
<td>308</td>
</tr>
</tbody>
</table>

Staffing Patterns

Staffing patterns remained stable throughout the academic year. The graduate assistant’s location shift from Career Services to the Multicultural office worked out quite well. However, with her departure at the end of this academic year, a new graduate assistant will need to be hired and trained in career services procedures and duties. Communication between the two offices will be important to keep any new graduate assistant connected to the Career Services Center. Two undergraduate
students worked in Career Services during both the fall and spring semesters. The students who worked in the Spring semester will be available for employment in Career Services for the 2004-2005 academic year. I strongly advise that these students be hired back as they are trained in procedures and duties specific to Career Services.

**Professional Memberships**

**Upper Ohio Valley Career Services Consortium (UOVCS)** (2001-2004). The WJU Director of Career Services has served as president of this consortium during the 2003 – 2004 academic year. Active membership in this consortium is very important since several major campus events are coordinated through this organization. These events include: 1) The Annual Graduate School Fair—which is held on four of the member college campuses (including WJU) in the fall semester; and 2) The Annual Collegiate Job Fair—which is now held in the White Palace of Wheeling Park. The UOVCS is considering a new jointly-sponsored Accounting Recruiting Day for the Fall 2004 semester.

**National Association of Colleges and Employers (NACE)** (2001 – 2004). Membership in this national organization for professional career counselors is also crucial to main the NACELink job posting database that WJU has recently subscribed to and has added to its job search resources on its website.

**External Review**

**Functions of the area**

The Career Services Center (CSC) includes these functions:
- Development of career awareness issues through Wellness Programs
- Locate and develop internships and employment opportunities for students
- Collaborate with faculty to develop meaningful student programs
- Establish professional relationships between employers, students, and WJU alumni

These are all important components that are necessary in the existence of the Career Services Center. There seems to be a strong initiative to foster relationships between the Career Services Center, faculty, students, employers, and community. These initiatives are aimed to support students as they make continuous transitions on their career path.
Effectiveness of the Mission Statement
The mission statement is a bit brief, yet accurately reflects the functions of the Career Services Center. There was discussion of incorporating Jesuit values in the mission statement and expanding the mission statement to be more detailed.

How the department gets feedback
The Career Services Center receives feedback through a number of methods:
- Each student who attends a Wellness program for credit, is required to complete an evaluation where the presenter can gain feedback about their program.
- The College Student Survey is an annual survey distributed to the students. There are a number of questions that pertain specifically to the Career Services Center.
- The Career Services Center also sends surveys to recent graduates asking for feedback in regard to their transition into the career force and how the CSC assisted with this transition.

Quality of services
The Career Services Center (CSC) services are free of charge to current students and alumni. The CSC strives to provide quality services despite staffing by one full-time professional, the Director for Career Services. Student workers assist the Director for approximately 10 hours a week. A support staff has not been assigned to this area. This presents a challenge in maintaining the quality of services while developing a high quantity of programs and contacts. The CSC maintains a valuable on-line job management system for students. The Center also facilitates numerous Wellness Programs to foster career development. The CSC has limited resources in regard to computer exploratory programs that are commonly found in the University Career Service Departments at most campuses. There are also limited resources in regard to published materials.

Efficiency of services
There are a number of issues that may hinder the efficiency of the Career Service Center. The geographical location of the CSC is questionable. It may be considered a high traffic area for students who live in Ignatius, while having limited exposure to residents living in other buildings, commuters, and departments in Student Affairs that are located in Swint Hall. The personal office space is limited in adequately accommodating student resources. It may be beneficial to have resources that are self-directed. Students would receive information facilitated through Career Services Center on a computer-based program. There are some cutting-edge computer based
programs that could support the individual exploration of careers. This should in no way replace the personal contact, but rather be an additional resource to the individual contacts.

**Review of Goals and Objectives:**

**Goal 1**
Increase student/alumni use of College Central Network for job searching and alumni mentoring.
- This goal is supportive of the Career Services Center’s mission as it creates a comprehensive program with on-going contact with recent graduates. Student relationships with alumni can provide a supportive network for students as they continue on their career path. This would surely be enriching for the current student, but it may be challenging to find alumni who can make a time commitment.

**Goal 2**
Build relationships with area employers to increase on-campus recruitment.
- This goal initiates a connection for students and employers in the establishment of internships and future employment.

**Goal 3**
Successfully organize and implement a student leadership program to reflect core values of the Jesuit mission.
- This goal supports the Jesuit values of leadership skills not only in work ethics, but a lifestyle.

**Conclusion**
The past academic year has given Career Services some moderate successes. Emailing job/internship announcements to students who register on the College Central Network has been very effective and feedback on the system has been positive by students who use it. Overall, the main challenges seem to be in marketing programs and services to students. Low student attendance at career service events has been frustrating. Much effort seems to reap very little results.

The improvement of employer recruiting on campus is an issue that needs to be addressed more effectively. Membership in the local career services consortium (UOVCS) has proven to be helpful in attracting employers and graduate school representatives to events sponsored by several
universities. Exploring new ways of using this consortium to attract high-profile employers to recruit students from our member schools is important. There is a need for improved marketing of WJU career services both on and off campus. Brochures explaining career services should be developed, not only for students, but also for recruiting employers and alumni interested in career assistance. Finally, continued interaction with faculty is important to promote career service programs to undergraduates and to increase the credibility of this department.
COUNSELING SERVICES

Mission Statement
Counseling Services commits to the principles of health and well-being and aspires to provide programming, which will enhance emotional health, personal growth, and interpersonal development. Toward this end, the counseling center staff offers education, assessment, intervention, outreach, consultation, and referral to other resources when necessary. Licensed professional or license-eligible counselors provide these services in a confidential context.

Overview of the Year
At the beginning of the 2003-2004 academic year the Wellness Center was reorganized to include Counseling Services, the Wellness Program, and the Alcohol and Other Drug Education Program. This report reflects the counseling related accomplishments of the Director and the Coordinator for Counseling Services. Also included is a report on the Wellness Program. The coordinator for Counseling Services will detail the accomplishments in the AOD Education Program in a separate report.

2003–2004 has been challenging in several ways. The department was affected by staff layoffs of experienced personnel at the end of last year. This resulted in the director taking on additional responsibility for the Wellness Program. In addition, a new administrative assistant came on board, who has had to learn both counseling center policies and procedures, as well as master the rather complicated wellness database system.

The Director of Counseling/Wellness Center has continued to provide counseling supervision twice a week with the Coordinator as she completes supervised experience toward LPC licensure. A three-year professional development plan was designed for Arika Shafer as a new counseling professional, and this is the end of year two. By the summer, Arika Shafer expects to be licensed as an LPC in West Virginia. The Director is also supervising a new staff member, Administrative Assistant Bridgette Duley, who provides support services for the Counseling Center, the AOD Education Program, the Wellness Program, and in more limited ways to the Office of Multicultural Affairs.
Goals
Goal 1
Develop and review Counseling Services policies and procedures to insure and respect client privacy and comfort.

Objectives:
- Review and assess crisis intervention procedures.
- Implement privacy policies in line with federal privacy standards and provide training to staff. Collaborate with Health Center.
- Evaluate and monitor the Wellness Center environment in relation to client comfort levels and privacy concerns.

Outcomes:
The psychological, emotional, developmental, and adjustment needs of students will be addressed in a professional and confidential context. Effective counseling services contribute to students’ self-awareness and enhance their potential for growth. The process of counseling can improve communication and responsible decision-making skills. Each human person has the potential for growth and excellence.

Accomplishments:
- Updated suicide risk assessment and response procedures and reviewed with Coordinator for Counseling Services.
- Registered the WJU Counseling Service on Ulifeline, a mental health website for college students sponsored by the Jed Foundation. This is an outreach effort.
- Updated confidentiality/privacy policies and completed staff training. Assisted Health Center with privacy policies.
- The following counseling services were provided during the 2003-2004 academic year:
  · 370 individual counseling sessions (Shafer and Kigerl combined)
  · 9 referrals to Dr. Anthony Bianco, contracted psychiatrist
  · 3 referrals to Jane Amons, contracted chemical dependency counselor
  · 2 referrals to the Sexual Assault Help Center who provided support services through the WJU Wellness Center.
Goal 2
Supervise and build positive professional relationships with new Wellness Center/Counseling Services staff members.

Objectives:

- Continue weekly supervision sessions with the Coordinator for Counseling Services for state licensure requirements.
- Support the Coordinator for Counseling Services in alcohol and other drug education programming efforts and reporting requirements.
- Coordinate contract services and clinical supervision sessions with Dr. Anthony Bianco, M.D., and develop a positive working relationship with the new chemical dependency counselor, Jane Amons, LPCC, CDCC.
- Orient the new Administrative Assistant to the Wellness Center, and supervise her work with the Wellness Program, Counseling Services, and other support duties.

Outcomes:
Wellness, counseling, and AOD services will be offered to students in a professional manner within a teamwork environment. The professional delivery of counseling services, alcohol and other drug education services, and wellness programming contributes to the development of the whole person.

Accomplishments:
- Met two hours per week for supervision with the Coordinator for Counseling Services and documented supervision hours. Coordinator for Counseling Services sat for and passed the National Counselor Exam, and is expected to become licensed as an LPC in WV this summer.
- Provided support and assistance with Alcohol Awareness Week, alcohol screenings, attended Tropical Island Night (OASIS event), etc.
- Began new professional relationship with Jane Amons, chemical dependency counselor. Continued positive working relationship with Dr. Anthony Bianco, contracted psychiatrist.
- The Administrative Assistant has adjusted well in her new role as support staff for counseling, and in her administrative/computer database responsibilities with the wellness program.
Goal 3
Collaborate with faculty and students in the implementation of the Respect Zone Program to increase diversity awareness and understanding within the University community.

Objectives:
- Schedule and plan Respect Zone orientation meeting during Opening Week of the fall semester
- Have Respect Zone stickers printed and distributed.
- Publicize the mission of the program to the University community through the Circular and the Cardinal Connection.
- Plan the ongoing development of the program with committee members.

Outcome:
The University community will become more accepting of differences, and diverse members of the University community will be more aware of sources of support.

Quality life depends upon community and our capacity to love, respect, and work with one another in the pursuit of peace through the promotion of justice. We value individual human differences and treat others with concern, respect, and understanding.

Accomplishments:
- Respect Zone orientation meeting was held during Opening Week in August with 19 participants from faculty and administration.
- Respect Zone stickers were designed, printed, and distributed to participants.
- A Respect Zone web page was developed as a link from the Wellness Center web page.
- An end of semester evaluation was sent to participants.

Goal 4
Provide programming, training, and consultation for students, faculty, the Division of Student Affairs, and the University community as needed.

Objectives:
- Plan and present wellness programs for students, particularly in the emotional, sexual, and risk prevention wellness components.
- Participate in Residence Life training as requested.
- Plan professional development training for staff as needed.
- Provide or coordinate other types of training as needed if staffing permits.

Outcomes:
Program and training outcomes will be assessed based on specific program evaluations completed by participants. Communication and collaboration strengthen the sense of community on campus, and foster an environment where community members can work together toward common goals and values.

Accomplishments:
- Participated in Residence Life staff training in August, addressing counseling issues, alcohol and other drug issues, and wellness programming. Presented another training session for Residence Life staff in January on “dealing with difficult students.” (Kigerl and Shafer).
- Provided a training session for Women’s Studies office staff (Society for Women) in August. (Kigerl and Shafer)
- Assisted with volunteer advocate training for the Sexual Assault Help Center by presenting a session on coping mechanisms (Kigerl and Shafer).
- Presented a professional development program for managers and supervisors on *Communicating with Your Employees* at the request of the Human Resources Department. (Kigerl)
- Planned and facilitated two programs on date rape prevention for first year men and first year women through the First Year Program. – sexual wellness (Kigerl)
- Facilitated discussions with Student Affairs staff about student mental health issues. (Kigerl and Shafer)
- The Director and/or Coordinator sponsored or facilitated the following additional wellness programs:
  - *Breaking Up is Hard To Do* – emotional wellness (Kigerl)
  - *Body Image and the Media* – emotional wellness (Kigerl)
  - *Internet Obsession: Are You Hooked* – emotional wellness (Kigerl)
  - *Alcohol Screenings* – (Shafer/Kigerl)
  - *Alcohol 101* – risk prevention wellness (Shafer)
  - *Bar Hopping With Your RA* – risk prevention wellness (Shafer)
  - *Stress Less* – emotional wellness (Shafer)
  - *Stress Free Zone* - emotional wellness (Shafer)
- The following special focus weeks/events were sponsored by the Wellness Center, Counseling, and/or the AOD Program:
  - Alcohol Awareness Week
  - Sexual Responsibility Week
  - Sexual Assault Awareness Week
  - SAHC sponsored balloon send-off for Sexual Assault Awareness Month

Goal 5
Serve as the Student Affairs liaison in supporting the University’s retention efforts.

Objectives:
- Continue as an active member of the Academic Life Committee.
- Serve on the First Year Program Committee in an advisory capacity.
- Work with the Associate Academic Dean to address retention issues as they apply to the Division of Student Affairs.

Outcomes:
Assessment of retention programs will be a cooperative effort between Academic and Student Affairs. Student retention will occur when an environment is created that supports growth and encourages excellence. Failures and mistakes can be turned into goodness with self-responsibility and improvement.
Accomplishments:
- Assisted Academic Life Committee with midterm grade reviews both semesters to assist in the retention of students who have low midterm grades.
- Coordinated the Student Affairs component of the First year Program in the fall 2003 semester.
- Worked with Kathy Tagg of the Academic Resource Center on a proposal for the 2004 FYS Program. Served on First Year Program Committee.
- Collaborated with the Associate Academic Dean at the beginning of the semester on several student issues.
- Have not been a part of the Retention Committee and therefore have not been directly involved in their efforts.
- 30% of students seen for individual counseling this academic year were first year students.

Goal 6
Pursue personal/professional development opportunities

Objectives:
- Renew and maintain memberships in professional organizations.
- Attend conferences and seminars to obtain continuing education credits for licensure and certification renewal.
- Continue to develop supervisory skills as an Approved Licensed Professional Supervisor for LPC applicants in West Virginia.
- Engage in personal stress reduction and wellness activities to prevent burnout and enhance personal and professional development.

Outcomes:
Through personal, professional, and supervisory development, the Director will engage in positive and healthy counseling and professional relationships in the work environment. The university provides an environment that supports growth and encourages excellence among employees.

Accomplishments:
- Renewed memberships in the West Virginia Counseling Association and the West Virginia College Counseling Association; joined the new West Virginia Licensed Professional Counselor

- Attended four professional development seminars for continuing education credit:
  - Stress Management (for personal as well as professional development)
  - Borderline Personalities in Social Work and Healthcare (Kigerl/Shafer)
  - Bipolar – a New Slant on the Disorder (Kigerl and Shafer)
  - Ethics and Social Concern for Counselors and Social Workers (Kigerl)

Services Offered

Wheeling Jesuit University Counseling Service offers the following services, which are consistent with the Council for the Advancement of Standards in Higher Education (CAS):

- **Education** – programs offered through the Wellness Program and other venues, which address developmental and mental health issues; provide training to various constituencies on campus.

- **Assessment and intervention** – through confidential, individual counseling, perform intake, initial assessment, and counseling plan or treatment options for clients. Provide crisis intervention as needed. Contract to provide psychiatric and substance abuse consultations and assessments as needed.

- **Outreach** – promotion of counseling services to Residence Life staff, faculty, Luceats, and others who can facilitate referrals to the Counseling Center. Educational programming and publicity in residence halls, through First Year Program, with other student organizations, etc.

- **Consultation** – consult with and provide training to Student Affairs administrators, Residence Life staff, faculty, and other departments within the constraints of confidentiality. Serve on University committees.

- **Referral** – refer students to needed resources on campus (Health Center, Academic Resource Center, Campus Ministry, etc.) and in the community (Dr. Bianco, Jane Amons, SAHC, and other professionals and agencies in the community).

Utilization of Services

- A total of 624 individuals attended programs or trainings facilitated/sponsored by the Counseling Service in 2003-2004 *(this does not include additional programming by PEERS through the AOD program)*
- There were 370 individual counseling appointments from August 2002 through May 7, 2004. (Kigerl/Shafer). This does not include assessments for alcohol incidents or other judicial referrals (see AOD Program report)
- 9 referrals were made to Dr. Anthony Bianco, MD, contracted psychiatrist, for psychiatric assessment.
- 3 referrals were made to Jane Amons, LPC, CCDC., for alcohol assessments.
- 0 psychiatric transports by Tri-State Ambulance to Hillcrest at OVMC.
- Six clinical supervision sessions were held with Dr. Bianco and Counseling Center staff.
- 2 referrals to the Sexual Assault Help Center, who provided supportive counseling on site at the WJU counseling center.

Training was provided for Residence Life staff, Student Affairs staff, Sexual Assault Help Center volunteer advocates, and for university employees through Human Resources.

**Client Demographics for 2003-2004:**
- 69% of clients were female.
- 31% of clients were male.
- 39% of clients were taking psychotropic medications.
- 19% of clients had expressed current or past suicidal ideations.
- 30% of clients were first year students.

**Outcomes**
In addition to the quantitative measures mentioned above, the Counseling Center administered a Client Satisfaction Survey at the end of the academic year. Following are the results of the client satisfaction survey conducted in spring semester. 100% of the total responses were in the strongly agree/agree categories.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was able to get an appointment in a reasonable amount of time.</td>
<td>50%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>The office location was convenient.</td>
<td>63%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>I felt comfortable in the waiting area.</td>
<td>50%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Front desk staff was courteous and helpful.</td>
<td>75%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>I felt that my counselor respected me as a person.</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My counselor understood my concerns.</td>
<td>75%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>My counselor helped me to understand myself better.</td>
<td>50%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>My counselor helped me develop better ways of coping with my concerns.</td>
<td>63%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>I feel certain that information about me will be kept confidential.</td>
<td>75%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>If I needed help again, I would return to the Counseling Center.</td>
<td>75%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>I would recommend the Counseling Center to a friend.</td>
<td>75%</td>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>

Are you currently coming to the Counseling Center? Yes 50% No 50%

I have not returned for additional counseling because:

- I received the assistance I was seeking and did not need additional help. 25%
- I want to come back but haven’t had time. 38%
- I decided not to work on my concerns at that time. 25%
- I was referred elsewhere. 0%
- Counseling was not helpful, so I didn’t return. 0%
- Other: -
2003 CSS Institutional Survey Analysis

Question and Interpretation:

Felt lonely or homesick
The number of seniors feeling lonely or homesick rose in 2003 after declining last year. The percentage of WJU students feeling lonely or homesick was also higher than the national average.

Felt depressed
The percentage of WJU seniors reporting depression dropped in 2003. Those reporting depression were all women however, and this trend is not reflected in the national averages where just slightly more women than men reported depression.

Felt overwhelmed by all I had to do.
25% of WJU seniors felt overwhelmed, lower than the national average. Feeling overwhelmed may be related to the rate of depression experienced, and may indicate a need for the development of stress management skills. Most of the students feeling overwhelmed were women.

Sought personal counseling
The percentage of WJU seniors seeking counseling in 2003 was up from 2002. The number of WJU students seeking counseling is slightly below the national average in the past four years. The increase this year may be related to stress and feeling overwhelmed.

Rated emotional health above average or in highest 10%
The number of WJU students rating their emotional health as high or above average has remained fairly consistent over the past few years. WJU students are also close to the national average in self-reported emotional health.

Rated self-understanding above average or in highest 10%
WJU seniors rated their self-understanding just slightly lower than 2002, but close to the national average. Students who perceive themselves as having greater emotional health and self-understanding, they are probably less likely to seek counseling.
Recommendations from CSS Survey Results

Felt lonely or homesick
Address the emotional and adjustment needs of seniors as they prepare to leave college.

Felt depressed
Continue efforts to promote the Counseling Center; offer wellness programming about depression; Provide depression screenings; continue psychiatric contract; support AOD education efforts as alcohol use contributes to depression.

Felt overwhelmed by all I had to do
Offer stress management and time management programming, stress free zones during final exams, etc. Introduce stress management skills in First Year Program

Sought personal counseling
Continue a strong counseling service that provides education, assessment, intervention, outreach, consultation, and referral.

Ranked emotional health above average or in highest 10%
Continue emotional wellness programming efforts.

Ranked self-understanding above average or in highest 10%
Continue counseling and programming that enhances self-understanding.

ACUHO-I Survey Results
The most significant findings in the 2003-2004 ACUHO-I survey, from a wellness perspective, are the responses of students about the use and impact of alcohol. 28 percent of WJU resident students indicted they do not drink at all. This is fairly consistent with the previous year’s data (29%). However, 16% of respondents reported drinking more than eight drinks at a sitting (down from 18% last year), and 44% drank four or more drinks at a sitting. This means that 44% of our resident students are reporting binge-drinking behavior compared to 50% last year. Perhaps alcohol education efforts are helping to reduce the amount of binge drinking, but 44% is still significantly high. Alcohol is having a negative impact on students as well, with 33% of students reporting
moderate to extreme negative impact on their quality of life (similar to 32% last year). 25% of respondents indicated that they drink alcohol two to three times a week (up from 22% last year), and another 3% drink daily or almost daily down from 7% last year).

The survey results support an ongoing need to educate students about the effects of alcohol and responsible drinking. On the positive side, over one-fourth of students are reporting that they do not use alcohol at all. But of those who do, binge drinking and the negative impact of alcohol are significantly high. An active peer education program has been the major focus of the AOD education and prevention accomplishments. These efforts, including the awarding of a grant to provide alcohol-free events and a social norms campaign, are more fully detailed in the annual report from the Coordinator for Counseling Services.

**Staffing Patterns**

There were significant changes in the staffing of the Wellness Center in 2003-2004. A new administrative assistant came on board in July and had to learn the rather complex database for the wellness program. Assistance was provided throughout the year by ITS staff for troubleshooting problems with the system. The coordinator for counseling services started her second year under supervision towards licensure and showed much professional growth throughout the year. She expects to receive her WV counseling license in the coming months. The director took on the added responsibility of overseeing the wellness program in addition to counseling duties. The contracted psychiatric services with Dr. Anthony Bianco, M.D. were maintained. Substance abuse assessments were contracted out to a new provider, Ms. Jane Amons, LPC. That relationship is being evaluated for the coming year. The peer educators, now operating under the new name OASIS, were valuable resources to the university’s AOD education efforts. In spite of the staffing changes, an atmosphere of teamwork and mutual support has been continued in the counseling and wellness center.

**Conclusion**

The Wellness Center underwent transition in staffing and reorganization of responsibilities in 2003-2004, and continued to make significant contributions to the Division of Student Affairs. Training and staff development were provided throughout the year for various components of the Student Affairs Division as well as for other departments at the university. A variety of wellness programs were presented, and the Center sponsored Alcohol Awareness Week, Sexual Responsibility Week, and Sexual Assault Awareness Week. In addition to responding to the normal counseling needs of
students, the Center worked with other Student Affairs departments in responding to crisis situations throughout the year.

There were a number of collaborative efforts with faculty during the year. Both the Director and the Coordinator served on the First Year Program Committee, and the Director took a leading role in the development of the 2004 FYS program using a wellness model. Counseling Services contributes to the retention efforts of the University as evidenced by the percentage of first year students who sought counseling. During the past year 30% of the clients served were first year students.

Challenges for 2004-2005 will include adjusting to additional downsizing at the university as faculty reductions place more demands on remaining faculty, and some of their extra duties (such as FYS) may fall on student affairs administrators. It is obvious from the previously cited survey results that a strong alcohol and drug education program must continue. The number of entering students with pre-existing mental health conditions continues to increase nationwide, putting demands on college counseling centers. During the past year, 39% of clients were taking psychotropic medications compared to 26% last year, and 19% of clients had expressed past or current suicidal ideations compared to 17% the year before. These are ongoing concerns that counseling staff continues to face each year.

The additional responsibility of the wellness program has somewhat reduced the counseling caseload of the director, but the coordinator in her second year has assumed more counseling responsibility. In the coming year the director will also be more involved with the First Year Program. There may be further administrative reorganization, which could also affect the Wellness Center.

External Review of the Wellness Center
Pat Vargo, Director of Health Services

Functions of the area:
The Wellness Center at WJU (which includes Counseling Services) focuses on six major functions:
- providing confidential short-term assistance and support to students dealing with a variety of psychological issues (including sexual assault and substance abuse).
- providing referrals to professional resources in the outside community when necessary.
- providing training regarding psychological issues for student groups, faculty and administrators.
- coordinating the Wellness Program, which is a graduation requirement that provides co-curricular learning experiences for students outside of the traditional classroom setting.
- directing the Respect Zone Program, which provides training for the university community regarding ethical treatment for diverse groups on campus.
- supervising the Alcohol and Other Drug Education Program, which is part of a separate external evaluation.

The WJU Wellness Center appropriately provides education about a wide variety of mental health issues in addition to providing assessments, interventions and referrals. Counseling is an important and integral part of college services, which helps to enhance the emotional health, personal growth, and interpersonal development of the students.

**Effectiveness of the Mission Statement:**
The mission statements of the Wellness Program and Counseling Services clearly reflect the functions of each component and are concise and clear.

**WJU Counseling Services - Mission Statement**
The Wheeling Jesuit University Counseling Center commits itself to the principles of health and well-being and aspires to provide programming, which will enhance emotional health, personal growth, and interpersonal development. Toward this end, the counseling center staff offers education, assessment, intervention, outreach, consultation, and referral to other resources when necessary. Licensed professional counselors provide these services in a confidential context.

**WJU Wellness Program - Mission Statement**
The wellness program at Wheeling Jesuit is a graduation requirement that educates students by systematically providing them with varied opportunities for growth. It also encourages students to take responsibility for their education and personal development through participation in structured, diverse, co-curricular learning experiences that take place outside of the classroom.

**Departmental Feedback:**
Counseling Services uses an annual anonymous satisfaction survey to assess the effectiveness of services. This instrument is clear, concise and addresses all the important services offered to students by Counseling Services. Each counselor also keeps quantitative records on the number of
students utilizing their services. The Wellness Center compiles statistics utilizing evaluation forms for each wellness program presented and the evaluation forms are also clear and concise in format.

Quality of Services:
The Wellness Center offers quality services to the WJU students including:
- Crisis intervention and short-term, confidential, individual counseling sessions addressing a wide variety of personal issues at no additional charge.
- Psychiatric evaluation and treatment recommendations at no additional charge.
- Substance abuse assessments at no additional charge.
- Referrals to the Upper Ohio Valley Sexual Assault Help Center.
- Education outreach, consultation, and referral services for student groups, faculty and administrators.

The Wellness Center contracts with local psychiatrist when necessary as well as a substance abuse specialist. Two licensed/license-eligible counselors provide daily counseling staffing.

Efficiency of Services:
The major problem affecting the efficiency of services provided by the Wellness Center is the limited availability of counselors to provide services to the increasing numbers of students with emotional / psychological issues. Although Counseling Services employs two full-time counselors, they have other duties and commitments in addition to counseling which makes it more difficult for students to schedule appointments in a timely manner.

Goals
Goal 1
Develop or review Counseling Services policies and procedures to insure and respect client privacy and comfort.

This goal reflects the new federal privacy standards and is a review of Counseling Services’ policies regarding confidentiality. It addresses the potential for growth and excellence and is measured utilizing an annual satisfaction survey of students who are who are treated by the counselors.
Goal 2
Supervise and build positive professional relationships with the new Wellness Center / Counseling Services staff members.

This goal relates to the development of the whole person and addresses staffing issues clearly.

Goal 3
Direction and supervision of the Wellness Program

This goal addresses Jeanne Kigerl’s new role as the Director of the Wellness Program. This goal is developmental in nature and defines the responsibilities of the Wellness Program.

Goal 4
Collaborate with faculty and students in the implementation of the Respect Zone Program to increase diversity awareness and understanding within the University community.

This goal relates to the Respect Zone Program and the purpose is clearly defined. It addresses social justice issues.

Goal 5
Provide programming, training, and consultation for students, faculty, the Division of Student Affairs, and the university community as needed.

This goal addresses the outreach programs presented by the Wellness Center staff using the Wellness format. Each program is individually evaluated using a survey completed by all students attending.

Goal 6
Pursue on-going personal / professional development opportunities.

This goal reflects personal / professional development for the Director and clearly addresses the potential for growth and excellence.
HEALTH CENTER

Mission Statement
The Health Center is committed to the mission of Wheeling Jesuit University to educate young men and women. It seeks to remove and reduce health-related barriers to learning and to encourage each student to become knowledgeable in the area of health both in prevention of illness and in responsible self-care. The Health Center functions as a resource to provide direct health care through high quality, comprehensive, cost effective, ambulatory service to meet the needs of the individual student. It is also dedicated to providing education to individual groups and the campus as a whole in an effort to promote wellness and healthy lifestyles. It is the belief of those who provide care in the Health Center that life and the human body are gifts from God to be respected and nurtured.

Overview
The Health Center experienced many changes this year while maintaining the high standard of health care offered to the students. The Director’s position was formally changed to full-time status for the first time this year (although she worked full-time since 1996). The Office Manager’s time was decreased to 20 hours/week during the fall semester and further decreased to 14 hours/week for the spring semester which made safe staffing dependent on student workers. There were only three RN’s returning for this year and they experienced a total of twelve absences in fifteen weeks due to their primary job responsibilities during the fall semester which interrupted services to students on approximately five occasions. Staffing was further complicated during the spring semester due to the Director’s illness and subsequent medical leave for eight weeks. Two RN’s were hired in her absence to ensure safe staffing ratios.

Hours of operation for 2003-2004 were Monday-Friday from 8:00 a.m. to 4:30 p.m. Dr. Wack was available Monday-Friday from 8:00 a.m. to 9:30 a.m. Katherine Stephens-Bogard provided dietary counseling for students on a bi-monthly basis and as requested.

Goals
Goal 1
Empower students by teaching them to access the health care system independent of the WJU Health Center when necessary.
Objectives:
- Network with local hospitals to provide “1 Step” scheduling for X-rays, labs, and other procedures, utilizing the telephone and the internet which students can easily access at their convenience.
- Teach students to process their own insurance claim forms in a timely manner.
- Encourage students and their parents to obtain the necessary authorization from their private insurance companies when medical testing is ordered.

Outcomes:
Students developed the necessary skills to coordinate their medical schedules with their academic schedules. They learned to communicate effectively with the healthcare and insurance communities using technology which increased their levels of inclusion and engagement. This goal reflects the Jesuit mission of education for life.

Status:
Goal was achieved. Students have been scheduling their own medical tests and processing their own insurance forms since August 2003 with no complaints or reports of problems. The compliance rate for medical tests has been 98-100% since August which is a measure of their ability and initiative.

Goal 2
Revise and redesign the Health Center database to reflect changes in immunization requirements and health fees.

Objectives:
- Network with Wheeling Hospital to initiate the necessary changes in the database.
- Orient the Office Manager and nursing staff to the new codes and changes.
- Utilize the computer to fax immunization records to students.
- Monitor vaccine compliance monthly and report incomplete records to the VP for Student Affairs.
- Utilize the computer to track and send reminders to students who are noncompliant.
- Provide health forms on the Health Center web page for students to download at their convenience.
Outcomes:
Students benefited from this technology which increased their access to and communication with the health care system. The Health Center staff also benefited from these time-saving techniques and had more time available to focus on the students. This goal reflects the Jesuit values of excellence and growth for students and staff.

Status:
Goal was achieved. The health forms are available on the Health Center web page and the freshman class has a 100% compliance rate for the Menomune vaccine. The database has the ability to track and fax vaccine records as well as to send reminders to students regarding compliance.

Goal 3
Restructure the duties and responsibilities of the Health Center staff to compensate for reductions without decreasing services offered to students.

Objectives:
- Emphasize the importance of having two staff members present in the Health Center at all times when students are being examined and treated (for safety and liability reasons).
- Modify hours of operation as follows:
  · MD 8:00-9:30 a.m. M-W-Th-F and 8:00-9:00 a.m. T
  · Director 8:00-4:30 p.m. M-F
  · RN’s 8:00-4:30 p.m. M and F
  · Office Manager 8:30a.m. - 12 p.m. M-W-Th-F and 1-5p.m T
  · Student Workers 8:00a.m.-12:00 p.m. T and 1-4:30pm M-W-Th-F
- Delegate certain secretarial duties to the nurses when feasible.
- Hire student workers for a minimum of 20 hours weekly to cover the morning hours when the Office Manager is unavailable.

Outcomes:
Students benefited from the same quality health care services despite staff reductions. The Health Center staff provided a healthy community by utilizing inclusion and engagement of all members to focus on the students instead of the reduced staffing patterns. This reflects the Jesuit value of hard work and discipline.
Status:
Goal was partially met. The fall semester was difficult from a staffing perspective. Although adequate staffing was initially put into place, unforeseen absences (illnesses, work obligations, etc.) left the Health Center unsafely staffed on five occasions. The Office Manager’s schedule was disrupted due to student workers’ absences and her need to use vacation time while the Health Center is open. The spring semester was also challenging due to the Director’s leave of absence and subsequent new staff members.

Accomplishments
- Provided Menomune vaccines to all entering freshmen.
- Taught Red Cross CPR/First Aid to all RA’s, AC’s, and Security officers.
- Provided/organized wellness program regarding bacterial meningitis, HIV/AIDS, and Medical Potpourri.
- Contracted with a registered dietician to provide services on campus for students.
- Reviewed HIPAA and OSHA compliance.
- Conducted an internal satisfaction survey regarding services offered by the Health Center from February 1-April 1, 2004.
- Attended director’s meetings and other meetings as determined by the Vice President for Student Affairs.
- Networked with athletics to provide immunizations and physical examinations for athletes.
- Attended MACHA conference. Was elected Program Chair/President-elect (5 year executive track).
- Revised policies and procedures.
- Revised clinical protocol manual.
- Provided flu vaccines for the WJU community.
- Revised Markel insurance policy in May.
- Provided written information about meningitis to all incoming students and their parents.
- Provided AED training for security officers.
- Completed evaluations of staff (RNs and student workers).
- Promoted Health Center services by distributing brochures to parents and new students.
- Networked with Counseling Center to respond to care policy issues.
- Revised office procedure manual.
Administered pre-clinical vaccines to Physical Therapy, Nursing, Nuclear Medicine, and Respiratory Therapy majors.

Planned and organized “Preventing Disease Transmission” class (Red Cross Certification) for Nuclear Medicine students.

Networked with Wheeling Hospital to update the database in ACCESS which tracks immunizations, billing, and statistics.

Purged student charts (approximately 2 years of information).

Networked with Ohio County Health Department regarding SARS and West Nile Virus.

Provided immunizations and physical exams for all students in the “Study Abroad” program.

Supervised junior level nursing students while utilizing the Health Center as a clinical site.

Planned and organized a campus-wide Health Fair in February.

Wrote HIPAA policies and implemented privacy practices.

Services Offered

Services offered by the Health Center staff included unlimited office visits (walk-ins and appointments), treatment for medical problems (including free prescription medication), first aid for minor injuries, vaccines (Tetanus, MMR’s, Menomune, Hepatitis B, and Influenza), TB testing, blood pressure screenings, Strep A screening, urinalysis screening, physical examinations, athletic physicals, weight control and dietary counseling, treatment for STD’s, pregnancy counseling and treatment, pelvic exams and PAP smears for gynecological problems (not routine annual exams), breast exams, testicular exams, treatment of athletic injuries, suture/staple removal, dressing changes, and health education. Referrals were made to area dentists, medical and surgical specialists, physical therapists, allergists (for allergy injections), family planning clinics, and area hospitals for x-rays, lab work, and emergencies.

Available to all full-time undergraduate and graduate students (residents and commuters) on both an appointment and walk-in basis. Appointments were required to see the physician, dietician, and to receive immunizations. Emphasis was placed on “wellness” which included prevention, education, and assistance to make responsible health choices. The Health Center staff helped students learn how to practice a healthy lifestyle through rest, relaxation, diet, exercise, healthy habits, and stress management. The Health Center and Counseling Center enjoyed a collaborative working relationship (with student consent).
Utilization of Services
The Health Center staff provided services to 1,697 students this year (673 males/1024 females) which was an increase of 15.5% (+226 visits). Dr. Wack treated 323 students and Katherine Stephens-Bogard provided dietary counseling to 13 students while the nursing staff treated 1,335 students and the Office Manager provided assistance to 26 students.

<table>
<thead>
<tr>
<th>Total Students Seen</th>
<th>1, 697</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>673</td>
</tr>
<tr>
<td>Females</td>
<td>1024</td>
</tr>
</tbody>
</table>

The number of students seen by condition are listed below:

<table>
<thead>
<tr>
<th>Condition</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accidental Injury</td>
<td>79</td>
</tr>
<tr>
<td>Athletic Exam</td>
<td>22</td>
</tr>
<tr>
<td>Athletic Injury</td>
<td>50</td>
</tr>
<tr>
<td>Consultations</td>
<td>30</td>
</tr>
<tr>
<td>Counseling</td>
<td>22</td>
</tr>
<tr>
<td>Dental</td>
<td>3</td>
</tr>
<tr>
<td>Dermatology</td>
<td>89</td>
</tr>
<tr>
<td>Gastrointestinal Problems</td>
<td>32</td>
</tr>
<tr>
<td>Genitourinary</td>
<td>33</td>
</tr>
<tr>
<td>Gynecological</td>
<td>16</td>
</tr>
<tr>
<td>Immunization</td>
<td>464</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>271</td>
</tr>
<tr>
<td>Neuromuscular</td>
<td>46</td>
</tr>
<tr>
<td>Physical Exam</td>
<td>17</td>
</tr>
<tr>
<td>URI/EENT</td>
<td>523</td>
</tr>
</tbody>
</table>
Outcomes

Satisfaction Survey Results

The Health Center rated very favorably again this year on its internal satisfaction survey which is listed below:

Valid Responses: 143 February 1-April 1, 2004

1. Were the hours of operation (M-F 8:00-4:30) convenient?
   Yes 94.4% (135) No 5.6% (8)

2. Were you satisfied with the physician's hours of availability for appointments (M-F 8:30-9:30)
   Yes 82.5% (118) No 13.2% (19) N/A 4.3% (6)

3. Were you treated courteously by the Health Center staff?
   Yes 99.3% (142) No .7% (1)

4. Were you satisfied with the quality of medical care you received from the physician and/or the nursing staff?
   Yes 98.6% (141) No 1.4% (2)

5. Were you comfortable with the appearance and physical surroundings of the Health Center (waiting room, exam rooms, etc.)?
   Yes 100% (143)

6. Were you satisfied with the educational materials available in the Health Center (pamphlets, magazines, posters, etc.)?
   Yes 98.6% (141) No .7% (1) N/A .7% (1)

7. Was your privacy, confidentiality, and individuality respected by the staff?
   Yes 99.3% (142) No .7% (1)

8. Based on your experience, would you recommend the Health Center to other students?
   Yes 99.3% (142) No .7% (1)

2003 CSS Survey Results

The following is a 3 year comparison of CSS survey results:

- Students reported they were "very satisfied" or "satisfied" with campus health services:
<table>
<thead>
<tr>
<th></th>
<th>WJU</th>
<th>Catholic 4 Yr. Colleges</th>
<th>All Private 4 Yr. Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001 (84 respondents)</td>
<td>56.0</td>
<td>49.2</td>
<td>48.8</td>
</tr>
<tr>
<td>2002 (97 respondents)</td>
<td>63.9</td>
<td>48.8</td>
<td>49.4</td>
</tr>
<tr>
<td>2003 (77 respondents)</td>
<td>58.4</td>
<td>47.3</td>
<td>48.9</td>
</tr>
</tbody>
</table>

**Interpretation**

The number of students rating their experience with the WJU Health Center as "very satisfied" or "satisfied" rose from 56.0 in 2001 to 63.9 in 2002 (+7.8) then fell to 58.4 in 2003 (-5.5). There were less students responding to this question in 2003 and many seniors may not have utilized the Health Center since they were freshmen. WJU still rates consistently higher than the other colleges (+11.1 higher than Catholic 4 year colleges and +9.5 higher than all private 4 year colleges in 2003).

**ACUHO-1/EBI Resident Survey Results**

Although there were no specific questions on the ACUHO-1/EBI Resident Survey about the Health Center, 63% of the residents were very satisfied with the information provided by the RA’s regarding emergency procedures which is a 5% increase from last year’s survey results. This increase might be a result of more comprehensive RA training and programming.

**Educational Programming Outcomes**

Educational programs provided or organized by the Director of Health Services received favorable outcome evaluations (Bacterial Meningitis, Red Cross First Aid/CPR, HIV-AIDS, Health Fair, Medical Potpourri, and AED training).

**Conclusion**

The Health Center will continue to face changes and challenges for 2004-2005. Quality assurance and risk management issues as well as safe staffing and liability will continue to be addressed. In conclusion, the Health Center has a vital role on campus and is frequently utilized by students. Students appreciate the services as indicated in the satisfaction survey and by the increased number of visits this year. The Health Center maintains collaborative relationships with other departments on campus and has been an integral part of the Student Affairs team.
External Review
Jeanne Kigerl, Director of the Wellness Center

Functions of the area:
The Health Center at WJU focuses on three major areas of function:
- outpatient treatment and referral
- prevention and education
- assistance in making responsible health and self-care decisions.

It is appropriate for a health center on a college campus not only to provide health care treatment, but also to emphasize education. The WJU Health Center does this by providing educational information about a wide range of health issues as well as encouraging students to become active participants in their own health care actions and decisions.

Effectiveness of the Mission Statement:
The mission statement of the Health Center clearly addresses both education and health care treatment. It is easily understood, and it relates to the Jesuit mission of the University by focusing on life and the human body as gifts from God.

Mission Statement
The Health Center is committed to the mission of Wheeling Jesuit University to educate young men and women. It seeks to remove and reduce health-related barriers to learning and to encourage each student to become knowledgeable in the area of health both in prevention of illness and in responsible self-care. The Health Center functions as a resource to provide direct health care through high quality, comprehensive, cost-effective, ambulatory service to meet the needs of the individual student. It is also dedicated to providing education to individual groups and the campus as a whole in an effort to promote wellness and healthy lifestyles. It is the belief of those who provide care in the Health Center that life and the human body are gifts from God to be respected and nurtured.
How the department gets feedback on services:
The Health Center conducts a patient satisfaction survey each year to assess the effectiveness of services. This survey is anonymous and gives students who have used the health center an opportunity to provide honest feedback. In addition, feedback from wellness programs offered by the Health Center is available through the wellness center. The health center also assesses its services by keeping quantitative records on the numbers of students using their services, and by recording anecdotal information from informal focus groups and discussions. These combined sources give valid information on which to base assessment of outcomes.

Quality of services:
For a small health center on a small college campus, the WJU center offers high quality and fairly comprehensive services including:
- Services provided at no additional charge: unlimited office visits, treatment for medical problems, first aid, suture removal, dressing changes, blood pressure screenings, weight control and dietary counseling, as well as sexually transmitted disease education and treatment.
- Services for which there is an additional charge include: immunizations, Strep A screens, aircasts, and physical examinations.

The health center has a physician available for a limited time each day. A nutritionist is available for dietary counseling. Daily medical staffing is provided by RNs.

Efficiency of services:
The major problem in terms of efficiency of services is the limited availability of support staff. For ethical and safety reasons the health center requires two staff members to be present when patients are being seen. When there is not a support staff or student worker present, the medical staff cannot provide medical/patient services, therefore making the health center less efficient. The health center has addressed this in goal three.

Goals and Objectives:
Goal 1
Empower students to access the health care system independent of the WJU Health Center when necessary.
This goal is educational (education for life) in that it encourages students to take responsibility for their own health care and health care decisions.

**Goal 2**

Revise and redesign the Health Center database to reflect changes in immunization requirements and health fees.

This goal will help the Health Center be more efficient by saving time. This time can then be spent on direct services to students. This goal also teaches students to be more responsible for their immunization records.

**Goal 3**

Restructure the duties and responsibilities of the Health Center staff to compensate for reductions without decreasing services offered to students.

Through these efforts the health center has attempted to structure staffing in such a way as to continue providing services to students – however, when a nurse, student worker, or support staff is sick or unavailable for work, the health center then reverts to having only one staff member in the office. Under these conditions medical services cannot be provided to patients.
HOUSING & RESIDENCE LIFE AND JUDICIAL PROGRAMS

Housing and Residence Life - Mission Statement
The mission of Housing and Residence Life is to create a residential atmosphere where the mission of the university is modeled and reflected. The residence halls are facilities that complement the academic mission of the University by providing a safe community where students live, learn and develop.

Housing and Residence Life will provide programming and staff support that promotes a healthy living environment and seek to enrich students’ academic, vocational and emotional needs.

Housing and Residence Life will endeavor to provide a place where community is valued, differences of others are respected and appreciated, and community standards are upheld. Our program will empower students to handle, confront, and resolve the challenges, choices and changes they will encounter as responsible citizens.

Judicial Programs - Mission Statement
The mission of Student Judicial Programs is to administer the University’s Student Code of Conduct that sets forth the specific authority and responsibility of the University in maintaining social discipline, to establish guidelines that facilitate a just and civil campus community, and to outline the educational process for determining student and student organization responsibility for alleged violations of University regulations. This judicial process will follow established procedures for insuring fundamental fairness and an educational experience that facilitates the development of the individual and of the organization.

Goals
Goal 1
Implement the new residence life structure efficiently and effectively.

Accomplishments:
- Completed Orientation for Area Coordinators, Area Assistants and Resident Assistants that focused more on building community and respect among the community members in the residence halls and less on policy and policing in the residence halls.
- The schedule included an overnight retreat at “Viewpoint” which focused on team building activities such as trust initiatives, round table discussions on the components of the Residence Life Office, as well as writing a residence life covenant that used the mission and values of the university.
- There have been three In-service opportunities this semester. The in-services have included a “Jesuit Connection” piece, an informational piece and a fun piece (bowling, community meals). The in-service topics have been alcohol awareness and Tips training, service learning, spiritual connection in the residence halls, RA adventure- “how to look for the red flags”.
- Committees have been designated to increase communication among the staffs.
- With the closing of McHugh Closed, a Hall Director will replace the Area Coordinator of Campion/McHugh Halls.

Goal 2
Implement the “Jesuit Connection” effectively.

Accomplishments:
- Fr. Stark, Fr. O'Brien and Fr. Buckius were a key component in the Fall Training for Residence Assistants. “The Jesuit Connection” spirituality, education on “Ignatius Spirituality” as well as how does the work of the Residence Life Staff fit with the mission and value of the University.
- The “Jesuit Connection” was continued during our in-service retreats.
- Fr. Joyce (RJ of T. More) has pizza and prayer time for the residents of Thomas More Halls.
- The Residence Life Spirituality Committee has worked very closely with the Jesuits to improve the Jesuit Connection for 2004-2005.
- The implementation of service halls in Thomas More Hall, Sara Tracy Hall, Campion Hall.

Goal 3
Strengthen student male leadership in Campion/McHugh Halls

Accomplishments:
- Fr. Stark was given a proposal on a male leadership component to Campion/McHugh Residence Halls that included training and communication with the Residence Life staff on leadership and how to promote leadership in the male residence halls.
- Worked more closely with the Campion/McHugh Hall Government on the important issues of this building (move).
- Attended several staff meetings to encourage communication between staff and residents.

Goal 4
To create an efficient and effective Judicial Programs

Accomplishments:
- Purchased/Installed File Maker Pro to use as the Judicial Database. This database has 140 current records.
- The Director of Residence Life and Judicial Programs creates, prints and sends letters to reduce time that the Administrative Assistant spends on Judicial letters. This allows letters to be sent in a timelier manner.
- The Communication Reports are not only used for judicial cases but are used for documentation on residents which helps increase the communication among the residence life staff.
- Sanctions have expanded to include other areas on campus such as Campus Ministry and the Student Affairs Office. Educational Conversations have become an important aspect of the sanction process
- Held regular meetings with the Coordinator of the Wellness Center to begin discussions on creating alcohol standards/sanctions for students that violate the alcohol policies.
- Attended workshops and conferences that pertained to alcohol and judicial concerns in the state of WV.

Programming
Community Development Programs Planned/Sponsored by Residence Life

Sara Tracy/Kirby Halls
- Halloween Hall Decorating Contest
- Kindergarten Rocks (fun activities/artistic)
- Chicken Soup for the College Soul
- De-stress from Stress (Staff and Residents participated; year long)
- Meaning of Christmas
- Hollywood Hands (glamour activity)
- Personalities and Individuality
- Remembering the 80’s
- I’m Hungry (food drive)
- Happy Birthday (last Sunday of each Month)
- Happy Fun Bags (every resident)
- On Time (time management)
- What is he/she thinking? (Relational)
- What is Love?
- Trick or Treating with McHugh 2nd
- Thank God I am alive (faith sharing)
- Giving Thanks for Everything (faith sharing)

**Campion/McHugh Halls**
- Catholic Charities Service Days
- 2nd McHugh Movie Night
- Cutting My Hair Social
- Picnic, games, and Creation with Sara Tracy (faith sharing)
- Midterms Suck!
- Trick or Treat
- Pizza Party
- Basketball Tournament
- Soccer Tournament
- Culture Fest
- Fair Trade Coffee
- Wheeling Nailers Night
- Finding a Job at the Job Fair
- Republican/Democrat Debate
- Catholic Charities Trip
- Communication in a Relationship
- How to Interview Better
- Why are Young Folk Leaving WV?
- Lost in Translation (movie and discussion)
- THIRST (sponsored)
Ignatius/Thomas More Halls
- What is Love?
- Movie Night
- Root Beer Floats (social)
- Movies and Sundaes (social)
- Movie and Floats (discussion)
- Dinner at the Mother Jones House
- Halloween Hall Decoration
- Pizza, Prayer, and Paradise
- Resident Quiz Game
- How to be a Successful Woman
- Powder Puff Tournament
- Q and A with Joe Zelek (music)
- Tailgate Party (non alcoholic)
- Christmas Decoration
- Stop Stressing (mid-terms and finals week)
- Ignatius Computer Game Tournament (fall semester long social)
- Thou Shall Not Steal (illegal downloading of music/file sharing)
- Hip Hop round table discussion
- Coping with Loss (faith/emotional)
- Valentines Day
- Finals Week Study Break
- Easter Celebration
- Drinking Games (non alcoholic)
- NCAA “March Madness” Party
- Lenten 24 Hour Fast and Dinner
- Proper Study Skills/Study Break at BW3’s
- Dome Basketball Tournament

Programming Highlights
- Sara Tracy/Kirby Halls
  - Giving Thanks for Everything – Stephanie Sheppeard

93
The Program focused on being thankful of all things in our lives (big or small), and to praise God for all that we have. Fr. Doug Peduti was the guest speaker for this program.

- What is he/she thinking – Rochelle Lucero
In a joint social with Alain Makola’s floor, the girls and guys learned what was going on in each other’s minds by asking questions about the opposite sex.

- Chicken Soup for the College Soul – Kathryn Post and Mary Beth Feeney
By Combining 2nd Back w/ 2nd Kirby freshman women talked with upperclassman women. The women were able to share ideas and thoughts about life in college with each other. Freshmen were able to see that other girls before them have had similar experiences such as homesickness or a fear of fitting in. At the same time the upperclassmen women were able to see how they can relate to freshman and help them along.

- Campion/McHugh Halls
  - Barhopping with Your RA – Steve Ellis
Steve designed a program in conjunction with Arika Shafer. Arika facilitated the participants through Alcohol 101- a computer course on alcohol awareness.

- Dating Violence – Jason Tuite
Jason along with Melissa Negley designed this program for an academic course. This program used short skits as a medium for better defining different types of abuse that can occur between dating couples. Following the skits, two speakers were introduced to discuss healthy means of dating and interacting with the opposite sex.

- Ignatius/Thomas More Hall
  - How to be a successful woman- Krystal Kienzl
Krystal Kienzl planned a program with Amanda McPherson and Natalie Valine. This program invited several faculty members into the halls as female guest speakers.

  - Pizza, Prayer and Paradise – Greg Watson
Fr. Dan Joyce and Greg had a prayer group every Tuesday evening for the year. This short session for T- More residents that typically began with a musical piece, which leads into a discussion.
· **Thou Shall not Steal Music – Jared Zelek**

Jared used his knowledge of computers and love of music to talk to students about downloading music in a legal way as alternatives to illegal downloading.

· **Lenten Fest – Adam DeMary**

Adam planned and sponsored a 24-hour fast during Lent with his residents. He gave them prayers and reflections to use during the fast and then cooked them dinner.

### 2003 ACUHO-I/EBI Resident Survey

This is a profession wide residence hall survey that provides housing and residence life professionals feedback of factors of relevance to students in the residence halls.

As stated in the WJU 2004 Residence Hall Survey Executive Summary, 535 resident students participated in this survey. The overall residence hall satisfaction increased from 4.86 (2003) to 5.20 (2004). The biggest increase is visible in the residence hall service and the housekeeping staff. The Housing and Residence Life office did see an increase in Information provided by the RA and Residence Hall community.

There is a need for a better community environment in the residence halls. This past year it has been observed by the residence life staff that the students are not in favor of interacting with the other members of their floor unless there is a common interest such as sports or campus ministries.

There is a sense on this campus and in the residence halls that a specific number of students hold the leadership positions on campus. This is evident in the residence life staff. Most of the staff is involved in campus ministries, theatre, student government or a combination of the above.

There is also a need for male leadership in the residence halls as well as on campus. During the course of this past year a committee was formed to discuss the increase in service floors to include two male floors or houses (freshman and upperclassman). The Director of Residence Life and Judicial Programs and at the time of this report there are nine upper class males participating in the service house in Thomas More Hall.
The Housing and Residence Life Office needs to take an aggressive approach and work closely with the other leadership organizations on this campus to increase the participation of residents on this campus otherwise the students that do participate will become frustrated and no longer offer a positive voice on campus.

While alcoholic events still seems to be a dominant part of the campus culture, over 72% of the student respondents consume little to no alcohol. There is an intentional effort made by the administrators of this campus to provide non-alcoholic events on this campus. This needs to be a continued trend, as well as student lead intervention groups such as OASIS. The University, specifically, Housing and Residence Life, needs to work with these organizations to increase the education of responsible drinking to the residents. I am excited to work closely with the Director of Campus Activities to provide more positive forms of socialization. The Director of Residence Life and Judicial Programs is working closely with the Wellness Center, specifically Arika Shafer, to create a set of standards/sanctions for students that violate WJU’s alcohol policy.

When dealing with Judicial and Residential Matters, the Office of Housing and Residence Life must address the participation of parental involvement. The Office needs to welcome this participation and provide information (handbooks, orientation guides, judicial guidelines) to parents.

**Judicial Numbers**

<table>
<thead>
<tr>
<th>Code</th>
<th>Violation</th>
<th>Description</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Abuse/Assault</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>H</td>
<td>Knowingly Present</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>L</td>
<td>Controlled Substance Abuse</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>G</td>
<td>Disruption of Operations</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>F</td>
<td>Failure to Comply</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>A</td>
<td>Furnishing False Info</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>Unauthorized Entry</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>S</td>
<td>Intimidation</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>C</td>
<td>Destruction of Property</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>H</td>
<td>Alcohol Misuse</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Q</td>
<td>Disorderly Conduct</td>
<td></td>
<td>19</td>
</tr>
</tbody>
</table>
Overview
On July 1 2003, I began as the Director of Residence Life and Judicial Programs. As the Director, Corey King asked me to establish solid residence life department that focuses on community and leadership. There was a need for the Area Coordinators, Area Assistants and Resident Assistants to have a positive relationship with their residents as well as a simple knowledge and understanding of the resident’s needs, wants, interests, and downfalls. The Residence Life staff needed to take a more proactive approach to the residence halls by close interaction with the staff and the residents.

In February 2004 I met with Corey King to discuss the need to restructure the Area Coordinators. Ben Beres was overseeing just over one residence hall, with the understanding that McHugh residence hall will remain closed for the 2004-2005 academic year. A Hall Director may be put into place with one area assistant for Campion Hall. Ben Beres has replaced The Graduate Assistant of Student Affairs and will work with Jennifer Banks.

The Director of Campus Activities, VP for Student Affairs, and myself created a Leadership Series for any student interested in holding leadership positions on campus. The series was very well attended and generated very positive feedback. All 2004-2005 resident assistants were hired from this series.

During the 2003-2004 academic year the Director of Residence Life and Judicial Programs heard 132 cases. These total numbers do not represent cases that were turned over to the VP of Student Affairs for placement on the Care Policy as a result of exhibiting dangerous behavior due to their use or abuse of alcohol.

There has been extensive collaboration to develop a Alcohol Education Class to be held on campus to take the place of the on-line AlcoholEDU course which has proved to be unsuccessful.

Judicial
Focus/Directions for 2004-2005

- Outcomes that are measurable - current outcomes are too general and cannot be measured. Decrease the use of words such as Increase. Outcomes need to be specific and obtainable.

- Create Parental Resources - such as handbooks, guides, website, judicial information to parents to become more supportive of parental involvement.

- To create outcome based training and in-services for the Residence Life Staff.

- Continue to actively search for a male leadership program for Campion/McHugh males. Incorporate Hall Programs and Wellness Programs that focus on Leadership.

- Attend monthly staff meetings of the residence life staff to increase communication.

- Continue to work with Fr. Stark, and Fr. O'Brien on the Jesuit Connection - a spiritual component of Residence Life.

- Take on more responsibilities with Housing, such as room assignments, billing, and budget.

- Continue to learn the Judicial Database and improve its actions such as letters, sanctions and additional sanction resources.

- Attend professional development opportunities that focus on educational sanctioning and purposeful sanctioning. This is to avoid the rut of using the same sanctions over and over, thus losing meaning and purpose.

- Continue to momentum of the Student Judicial Board.

- Improve the procedures and implementation of sanctions for violations of the alcohol and other drugs policy.

- Address the problem, although decreasing, of students either not showing for scheduled conduct hearings or not completing their required sanctions.

Finally, the Director of Residence Life and Judicial Programs looks forward to her “sophomore” year as the Director. I welcome the opportunity to work more closely with the Housing operations of WJU. I will also be actively involved in the MACUHO 2004 Annual Conference held at Olgebay Resort and Conference Center.
INTERNATIONAL STUDENT OFFICE
& ENGLISH LANGUAGE INSTITUTE

International Student Office - Mission Statement
The mission of the International Student Office is to assist international students in achieving their educational goals and to provide opportunities for cross-cultural interaction. The office provides orientation, adjustment services, information on immigration regulations, and activities for interaction with the Wheeling Jesuit University community as well as the Wheeling community. This office exists to meet the various needs of all international students.

English Language Institute - Mission Statement
The mission of the English Language Institute at Wheeling Jesuit University is to provide intensive English language instruction and cultural orientation to students who need English for their personal, academic or professional needs. The program helps students to use English fluently and accurately in speaking, listening, reading and writing. The program also helps students to be aware of the qualities of American culture in comparison to their own and other students' cultures.

Overview of International Student Office & English Language Institute
The International Student Office continues to spend a significant amount of time to the SEVIS project in light of constantly changing regulations from INS and, subsequently, Department of Homeland Security.

Wheeling Jesuit University, as one of the first colleges and universities in the tri-state region to implement the regulations, prides itself on maintaining excellent relations with the aforementioned government agencies. In accordance with the SEVIS requirements, every Wheeling Jesuit University international student is registered each semester with Homeland Security and issued new documents by WJU International Office. WJU is proud of our 42 full time international students from 25 different countries. Furthermore, the English Language Institute hosted 40 students who came to the institute to learn the English language. Working through the International Student Office, international students serve the Wheeling Jesuit University community and, indeed, the entire Wheeling community through numerous programs. The annual International Culture Fest was larger than ever with more than 350 persons in attendance. The Diwali Festival, the Hindu Festival of Lights, attracted more than 250 visitors to campus. WJU international students visited local
public and private schools to share their native cultures and their experiences of living within the United States. The International Student Club, consisting of both international and American students, worked with the International Student Office to plan educational, service, and recreational activities for WJU and ELI students. International Coffee Hours continue to provide a pleasantly informative environment for students, faculty, and administrators.

Goals

Goal 1
Maintain and update all WJU international student documents according to the SEVIS format of homeland security

Outcome:
Ongoing compliance with Homeland Security

Objectives:
- Learn and implement promptly ever-changing requirements
  As of 4.25.04 I have implemented every SEVIS request and can report that WJU is in total compliance.
- Attend conferences and workshops to track regulations
  I have attended regional NAFSA meetings in Pittsburgh about SEVIS updates.
- Confer regularly with Homeland Security officials in DC and Pittsburgh.
  I have been in regular communication with the aforementioned officials in Washington and Pittsburgh.
- Inform students of their responsibilities to Homeland Security.
  I have given every international student a hard copy of all SEVIS regulations. These regulations are also readily available on the WJU International Office Homepage.
  After my systematic check with SEVIS alerts, I update all documents for WJU international students and notify them of all updates.

Goal 2
Work closely with WJU admissions counselors to expand recruiting options for prospective full time WJU international students not residing in the USA.
Outcome:
Strengthened bonds with Admissions Office

Objectives:
- Expand our recruiting agreements with past international students and representatives in Asia, South America, and Europe.
I continue to maintain WJU relationships with the countries listed.
- Cultivate our new relationships with Sri Lanka and Argentina.
I have established contractual agreements with Sri Lanka and Argentina, and have, in fact, established an agreement with representatives from India.

Goal 3
Coordinate with WJU admissions counselors efforts to recruit international students residing within the USA

Outcome:
Increased presence of international prospects

Objectives:
- Attract international students to WJU from high schools, prep schools, and colleges in the service area of the admissions department.
At my request, WJU admissions counselors are contacting local high schools and colleges for the specific purpose of recruiting international students to WJU.
- Plan campus visits and information sessions for the aforementioned candidates.
I have had our ELI instructors administer the TOEFL test to local international students who, in turn, have visited the campus to learn about WJU.

Goal 4
Continue to work diligently to increase staff development opportunities for ELI instructors

Outcome:
Effective workshops without travel expenses.
Objectives:
- Conduct appropriate workshops on campus for ELI instructors.

Through cooperation with the ARC, international students are now able to prepare for the TOEFL on two ARC computers. The ARC graciously purchased the practice tests for our students. ARC staff also provided an inservice for ELI instructors, so our teachers would be familiar with the new forms of assistance being given to international students.

Services Offered
The International Student /ELI Office assists students with legal, academic, social and personal adjustments to their new surroundings. We provide an academic program of the highest quality.

International enrollment:

<table>
<thead>
<tr>
<th></th>
<th>WJU International Enrollment 2003-2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate:</td>
<td>5</td>
</tr>
<tr>
<td>Undergraduate:</td>
<td>42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>ELI International Enrollment 2003-2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/03 – 05/01</td>
<td>37</td>
</tr>
</tbody>
</table>

International Student Office General Responsibilities:
- Prepare files for every interested student
- Maintain ongoing correspondence before the student arrives
- Prepare orientation for full-time students
- Keep in close contact with each regular student and review his or her academic and social progress
- Monitor and update at the start of each semester the immigration status of every student
- Provide to every WJU international student online access to the latest immigration regulations and requirements
- Help to place international students into graduate school or employment positions
- Advise every international graduate about career options and immigration requirements
- Be available to all students for support and guidance
- Set up activities on campus and in the community to help others understand different cultures
- Attend monthly meetings of NAFSA
- Moderate “World Wise” International Student Publication
- Moderate the International Student Club
- Oversee Office and Club budgets

**Responsibilities for Admissions:**
- Send out information to all interested students, embassies, schools, and consulates
- Review all documents, transcripts, affidavits of support, and test scores necessary for admission to the regular academic program
- Make recommendations to Director of Admissions for student admissions
- Maintain daily communication with admissions and meet on a regular basis
- Correspond with all interested students and groups
- Send out applications and make all necessary arrangements for their arrival.

**ELI Responsibilities:**
- Organize and recruit home stay families
- Arrange for airport transportation
- Test and place students in the right class levels
- Get ID#’s and paper work for Residence Life
- Hire and train teachers for the ELI program and keep ongoing training opportunities available
- Train, hire and recruit substitute teachers
- Evaluate each student at the end of each session
- Have students evaluate teachers and the program as a whole periodically
- Keep accurate records of the time of enrollment status and progress of each student
- Oversee the activities of the teachers
- Oversee office duties and accurate record keeping
- Provide an atmosphere of hospitality for all students
- Bill/collect and record tuition and fees from ELI students
Activities:
- **Diwali Festival** – This is an annual event for the WJU community and the community at large. Approximately 250 people attend.
- **Coffee Hours** – We have International Coffee Hours every two weeks. Each week we feature a different country. Attendance is between 40 and 100 people.
- **Culture Fest** – Each Spring the students sponsor a Culture Fest that is opened to the Wheeling Community. It is a day of entertainment and international foods. Approximately 350 people attend each year.
- **Club Socials/meetings** – Every two weeks the International Student Club has a meeting. After each business part, the students have an activity planned such as bowling, movie night etc.
- **Disc Dance** – In the Fall each year SIU and the International Students sponsor a dance for the Mentally Challenged in our community.
- **Cultural Forum/class discussions** – Our students have forum to discuss current topics and the also speak in various classes on subjects pertaining to international information.
- **Rotary International Dinner** – Each year the Rotary Club hosts a dinner for all international students attending schools in this area.

Campus responsibilities:
- Diversity Council
- Publications Board
- Student Judicial Board
- Campus Ministry/Time Out Retreat/International Prayer Services
- Career Office and International Job Opportunities
- Admissions Recruitment

Staff
Director, Part-Time Secretary, ELI Instructors/1 full time/3 part-time

Responsibilities of the secretary are to oversee the running of the day-to-day happenings in the office. The secretary does the billing, answers inquiries for new students, and arranges housing and transportation. The secretary does reports and typing for the director and the teachers. She supervises the student workers and handle calls, and basic office duties. It is very important to have
a welcoming and helpful atmosphere is our office. We are dealing with students with many problems
and concerns. They must feel we are a place that is safe and caring.

Our instructors teach English on all levels from the basics to College levels. Our teachers are very
flexible and dedicated. Our program changes every month. We never know how many students we
will have until about a month before each session. We have one full time instructor and three part
time teachers. One fulltime teacher also works in the ARC to assist international students with their
writing. We also have WJU students as conversation partners.

**ACUHO-I Survey Results**

After analyzing the results of this report, it seemed quite clear that the questions pertaining to this
office were very good. WJU students felt that:

- the RA's appreciated Ethnic diversity. (6.8)
- there were satisfactory opportunities for in hall cultural activities. (5.32)
- they were satisfied with the extent to which living in the halls enhanced their ability to appreciate
  other cultures. (5.83)
- respect for all cultures was shown. (5.79)

I believe that we are continuing to make our students more aware and respectful of all cultures. Our
international students feel very accepted and very much a part of this university. They in turn have
given much back to this university. They are involved in many things on campus. They take part in
service projects, forums, classroom discussions and various clubs. They are grateful to be here and
we are very grateful that they are part of the Wheeling Jesuit Community.

**External Review:**

Hold events in collaboration with academic departments.

Hold a Coffee Hour to discuss major justice issues with a particular country.

Collaborate with Multicultural Office in offering different programs.
OFFICE OF STUDENT PROGRAMS

Mission Statement
The Office of Student Programs provides students with a deeper knowledge of social justice via educational programming, training and community service activities. The Office is responsible for building relationships across diverse populations on-campus while introducing students to community agencies and the clients they serve. The Office also provides support for our under-represented populations including minority, transfer and commuter students. The Office works closely with all academic departments to provide services such as student outreach, retention, commuter/transfer orientation, scholarship research and community-service placement. The Office of student Programs represents a vital area for a Jesuit education by promoting social justice and cultural awareness.

The Office of Student Programs is divided into three distinct areas: Community Service and Volunteerism, Multicultural Affairs and Commuter/Transfer Student Services. All three areas are in the process of reformulating an approach to better serve the Wheeling Jesuit University campus and the broader community.

MULTICULTURAL AFFAIRS

Mission Statement
The Office of Multicultural Affairs (OMA) works in conjunction with faculty and community partners to assist Wheeling Jesuit University students to reach their unique potential in the areas of intellectual, personal, social and cultural development. The OMA activities pursue opportunities that enhance identity development, social responsibility, promotion of cross-cultural understanding and valuable collaborations. The OMA serves all students in the contest of our Jesuit mission and values; and is enhanced by civic engagement.

University Diversity Statement
Wheeling Jesuit University’s diversity statement is to ensure fair treatment to all members of the university community. The mission of the University is to educate for leadership, education for life, and educate men and women in service with and among others. Rooted in the rich Catholic and
Ignatian traditions, Wheeling Jesuit affirms that all reality is the work of a loving Creator in whose image and likeness we are made. Wheeling Jesuit’s goal is to help individuals develop a deep respect for all person, resulting in a desire to know and learn from men and women from various cultural, religious and racial backgrounds. Dialogue among differing worldviews is vital to the goals of spiritual and ethnic traditions. Wheeling Jesuit does not discriminate on the basis of race, sex, ethnicity, national origin, religion, age, disability, marital status, and sexual orientation in accordance with applicable federal and state laws. A grievance procedure is available to all members of the university community in cases of discrimination and harassment.

**Goals**

**Goal 1**

Students will enhance career opportunities, responsibility and professional development through the guidance of Wheeling area professionals within a mentorship program.

**Accomplishments:**
- The OMA Mentor program enrolled 22 community and 24 student members.
- Monthly social events provided educational topics such as: Entrepreneurship, Faith Sharing, Kwanzaa and Black Leadership in the Community. These were very well attended in the first semester. The educational events were open to the entire campus and offered as wellness.
- The student-to-student mentoring was exceptionally helpful for incoming freshmen. Many students have commented how this has helped their transition.
- Adult participants enjoyed the company of their mentors and most expressed interest in participating next year.
- Students inspired by the Entrepreneurship seminar have branched off to start a chapter of the Entrepreneurial Minority Business Leadership (EMBL) club on campus with sponsorship from the Entrepreneurial Technology Apprenticeship Program (ETAP). This club will work with others on campus to develop educational programs about entrepreneurship and to participate in national training in business leadership development.
- In collaboration with Admissions, the “Day In The Life” of a college student hosted 35 students from Wheeling Park High School and Penn Hills High School (Pittsburgh) for a one-day peek into college life. WJU student mentors were excited about the program and expressed interest in an on-going relationship with high school students as an addition to the current mentor program.
Goal 2
Establish the Multicultural Leadership Council as a vehicle for student leaders to learn cooperation, diplomatic confrontation and consensus building on issues including diversity, service and social justice.

Accomplishments:
- The MLC enrolled 9 active member organizations including: Appalachian Experience, Student Government, Black Student Union, French Club, Spanish Club, JAPOT, International Student Club, Women’s Society and Campus Ministry.
- Participated in a city-wide voter registration drive; sponsored Joe Manchin, Secretary of State for a lecture on voting.
- Hosted Multicultural Awareness Week, which boasted 8 well-attended events and brought multicultural themed meals in the Benedum room. This was completely a student-led effort in building diversity awareness on campus. Several faculty were involved in the presentations.
- Student clubs creatively utilized their monetary resources, membership and student government pull to aid in the development of MLC programming.
- All student groups were represented at each weekly meeting. Students have a great deal of enthusiasm around this collaborative venture.

Goal 3
Engage the WJU campus and the Wheeling Area community in creating “safe space” for all people through educational programs

Accomplishments:
- Aided several students searching for scholarship monies; posted scholarship opportunities on the OMA website
- The Black Student Union board attended the National BSU conference in Wisconsin; many of these ideas were brought back to the WJU campus.
- Sponsored 28 programs related to Multicultural/Diversity awareness (including Multicultural Awareness Week and Mentor Program events)
- Established an active Multicultural Office that provides individual support, educational programming, collaborative programming with faculty and the community
- Sponsored Disability Awareness programs
- Attendance at all OMA sponsored (or co-sponsored) events includes 713 students and community members
- Facilitated discussions for several faculty members and student clubs on diversity.

VOLUNTEER AND COMMUNITY SERVICE

Mission Statement
The Office of Volunteer and Community Service maintains an active partnership between the University and Community Service Agencies. The VCS ensures quality service placement to broaden the knowledge and experience of the Wheeling Jesuit University students. The VCS fosters character development, civic mindedness, cultural sensitivity and servant leadership.

Goals
Goal 1
Assist in creating and implementing a comprehensive university volunteer center

Accomplishments:
- Created and maintained service/service-learning database to track student hours
- Co-administered the Federal Service Work-Student program, which reached over the mandated 7% of students working in the community.
- Advertised positions and volunteer opportunities at local agencies
- Maintained a consistent relationship with over 40 area agencies
- Hosted Service Agency reception; which brought about 25 agencies together at Wheeling Jesuit University
- Hosted numerous wellness programs regarding service in the community
- Worked closely with Dr. Jill Kriesky via attending workshops and meetings for the future development of a volunteer center
- Worked with Student Government, Circle K and other student groups to identify club service projects
- Sponsored wellness programs and other special programs like Make A Difference Day and Red Cross Blood Drives, which brought about 540 student and community participants.
Goal 2
Increase accountability and community building within the Arrupe scholarship program

Accomplishments:
- Arrupe students are now completely accountable to fulfill the guidelines (written in 1995 at the inception of the program) due to introduction of the service database, mandatory timesheets, bi-weekly meetings and monthly reflection meetings.
- Maintained an active supportive relationship with 20 Arrupe students via e-mail, bi-weekly meetings and monthly reflections (along with Campus Ministry).
- Two students were released from the program, as they did not fulfill ANY area of the Arrupe scholarship program.
- Overall the Arrupe students completed 2,386 hours of service. Student evaluations point to the service database, regular meetings and spiritual reflection as motivators for continual service.
- Aided Arrupe students in facilitating a West Virginia Campus Compact Forum, “Creating Opportunity for Young People in West Virginia” This forum boasted 50 participants including a few policy makers. These students were asked to present at the West Virginia Volunteer Convention in July 2004.
- Worked closely with Campus Ministry to administer the program.
- Administered the Arrupe Award selection process, which featured 5 agency representatives and several Jesuits on the committee.

Goal 3
Organize Make A Difference Day programs for all first year students

Accomplishments:
- Organized over 250 WJU volunteers in the Wheeling area community, which amassed 1100 hours of service.
- Completed a report discussing areas to be continued and improved within the program.
TRANSFER AND COMMUTER SERVICES

Mission Statement
Transfer and Commuter Services aims to develop and maintain supportive programs and events for the development and advancement of commuter and transfer students. This office provides resources to aid students in transition for social and academic success. TCS programs bring awareness, support and understanding of the various needs within this population.

Goals

Goal 1
Provide quality orientations for new University transfer students

Accomplishments:
- Organized New Student Transfer Orientation in both the Fall and Spring semesters, with Campus Activities and Admissions
- Aided in planning the “one-stop shop” for academic advisement, financial aid, business office requisitions, campus tours and student scheduling at the Spring 2004 orientation. It went very well.

Goal 2
Provide support and a welcoming atmosphere to commuter and transfer students as full members of the WJU community.

Accomplishments:
- Moderated Commuter Club activities
- Aided in sponsoring/scheduling wellness programs for commuters during the daytime
- Hosted Commuter luncheon
- Met with several commuters to hear their concerns
Office of Student Programs - Overview

The Office of Student Programs (OSP) provided several out-of-the-classroom learning opportunities for Wheeling Jesuit University students particularly in the areas of diversity, spirituality and service. In accordance with the role of Student Affairs professionals the Office of student programs worked closely with faculty and students to address areas of interest and need to the campus community. Primarily, the OSP sponsored and co-sponsored wellness programs which aid students in their holistic development and in their graduation requirements. (see chart) In addition to the Wellness Program, the OSP maintain consistent services such as the annual Red Cross Blood Drives and Make A Difference Day. It is approximated over 1300 participated in these various opportunities (keeping in mind that some participants are most definitely duplicates). The OSP coordinator also moderates four student clubs and maintains an active role in the students’ lives via personal counseling and advising. I am unable at this time to give exact record of those meetings.

The Multicultural Affairs portion of the OSP maintained an active load providing educational opportunities for students to learn various elements of diversity awareness. Many of these opportunities collaborated with faculty and with our International Student Office. One major highlight is the OMA Mentor Program, which enrolled about 40 total members, though only 30 were active throughout the school year. The Mentor program was very successful in its monthly gatherings and communications in the first semester. It is the view of the adult mentors, students and myself that the second semester may not be as pertinent for students as they have built relationships and may not need the extra adult support. I have observed the student-to-student success within the mentor program. However, it is difficult to measure the success of these relationships, as these students do not provide regular feedback.

Another largely successful venture was the creation of the Multicultural Leadership Council (MLC). Students, who are both ethnic minorities and white Americans, felt compelled to teach others and created the Multicultural Awareness Week. In a survey, all student club representatives expressed a desire to make this an annual event. This core group of students, ideally, will develop a student voice for future OMA activities. The Black Student Union currently serves this function and has a seat in the leadership council.

One critique of the 2003 – 2004 academic year programs for the OMA lies in the “flow” of program topics. Though the coordinator understood the theme and/or mission of the programs it was not
broadly marketed or discussed for others to grasp. Rather it seemed a hodgepodge of ideas (which at times it was) and great educational opportunities with very few distinct learning objectives. In future years, the coordinator will be mindful of this. However, one must also note the OMA provided over 20 solely sponsored programs within a very minimal budget amount via utilizing local resources, speakers, entertainers, etc …

The Office of Volunteer and Community Service is growing rapidly with the onset of our new service-learning director, Dr. Jill Kriesky. There are exciting new directives taking place and the volunteer service center will soon take shape. In preparation for these steps, the OSP coordinator succeeded, with the aid of Campus Ministry, in reshaping the Arrupe program with a high amount of accountability and spiritual reflection. In a recent survey, students noted the documentation of their hours aided them to track their requirements and feel a sense of accomplishment at the end of the term. Also, the bi-weekly meetings were exceptionally helpful for students serving in areas such as the Sexual Assault Help Center, Catholic Charities and sites with mentally challenged clients. It was a blessing to watch students grow through their experiences and to challenge them to go deeper into the meaning of their service. In one account, a student that had served in soup kitchens for quite some time felt bored – so he was asked how many names he knew of the “regulars.” He knew none, and was challenged to learn five names before the end of two weeks. This transition led to him playing cards with the clients after his service and truly humanizing those who are economically poor. These types of discussions took place throughout the semester, it is clear an administrator’s role is imperative to the success and growth of the student scholars. It was a blessing to provide guidance to these students. There will be no major changes to the program; however, we are discussing several “service adventures” for our monthly meetings.

Another key stride for the office was the successful completion of the federal community service work-study mandate. Wheeling Jesuit University is required to have at least 7 percent of student receiving federal work-study in community service jobs. The coordinator received this assignment in January, worked with agencies to scout positions, advertised jobs to students and successfully recruited over 20 students for the program. This is the first year WJU will have hit their federal mandated percentage. The OSP will continue to work with Financial Aid to recruit jobs and students for the program. Many community agencies are interested in receiving a federal work-study student. Many service-oriented students that may not have time to volunteer can help agencies meet their mission and serve our university mission to be, men and women in service with and among others.
The OSP has worked in a peripheral role in the development of the new freshman service floors and will take on full responsibility of the Excellence In Christian Leadership program (EXCEL) in the 2004 – 2005 academic year.

The Transfer and Commuter Services element of the Office of Student Programs leaves much to be desired. In the 2003 – 2004 academic year, the Commuter Club lacked regular attendance and efforts to congregate students for a luncheon were disappointing. This population of students proves a challenge for the OSP given their diverse needs, schedules and age span. The Commuter Club was allocated funds for lockers; however, it is questionable whether this is a need for most commuter students. The survey administered by the Commuter Club received only 19 responses of over 200 commuters. The issue will be re-examined in the Fall 2004 semester. The wellness component of the Commuter Club was adapted by the OSP to provide opportunities for students to attend during the day. Many of these students expressed a difficulty coming to campus in the evenings due to work or travel arrangements. This was very successful.

Overall, this year has gone exceptionally well. The programs were well attended, collaborations are building rapidly and support systems are falling in place. I have included a listing of the wellness programs and special programs provided by the Office of Student Programs in the 2003 – 2004 academic year.

**CSS/CIRP Survey – Multicultural Affairs**

Overall, there is clear evidence to prove the imperative role Student Affairs provides for student cultural competency development. Wheeling Jesuit lags far behind other 4-year Catholic Institutions in ethnic and women's studies curriculum yet, seniors scored significantly higher in the area of diversity workshops and student club participation. Many seniors believe race is not an issue in the U.S. This question was not available to freshman respondents to measure how much the WJU experience influenced this view. Yet, freshmen and seniors scored moderately in questions against racist and sexist language on campus. The political views of both freshmen and senior respondents are very conservative on current "hot topics" concerning Affirmative Action, same-sex marriage and evidence of racial discrimination. In addition, respondents also showed a belief that Western culture should be the foundation of undergraduate work. It is interesting to note that WJU seniors scored far lower than other 4-year Catholic colleges in the area of socializing cross-culturally.
The inconsistency of the large number of students attending cultural workshops and the lack of cross-cultural communication raises a red flag. The OMA should focus programs to foster dialog, educational programs and institute effective diversity training. Working with faculty could also provide a resource to expose students to cross-cultural experiences. Co-curricular offerings from the OMA can help to bridge the gap in the area of ethnic and women's studies.

CSS/CIRP Survey – Volunteer and Service Programs
The majority of the senior respondents indicated participation in service work within their college career. However, the majority of senior respondents serve less than one hour of service per week. This is comparable to other 4-year Catholic Colleges. Service-learning lags far behind other Catholic College averages. Respondents noted that service activity was high in the First Year Seminar Courses but support for service in the classroom significantly dropped throughout the rest of their college career. When asked if community action is important or essential, respondents ranked the priority very low. Incoming freshman scored in the same range. Freshman also ranked community leadership low, in comparison with other Catholic colleges. Both groups however, highly prioritize a need to influence social values and rise as community leaders.

The Office of Volunteer and Community Service aims to address the need of on-going service work within the student body. The service database and on-going recruitment for service activity will help to develop the student population as "men and women for and with others." The federal community service work-study program will aid the on-going service efforts. This will open relationships to agencies that require training and an on-going commitment for student volunteers.

CSS/CIRP Surveys – Transfer and Commuter Services
Wheeling Jesuit has a significantly higher amount of 4-year and community-college transfer students. Unfortunately, the survey does not list any additional questions to reveal the needs of transfer or commuter students.

Peer Review
Eileen Viglietta, Director of the International Student Office, stated that the Office of Student Programs did an excellent job providing programs and resources throughout the year. She suggested
the OSP decrease the number of small program in order to focus on larger ones. Also, she feels the OMA and the ISO should work harder to attract athletes; as this population is not as active as non-athletes in student clubs or sponsored programs. Viglietta observed many of our students overlap as blacks from Africa and Trinidad participate in the Black Student Union. This has led to many discussions regarding the philosophy of the BSU and ways to create a home for all students within our areas.

Programs
The following chart outlines the programs and attendance for the 2003 – 2004 academic year, provided by the Office of Student programs. Overall, 1323 attendees supported the programs. I have attached them by program area - some areas overlap (such as Commuter Wellness programs).

<table>
<thead>
<tr>
<th>Event Title</th>
<th>Student Attendance</th>
<th>Community * Attendance</th>
<th>Wellness Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Racism</td>
<td>12</td>
<td>0</td>
<td>Cultural</td>
<td>Explored various elements of race and culture</td>
</tr>
<tr>
<td>&quot;Healing Energies of the Body&quot;</td>
<td>31</td>
<td>2</td>
<td>Physical</td>
<td>Local business owner of &quot;A Journey Within&quot; Amanda Deshang led students w/ yoga and meditation</td>
</tr>
<tr>
<td>Non – Profit Fundraising</td>
<td>15</td>
<td>0</td>
<td>Social Concern</td>
<td>Josh Jefferson from Advancement ran a workshop (Commuters)</td>
</tr>
<tr>
<td>Relationships: Intimacy, Passion and Commitment - Dr. Debra Hull</td>
<td>38</td>
<td>0</td>
<td>Sexual</td>
<td>Discussed healthy sexual relationships (Commuters)</td>
</tr>
<tr>
<td>Balancing School Work, Family and Spirituality</td>
<td>6</td>
<td>0</td>
<td>Spiritual</td>
<td>Presented by Campus Ministry</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>102</strong></td>
<td><strong>2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>104</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
* Includes WJU faculty, staff, and Administrators

**Multicultural Affairs**

<table>
<thead>
<tr>
<th>Event Title</th>
<th>Student Attendance</th>
<th>Community * Attendance</th>
<th>Wellness Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Judicial Town Hall Meeting&quot; on racial disparity in the juvenile justice system</td>
<td>2</td>
<td>2</td>
<td>Social Concern</td>
<td>Held at Ohio County Courthouse; WJU sponsored a van for students to attend</td>
</tr>
<tr>
<td>&quot;Multicultural Affairs Reception&quot;</td>
<td>20</td>
<td>25</td>
<td>none</td>
<td>Welcome for multicultural students and community members.</td>
</tr>
<tr>
<td>OMA Mentor Program &quot;Entrepreneurs of Color&quot;</td>
<td>14</td>
<td>23</td>
<td></td>
<td>Mentor Program event featured Wheeling Area entrepreneurs</td>
</tr>
<tr>
<td>Project Racism</td>
<td>12</td>
<td>0</td>
<td>Cultural</td>
<td>Explored various elements of race and culture</td>
</tr>
<tr>
<td>Spanish Mass</td>
<td>10</td>
<td>15</td>
<td>none</td>
<td>Fr. Dan Joyce presided the Spanish Mass with the help of WJU students</td>
</tr>
<tr>
<td>Civic Action: Civic Duty w/ Joe Manchin</td>
<td>25</td>
<td>3</td>
<td>Social Concern</td>
<td>WV Sec. Of State discussed the importance of voter registration</td>
</tr>
<tr>
<td>Voter Registration in the community</td>
<td>4</td>
<td>0</td>
<td>Social Concern</td>
<td>Door to door voter registration program in East Wheeling</td>
</tr>
<tr>
<td>OMA Mentor Program &quot;Eternal Wisdom:Faith Sharing&quot;</td>
<td>21</td>
<td>20</td>
<td>Spiritual</td>
<td>Faith Sharing with Pastors and lay persons in the Wheeling area</td>
</tr>
<tr>
<td>Dia de los Muertos</td>
<td>15</td>
<td>10</td>
<td>Cultural</td>
<td>Celebrated Mexican Holiday</td>
</tr>
<tr>
<td>Spirit of the Drum</td>
<td>7</td>
<td>2</td>
<td>Spiritual</td>
<td>Featured Native American,</td>
</tr>
<tr>
<td>Event Description</td>
<td>Attendance</td>
<td>Duration</td>
<td>Type</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------------</td>
<td>----------</td>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>African Odyssey: Evidence of a Global Migration</td>
<td>30</td>
<td>4</td>
<td>Cultural</td>
<td>Dr. George Garrison, Kent State University explored Ancient Egypt, Mexico and South East Asia</td>
</tr>
<tr>
<td>OMA Mentor Program &quot;Breaking Bread&quot;</td>
<td>13</td>
<td>10</td>
<td>none</td>
<td>Banquet for OMA Mentor Program</td>
</tr>
<tr>
<td>Writing As Activism</td>
<td>10</td>
<td>2</td>
<td>Social Concern</td>
<td>Dr. Driscoll, Dr. Cox discussed how activism can be sparked by writing.</td>
</tr>
<tr>
<td>Kwanzaa Celebration</td>
<td>15</td>
<td>5</td>
<td>Cultural</td>
<td>Presentation by BSU to celebrate African Heritage.</td>
</tr>
<tr>
<td>St. Benedict The Moor Church</td>
<td>2</td>
<td>0</td>
<td>Cultural</td>
<td>Trip to historically African American parish</td>
</tr>
<tr>
<td>African Roots of Jazz</td>
<td>12</td>
<td>5</td>
<td>Cultural</td>
<td>Jazz saxophonist Curtis Johnson provided exhibition and lecture about the African roots of several American genres.</td>
</tr>
<tr>
<td>African American Leadership</td>
<td>3</td>
<td>4</td>
<td>Cultural</td>
<td>Leaders in the Community lead discussions about the state of the Black Community.</td>
</tr>
<tr>
<td>Charles Young: Buffalo Soldier - Dr. Kilroy</td>
<td>25</td>
<td>2</td>
<td>Cultural</td>
<td>Lecture discussed the history of one African-American soldier and the researcher's journey in learning his story</td>
</tr>
<tr>
<td>Malcolm X</td>
<td>15</td>
<td>5</td>
<td>Cultural</td>
<td>Sponsored by the Film club for Black History Month; I co-moderated the discussion</td>
</tr>
<tr>
<td>Event</td>
<td>Type</td>
<td>Phase</td>
<td>Category</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
<td>-------</td>
<td>--------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Hip-Hop Roundtable Pt. I</td>
<td>15</td>
<td>4</td>
<td>Cultural</td>
<td>Explored social implications of hip-hop on current society, influence on politics, etc.</td>
</tr>
<tr>
<td>Multicultural Awareness Week</td>
<td>see each program</td>
<td>see each program</td>
<td>various</td>
<td>Featured several programs all over campus including lunch in b-room: soul food, spanish, french, asian and mediterranean food.</td>
</tr>
<tr>
<td>Looking Glass: Ethnic Diversity In European Americans</td>
<td>5</td>
<td>5</td>
<td>Cultural</td>
<td>Explored stories from elders from Hungary, Greece, Lebanon, and Italy about &quot;Americanization.&quot;</td>
</tr>
<tr>
<td>&quot;Healing Energies of the Body&quot;</td>
<td>31</td>
<td>2</td>
<td>Physical</td>
<td>Local business owner of &quot;A Journey Within&quot; Amanda Deshang led students w/ yoga and meditation</td>
</tr>
<tr>
<td>&quot;Fair Trade Coffee&quot;</td>
<td>19</td>
<td>0</td>
<td>Social Concern</td>
<td>JAPOT sponsored discussion on the nature and history of Fair Trade Coffee.</td>
</tr>
<tr>
<td>&quot;Irish Coffee Hour&quot;</td>
<td>30</td>
<td>25</td>
<td>None</td>
<td>Faculty Sponsored coffee hour w/Irish singer and blessing.</td>
</tr>
<tr>
<td>&quot;Sisters in Resistance&quot; or &quot;Les Soeurs En Reisistance&quot;</td>
<td>Not Available</td>
<td>Not Available</td>
<td>None</td>
<td>Sponsored by the French club. The film was followed by a French Social w/Fodue and Refreshments served.</td>
</tr>
<tr>
<td>Native American Mass</td>
<td>Not Available</td>
<td>Not Available</td>
<td>none</td>
<td>Fr. Mike Stelthenkamp</td>
</tr>
<tr>
<td>Women Inspiring Hope and Possibility</td>
<td>13</td>
<td>2</td>
<td>Career</td>
<td>Women's Society sponsored event through Multicultural</td>
</tr>
<tr>
<td>Event Title</td>
<td>Student Attendance</td>
<td>Community * Attendance</td>
<td>Wellness Component</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------------------</td>
<td>------------------------</td>
<td>--------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Do You See What I See?</td>
<td>2</td>
<td>3</td>
<td>Social Concern</td>
<td>Joyce Britt, Seeing Hand Association, discussed challenges of the visually impaired</td>
</tr>
<tr>
<td>Coping with Loss</td>
<td>54</td>
<td>0</td>
<td>Emotional</td>
<td>Sponsored by Black Student Union to address issues facing several minority students on campus</td>
</tr>
<tr>
<td>How Difficult Can This Be?</td>
<td>13</td>
<td>4</td>
<td>Social Concern</td>
<td>A student with a learning disability explained the challenges and triumphs she has had in her educational career</td>
</tr>
<tr>
<td>&quot;Day In The Life Of A College Student&quot; - Penn Hills HS</td>
<td>13</td>
<td>16</td>
<td>None</td>
<td>WJU students served as mentors to high school students</td>
</tr>
<tr>
<td>&quot;Day In The Life Of A College Student&quot; - Wheeling Park HS</td>
<td>16</td>
<td>18</td>
<td>None</td>
<td>WJU students served as mentors to high school students</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>495</strong></td>
<td><strong>218</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall served</strong></td>
<td><strong>713</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Volunteer and Community Service**
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Participation</th>
<th>Attendance</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Profit Fundraising</td>
<td>15</td>
<td>0</td>
<td>Social Concern</td>
<td>Josh Jefferson from Advancement ran a workshop (Commuters)</td>
</tr>
<tr>
<td>Red Cross Blood Drive – Fall</td>
<td>105</td>
<td>0</td>
<td>none</td>
<td>Met goal of 65 units of blood &amp; collected 75!</td>
</tr>
<tr>
<td>Red Cross Blood Drive - Spring</td>
<td>60</td>
<td>0</td>
<td>None</td>
<td>Did not meet goal- had only 45 units.</td>
</tr>
<tr>
<td>Relationships: Intimacy, Passion and Commitment - Dr. Debra Hull</td>
<td>38</td>
<td>0</td>
<td>Sexual</td>
<td>Discussed healthy sexual relationships (Commuters)</td>
</tr>
<tr>
<td>Service in a Jesuit Context</td>
<td>3</td>
<td>0</td>
<td>Social Concern</td>
<td>Mike Iafrate and Jennifer Banks offered reflections on service &amp; hand outs on local opportunities</td>
</tr>
<tr>
<td>DISC Dance</td>
<td>10</td>
<td>3</td>
<td>Social Concern</td>
<td>Annual dance for persons with disabilities.</td>
</tr>
<tr>
<td>Service Agency Reception</td>
<td>0</td>
<td>35</td>
<td>None</td>
<td>Gathering for Community Agencies working with Wheeling Jesuit University</td>
</tr>
<tr>
<td>Make A Difference Day</td>
<td>259</td>
<td>16</td>
<td>FYS</td>
<td>Annual community service event</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>490</strong></td>
<td><strong>54</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>544</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

The OMA Mentor Program survived its pilot year. The surveys of both mentors and students stated that the monthly social events were enjoyable, yet we should offer more structured opportunities to gather informally. At the final gathering it was suggested that bi-weekly meetings become part of the program in the Benedum room. It was also suggested that a high school element be introduced into the program.
Overall this program boasts accomplishments in relationship building, yet there are many strides to be made. Students were not as responsive to their mentors in the second semester, which frustrated adults in the program. It is unclear whether students gravitated to the mentor program because of the newness of the college experience (or being back on campus) and then once their niche was met they didn’t need their adult supervisor. In retrospect we may provide some degree of training and/or discussion about mentoring with both adults and students. One adult mentor observed that having a mentor may be a foreign idea to some students and adults may not be able to cross generation boundaries easily.

The Multicultural Leadership Council has succeeded its mission to bring together organizations involved in diversity and social justice awareness. The student-led Multicultural Awareness Week was exciting and led up to the annual Culturefest sponsored by the International Student Office. We hope to make this a yearly event. Students have discussed the structure of the organization and it will continue to thrive next year. Mandy Ho, Student Affairs Graduate Assistant, provided exemplary leadership as moderator of the MLC.
POSTAL SERVICES

Overview
Postal Services provides a centralized mailing location to meet the needs of the entire university community. We work with the USPS, UPS, FED-EX, FED-EX GROUND AND AIRBORNE to provide the quickest or least expensive service available. In addition, we strive to keep up with new procedures, services and technologies that exist.

Goals
Goal 1
- Implement new guidelines for student workers. Goal attained.

Goal 2
- Hire federal work study students only. Goal attained.

Goal 3
- Reduce hours of coverage by student workers. Goal attained.

Goal 4
- Reduce hours of operation of the mailroom. Goal attained.

Goal 5
- Provide stamps for students and employees through sale of Stamps in the mailroom and by machine. Goal attained.

Goal 6
- Reduce deliveries to campus offices to one time a day. Goal attained.

Goal 7
- Provide workers with training on computerizes shipping. Goal attained.

Goal 8
- Assist with operation of copier center. In progress.
Goal 9
- Assist on other areas of campus life as needed. In Progress.

Staffing
Staff has been reduced in postal services to 1 full time employee and 4-5 federal work study students. Hours of operation have also been reduced to comply with financial constraints.

Mail Processing

<table>
<thead>
<tr>
<th>Month</th>
<th>Number Of Pieces</th>
<th>Amount in $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept.2003</td>
<td>18321</td>
<td>8864.25</td>
</tr>
<tr>
<td>Oct.</td>
<td>19628</td>
<td>10333.04</td>
</tr>
<tr>
<td>Nov</td>
<td>17278</td>
<td>9962.30</td>
</tr>
<tr>
<td>Dec.</td>
<td>19426</td>
<td>9079.07</td>
</tr>
<tr>
<td>Jan.2004</td>
<td>19111</td>
<td>10645.19</td>
</tr>
<tr>
<td>Feb.</td>
<td>17154</td>
<td>10365.34</td>
</tr>
<tr>
<td>March</td>
<td>19212</td>
<td>9961.37</td>
</tr>
<tr>
<td>April</td>
<td>13890</td>
<td>7884.79</td>
</tr>
<tr>
<td>Totals</td>
<td>144,020.00</td>
<td>77,095.35</td>
</tr>
</tbody>
</table>

The total number of pieces processed for 2003-2004 of 144,020 compares to 204,289 processed for the school year of 2002-2003 and reflects the effect of reduced budget for postage. Amount spent on postage is also reduced and reflects a diligent effort to cut costs of shipping.

Accomplishments
The WJU mail room maintained deliveries to the campus offices, processed all outgoing mail, maintained very good customer service and actually added some additional services all while working with a reduced staff. This is a good indication of the dedication of the personnel that worked in postal services. In addition, postal services is always attempting to keep up with new technologies and shipping methods available in mailing. Saturday deliveries for express services were instituted so that students may receive emergency delivery.
The number of student mailboxes assigned for the fall semester totaled 954 and for the spring semester the total was 944. A decision to have commuter students apply for a campus mailbox has been instituted. These students will not automatically be given a mailbox assignment.

Student workers in the mailroom and the copy center are in the process of being cross-trained so that they will be able to work in either department.
WELLNESS PROGRAM

Mission Statement
The Wellness Program at Wheeling Jesuit University is a graduation requirement that educates students by systematically providing them with varied opportunities for growth. It also encourages students to take responsibility for their education and personal development through participation in structured, diverse, co-curricular learning experiences that take place outside of the classroom.

Overview
2003-2004 was a rebuilding year for the Wellness Program. For the past two years, the program has been under the direction of two different individuals, after the former director of ten years left the university in February 2002. Additionally, the experienced support staff that had been with the wellness program since its inception was laid off in May 2003. The greatest challenge this year was replacing that experienced staff member with someone who could learn the complex database system, and reestablishing leadership in the overall direction of the program.

Goals
Goal 1:
Begin direction and supervision of the Wellness Program.

Objectives:
- Review and evaluate all wellness program procedures such as student wellness credit audits, role of academic advisors, establishment of wellness calendar, and balance of programs offered within wellness components.
- Supervise the maintenance of the wellness database, and schedule meetings with appropriate computer center support for technical troubleshooting and updating.
- Recruit presenters for programs in under-represented components.
- Update the Wellness Center website, and include Counseling Services.

Outcomes:
The Wellness Program will supplement the traditional classroom experience and offer a co-curricular venue for the development of the whole person that is consistent with a Jesuit education. The wellness program itself is designed to expose students to all dimensions of wellness, and to
encourage them to incorporate wellness activities into their daily lives, thus contributing to the development of the whole person emotionally, spiritually, physically, sexually, intellectually, and socially.

**Status and Accomplishments:**

- Wellness program procedures have been evaluated and basically remain the same as before. As web advising becomes accessible, the wellness audits will be available online for student and advisor use. The online wellness calendar is now widely used by students and is the primary means of publicizing wellness programs.
- ITS staff have been brought in on numerous occasions throughout the year to help the administrative assistant learn the wellness database, and to troubleshoot as problems occur.
- There are still discrepancies in the numbers of programs in various components, mainly due to the availability of campus personnel to plan and present programs. Cultural/intellectual programs and career development programs outnumber the other components.
- The Wellness Center website has been updated and includes Counseling Services, the Alcohol and Other Drug Education Program, and the Respect Zone.

**Summary of Wellness Programs by Component**

*2002-2003 and 2003-2004 Academic Year Comparisons*

<table>
<thead>
<tr>
<th>Wellness Components</th>
<th>2002-2003</th>
<th>2003-2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Development</td>
<td>36</td>
<td>45</td>
</tr>
<tr>
<td>Cultural/Intellectual</td>
<td>24</td>
<td>45</td>
</tr>
<tr>
<td>Emotional</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Physical</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>Risk Prevention</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Sexual</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Social Concern</td>
<td>39</td>
<td>33</td>
</tr>
<tr>
<td>Spiritual</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total Programs</strong></td>
<td><strong>160</strong></td>
<td><strong>210</strong></td>
</tr>
</tbody>
</table>
### Wellness Programs by Month

#### September 2003 Wellness Programs

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Date</th>
<th>Component</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thirst: Finding God in Change</td>
<td>09/03/03</td>
<td>Spiritual</td>
<td>37</td>
</tr>
<tr>
<td>2. Career and Graduation Issues</td>
<td>09/04/03</td>
<td>Career Development</td>
<td>5</td>
</tr>
<tr>
<td>3. The Big Lebowski</td>
<td>09/11/03</td>
<td>Cultural/Intellectual</td>
<td>32</td>
</tr>
<tr>
<td>4. Swing Dance</td>
<td>09/12/03</td>
<td>Physical</td>
<td>65</td>
</tr>
<tr>
<td>5. Racial Disparity</td>
<td>09/15/03</td>
<td>Social Concern</td>
<td>2</td>
</tr>
<tr>
<td>6. Getting Into Graduate Schools</td>
<td>09/16/03</td>
<td>Career Development</td>
<td>14</td>
</tr>
<tr>
<td>7. Appalachian Colloquium</td>
<td>09/18/03</td>
<td>Cultural/Intellectual</td>
<td>15</td>
</tr>
<tr>
<td>8. Project Racism</td>
<td>09/18/03</td>
<td>Cultural/Intellectual</td>
<td>7</td>
</tr>
<tr>
<td>9. Mother Jones Retreat</td>
<td>09/19/03</td>
<td>Spiritual</td>
<td>3</td>
</tr>
<tr>
<td>10. Freshman Retreat</td>
<td>09/19/03</td>
<td>Spiritual</td>
<td>3</td>
</tr>
<tr>
<td>11. Kaplan Test Drive</td>
<td>09/20/03</td>
<td>Career Development</td>
<td>15</td>
</tr>
<tr>
<td>12. Greenwood Cemetery Tour</td>
<td>09/21/03</td>
<td>Cultural/Intellectual</td>
<td>3</td>
</tr>
<tr>
<td>13. Alcohol Screening Program</td>
<td>09/22/03</td>
<td>Risk Prevention</td>
<td>9</td>
</tr>
<tr>
<td>14. Alcohol Jeopardy</td>
<td>09/22/03</td>
<td>Risk Prevention</td>
<td>13</td>
</tr>
<tr>
<td>15. Culture Shock</td>
<td>09/24/03</td>
<td>Emotional</td>
<td>26</td>
</tr>
<tr>
<td>16. Oree Banks</td>
<td>09/24/03</td>
<td>Risk Prevention</td>
<td>41</td>
</tr>
<tr>
<td>17. Our Stories</td>
<td>09/25/03</td>
<td>Sexual</td>
<td>151</td>
</tr>
<tr>
<td>18. Mock Sobriety Test</td>
<td>09/26/03</td>
<td>Risk Prevention</td>
<td>44</td>
</tr>
<tr>
<td>19. Entrepreneurs of Color</td>
<td>09/28/03</td>
<td>Cultural/Intellectual</td>
<td>14</td>
</tr>
<tr>
<td>20. Preparing a Resume</td>
<td>09/29/03</td>
<td>Career Development</td>
<td>6</td>
</tr>
<tr>
<td>21. Immigrants In America</td>
<td>09/29/03</td>
<td>Social Concern</td>
<td>0</td>
</tr>
<tr>
<td>22. Strangers and Kin</td>
<td>09/30/03</td>
<td>Cultural/Intellectual</td>
<td>14</td>
</tr>
</tbody>
</table>

#### October 2003 Wellness Programs

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Date</th>
<th>Component</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. THIRST: Finding God in Sports</td>
<td>10/01/03</td>
<td>Spiritual</td>
<td>61</td>
</tr>
<tr>
<td>2. Seventh Annual Graham Greene Day</td>
<td>10/02/03</td>
<td>Cultural/Intellectual</td>
<td>0</td>
</tr>
<tr>
<td>Event Title</td>
<td>Date</td>
<td>Category</td>
<td>Attendance</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>------------</td>
<td>------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Crimes Against Nature</td>
<td>10/02/03</td>
<td>Sexual</td>
<td>78</td>
</tr>
<tr>
<td>The Glass Menagerie</td>
<td>10/02/03</td>
<td>Cultural/Intellectual</td>
<td>51</td>
</tr>
<tr>
<td>Think about Law Forum</td>
<td>10/05/03</td>
<td>Career Development</td>
<td>0</td>
</tr>
<tr>
<td>Film Festival Screening</td>
<td>10/07/03</td>
<td>Cultural/Intellectual</td>
<td>13</td>
</tr>
<tr>
<td>Improving Your Cover Letter</td>
<td>10/07/03</td>
<td>Career Development</td>
<td>1</td>
</tr>
<tr>
<td>Disney Intern</td>
<td>10/07/03</td>
<td>Career Development</td>
<td>21</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>10/07/03</td>
<td>Risk Prevention</td>
<td>47</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>10/08/03</td>
<td>Sexual</td>
<td>73</td>
</tr>
<tr>
<td>Finding Your College Major</td>
<td>10/09/03</td>
<td>Career Development</td>
<td>97</td>
</tr>
<tr>
<td>Buffalo Creek</td>
<td>10/09/03</td>
<td>Cultural/Intellectual</td>
<td>17</td>
</tr>
<tr>
<td>“The Truce”</td>
<td>10/11/03</td>
<td>Cultural/Intellectual</td>
<td>0</td>
</tr>
<tr>
<td>Voter Registration</td>
<td>10/12/03</td>
<td>Social Concern</td>
<td>4</td>
</tr>
<tr>
<td>Bowling for Columbine</td>
<td>10/16/03</td>
<td>Risk Prevention</td>
<td>29</td>
</tr>
<tr>
<td>Civic Action</td>
<td>10/16/03</td>
<td>Social Concern</td>
<td>22</td>
</tr>
<tr>
<td>Bar Hopping With Your RA</td>
<td>10/16/03</td>
<td>Risk Prevention</td>
<td>26</td>
</tr>
<tr>
<td>Grant Writing</td>
<td>10/16/03</td>
<td>Social Concern</td>
<td>15</td>
</tr>
<tr>
<td>Electronic Commerce</td>
<td>10/16/03</td>
<td>Career Development</td>
<td>3</td>
</tr>
<tr>
<td>Romero</td>
<td>10/20/03</td>
<td>Social Concern</td>
<td>2</td>
</tr>
<tr>
<td>Pittsburgh Cafe</td>
<td>10/21/03</td>
<td>Career Development</td>
<td>0</td>
</tr>
<tr>
<td>Introduction to Massage</td>
<td>10/22/03</td>
<td>Physical</td>
<td>29</td>
</tr>
<tr>
<td>Breaking Up Is Hard To Do</td>
<td>10/22/03</td>
<td>Emotional</td>
<td>33</td>
</tr>
<tr>
<td>Healthy Relationships</td>
<td>10/22/03</td>
<td>Risk Prevention</td>
<td>46</td>
</tr>
<tr>
<td>Mollie O’ Brien</td>
<td>10/23/03</td>
<td>Cultural/Intellectual</td>
<td>8</td>
</tr>
<tr>
<td>Boo At The Zoo</td>
<td>10/23/03</td>
<td>Social Concern</td>
<td>40</td>
</tr>
<tr>
<td>Finding Your College Major</td>
<td>10/23/03</td>
<td>Career Development</td>
<td>108</td>
</tr>
<tr>
<td>Respiratory Therapy Major</td>
<td>10/27/03</td>
<td>Career Development</td>
<td>1</td>
</tr>
<tr>
<td>Meningitis</td>
<td>10/28/03</td>
<td>Risk Prevention</td>
<td>18</td>
</tr>
<tr>
<td>Learn to Defend Yourself</td>
<td>10/28/03</td>
<td>Risk Prevention</td>
<td>25</td>
</tr>
<tr>
<td>Eternal Wisdom</td>
<td>10/28/03</td>
<td>Spiritual</td>
<td>22</td>
</tr>
<tr>
<td>WJU Pre-Law Program</td>
<td>10/29/03</td>
<td>Career Development</td>
<td>2</td>
</tr>
</tbody>
</table>
## November 2003 Wellness Programs

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Date</th>
<th>Component</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Powderpuff Football</td>
<td>11/01/03</td>
<td>Physical</td>
<td>27</td>
</tr>
<tr>
<td>2. Dia de los Muertos</td>
<td>11/02/03</td>
<td>Cultural/Intellectual</td>
<td>11</td>
</tr>
<tr>
<td>3. Spirit Of The Drum</td>
<td>11/03/03</td>
<td>Spiritual</td>
<td>7</td>
</tr>
<tr>
<td>4. Denise Giardina</td>
<td>11/04/03</td>
<td>Social Concern</td>
<td>34</td>
</tr>
<tr>
<td>5. Choosing A Chem. Major</td>
<td>11/04/03</td>
<td>Career Development</td>
<td>2</td>
</tr>
<tr>
<td>6. School Of The Americas</td>
<td>11/04/03</td>
<td>Social Concern</td>
<td>16</td>
</tr>
<tr>
<td>7. THIRST: Finding God in Math</td>
<td>11/05/03</td>
<td>Spiritual</td>
<td>29</td>
</tr>
<tr>
<td>8. Career in a Health Profession</td>
<td>11/05/03</td>
<td>Career Development</td>
<td>5</td>
</tr>
<tr>
<td>9. Preparing a Resume</td>
<td>11/06/03</td>
<td>Career Development</td>
<td>0</td>
</tr>
<tr>
<td>10. Major in Actuarial Science or Math</td>
<td>11/06/03</td>
<td>Career Development</td>
<td>0</td>
</tr>
<tr>
<td>11. Ancient African Odyssey</td>
<td>11/06/03</td>
<td>Cultural/Intellectual</td>
<td>12</td>
</tr>
<tr>
<td>12. Career in the Armed Services</td>
<td>11/06/03</td>
<td>Career Development</td>
<td>29</td>
</tr>
<tr>
<td>13. Body Image and the Media</td>
<td>11/06/03</td>
<td>Emotional</td>
<td>31</td>
</tr>
<tr>
<td>14. Disc Dance</td>
<td>11/07/03</td>
<td>Social Concern</td>
<td>0</td>
</tr>
<tr>
<td>15. Varsity Athletic Event</td>
<td>11/07/03</td>
<td>Physical</td>
<td>3</td>
</tr>
<tr>
<td>16. Fitness Center Workout</td>
<td>11/07/03</td>
<td>Physical</td>
<td>11</td>
</tr>
<tr>
<td>17. Major in Political Science</td>
<td>11/10/03</td>
<td>Career Development</td>
<td>0</td>
</tr>
<tr>
<td>18. Earl Dotter</td>
<td>11/10/03</td>
<td>Cultural/Intellectual</td>
<td>14</td>
</tr>
<tr>
<td>21. How I Became A Jesuit</td>
<td>11/12/03</td>
<td>Spiritual</td>
<td>21</td>
</tr>
<tr>
<td>22. English Literature Major</td>
<td>11/12/03</td>
<td>Career Development</td>
<td>14</td>
</tr>
<tr>
<td>23. Joe Holland</td>
<td>11/12/03</td>
<td>Cultural/Intellectual</td>
<td>21</td>
</tr>
<tr>
<td>24. The Mission</td>
<td>11/13/03</td>
<td>Cultural/Intellectual</td>
<td>4</td>
</tr>
<tr>
<td>25. Interviewing Strategies</td>
<td>11/13/03</td>
<td>Career Development</td>
<td>13</td>
</tr>
<tr>
<td>26. Wheeling Symphony</td>
<td>11/13/03</td>
<td>Cultural/Intellectual</td>
<td>29</td>
</tr>
<tr>
<td>27. Three Factor Theory Of Love</td>
<td>11/13/03</td>
<td>Sexual</td>
<td>21</td>
</tr>
<tr>
<td>28. Medical Potpourri</td>
<td>11/13/03</td>
<td>Risk Prevention</td>
<td>3</td>
</tr>
<tr>
<td>29. Major in History</td>
<td>11/17/03</td>
<td>Career Development</td>
<td>0</td>
</tr>
<tr>
<td>30. Preparing A Resume</td>
<td>11/18/03</td>
<td>Career Development</td>
<td>11</td>
</tr>
<tr>
<td>Program Title</td>
<td>Date</td>
<td>Component</td>
<td>Attendance</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------</td>
<td>-------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>31. Computer Science Major</td>
<td>11/18/03</td>
<td>Career Development</td>
<td>2</td>
</tr>
<tr>
<td>32. Democrat and Rep. Debate</td>
<td>11/18/03</td>
<td>Social Concern</td>
<td>43</td>
</tr>
<tr>
<td>33. Choosing a Major in Nursing</td>
<td>11/19/03</td>
<td>Career Development</td>
<td>0</td>
</tr>
<tr>
<td>34. Homelessness And Faith</td>
<td>11/19/03</td>
<td>Spiritual</td>
<td>22</td>
</tr>
<tr>
<td>35. Facts of Homelessness</td>
<td>11/19/03</td>
<td>Social Concern</td>
<td>16</td>
</tr>
<tr>
<td>36. Night Without A Home</td>
<td>11/19/03</td>
<td>Social Concern</td>
<td>22</td>
</tr>
<tr>
<td>37. Writing As Activism</td>
<td>11/19/03</td>
<td>Social Concern</td>
<td>6</td>
</tr>
<tr>
<td>38. Culture of Homelessness</td>
<td>11/19/03</td>
<td>Cultural/Intellectual</td>
<td>21</td>
</tr>
<tr>
<td>39. Stress Less</td>
<td>11/19/03</td>
<td>Emotional</td>
<td>16</td>
</tr>
<tr>
<td>40. Dark Of The Moon</td>
<td>11/19/03</td>
<td>Cultural/Intellectual</td>
<td>38</td>
</tr>
<tr>
<td>41. Relationships</td>
<td>11/20/03</td>
<td>Sexual</td>
<td>38</td>
</tr>
</tbody>
</table>

December 2003 Wellness Programs

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Date</th>
<th>Component</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thirst: Finding God in all Things</td>
<td>12/03/03</td>
<td>Spiritual</td>
<td>34</td>
</tr>
<tr>
<td>2. Kwanzaa Celebration</td>
<td>12/03/03</td>
<td>Cultural/Intellectual</td>
<td>11</td>
</tr>
<tr>
<td>3. Stress Free Zone</td>
<td>12/03/03</td>
<td>Emotional</td>
<td>0</td>
</tr>
<tr>
<td>4. Internet Obsession</td>
<td>12/04/03</td>
<td>Emotional</td>
<td>10</td>
</tr>
<tr>
<td>5. Mulholland Drive</td>
<td>12/04/03</td>
<td>Cultural/Intellectual</td>
<td>1</td>
</tr>
<tr>
<td>6. Singers’ Winter Concert</td>
<td>12/05/03</td>
<td>Cultural/Intellectual</td>
<td>5</td>
</tr>
<tr>
<td>7. Palestinian Housebuilding</td>
<td>12/06/03</td>
<td>Social Concern</td>
<td>22</td>
</tr>
<tr>
<td>8. Alcohol 101 online program</td>
<td>various</td>
<td>Risk Prevention</td>
<td>8</td>
</tr>
</tbody>
</table>
### January 2004 Wellness Programs

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Date</th>
<th>Component</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A Walk In The Woods</td>
<td>1/05/04</td>
<td>Physical</td>
<td>4</td>
</tr>
<tr>
<td>2. Prayer Planning for Peers</td>
<td>1/06/04</td>
<td>Spiritual</td>
<td>4</td>
</tr>
<tr>
<td>3. Relationships Within A Short Term Christian Community</td>
<td>1/09/04</td>
<td>Emotional</td>
<td>5</td>
</tr>
<tr>
<td>4. Drug and Alcohol Awareness</td>
<td>1/21/04</td>
<td>Risk Prevention</td>
<td>53</td>
</tr>
<tr>
<td>4. THIRST: Finding God In Wheeling</td>
<td>1/21/04</td>
<td>Spiritual</td>
<td>32</td>
</tr>
<tr>
<td>5. The Art of Writing Job Search Letters</td>
<td>1/28/04</td>
<td>Career Development</td>
<td>20</td>
</tr>
<tr>
<td>6. Loyal Jones</td>
<td>1/29/04</td>
<td>Cultural/Intellectual</td>
<td>7</td>
</tr>
</tbody>
</table>

### February 2004 Wellness Programs

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Date</th>
<th>Component</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A Walk In The Woods</td>
<td>2/03-05/04</td>
<td>Emotional</td>
<td>41</td>
</tr>
<tr>
<td>2. Writing and E-Mailing Your Resume</td>
<td>2/03/04</td>
<td>Career Development</td>
<td>14</td>
</tr>
<tr>
<td>3. WJU Health Fair</td>
<td>2/04/04</td>
<td>Risk Prevention</td>
<td>36</td>
</tr>
<tr>
<td>4. Hamstring Stretching</td>
<td>2/06/04</td>
<td>Physical</td>
<td>9</td>
</tr>
<tr>
<td>5. St. Benedict the Moor</td>
<td>2/08/04</td>
<td>Spiritual</td>
<td>2</td>
</tr>
<tr>
<td>6. Matewan</td>
<td>2/09/04</td>
<td>Cultural/Intellectual</td>
<td>2</td>
</tr>
<tr>
<td>7. Film Festival Screening</td>
<td>02/09/04</td>
<td>Cultural/Intellectual</td>
<td>2</td>
</tr>
<tr>
<td>8. Sex, Love, and Everything in Between</td>
<td>2/09/04</td>
<td>Sexual</td>
<td>46</td>
</tr>
<tr>
<td>9. Leadership Series: Community Development</td>
<td>2/10-12/04</td>
<td>Social Concern</td>
<td>58</td>
</tr>
<tr>
<td>10. Mixing and Matching</td>
<td>2/10/04</td>
<td>Emotional</td>
<td>73</td>
</tr>
<tr>
<td>11. Curtis Johnson</td>
<td>2/10/04</td>
<td>Cultural/Intellectual</td>
<td>8</td>
</tr>
<tr>
<td>12. The Walk Home</td>
<td>2/11/04</td>
<td>Emotional</td>
<td>40</td>
</tr>
<tr>
<td>13. Calming the Flame</td>
<td>2/11/04</td>
<td>Sexual</td>
<td>25</td>
</tr>
<tr>
<td>15. Hollywood Sex Squares</td>
<td>2/12/04</td>
<td>Sexual</td>
<td>72</td>
</tr>
<tr>
<td>16. Radio: The Movie</td>
<td>2/15/04</td>
<td>Social Concern</td>
<td>0</td>
</tr>
<tr>
<td>17. African American Leadership</td>
<td>2/16/04</td>
<td>Social Concern</td>
<td>2</td>
</tr>
<tr>
<td>Program Title</td>
<td>Date</td>
<td>Component</td>
<td>Attendance</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------</td>
<td>--------------------</td>
<td>------------</td>
</tr>
<tr>
<td>18. Leadership Series: Servant Leadership</td>
<td>2/17-19/04</td>
<td>Spiritual</td>
<td>52</td>
</tr>
<tr>
<td>19. Charles Young</td>
<td>2/17/04</td>
<td>Cultural/Intellectual</td>
<td>9</td>
</tr>
<tr>
<td>20. Dr. Susan Phillips</td>
<td>2/18/04</td>
<td>Cultural/Intellectual</td>
<td>6</td>
</tr>
<tr>
<td>21. Study Abroad Open House</td>
<td>2/18/04</td>
<td>Cultural/Intellectual</td>
<td>14</td>
</tr>
<tr>
<td>22. Thou Shall Not Steal Music</td>
<td>2/18/04</td>
<td>Risk Prevention</td>
<td>35</td>
</tr>
<tr>
<td>23. Thirst: Finding God in Relationships</td>
<td>2/18/04</td>
<td>Spiritual</td>
<td>33</td>
</tr>
<tr>
<td>24. Ski Trip</td>
<td>2/19/04</td>
<td>Physical</td>
<td>19</td>
</tr>
<tr>
<td>25. Balancing School and Family</td>
<td>2/19/04</td>
<td>Spiritual</td>
<td>5</td>
</tr>
<tr>
<td>26. Walt Disney College Program</td>
<td>2/19/04</td>
<td>Career Development</td>
<td>0</td>
</tr>
<tr>
<td>27. The Arkansas Bear</td>
<td>2/19-21/04</td>
<td>Cultural/Intellectual</td>
<td>47</td>
</tr>
<tr>
<td>28. Malcolm X</td>
<td>2/19/04</td>
<td>Spiritual</td>
<td>9</td>
</tr>
<tr>
<td>29. Charles Kovich</td>
<td>2/19/04</td>
<td>Spiritual</td>
<td>92</td>
</tr>
<tr>
<td>30. Your First Job in Physics</td>
<td>2/19/04</td>
<td>Career Development</td>
<td>8</td>
</tr>
<tr>
<td>31. Grad School Test Drive</td>
<td>2/21/04</td>
<td>Career Development</td>
<td>9</td>
</tr>
<tr>
<td>32. Hip-Hop Roundtable Part I</td>
<td>2/21/04</td>
<td>Social Concern</td>
<td>15</td>
</tr>
<tr>
<td>33. Hip-Hop Roundtable Part II</td>
<td>2/21/04</td>
<td>Physical</td>
<td>28</td>
</tr>
<tr>
<td>34. Leadership Series: Ethics</td>
<td>2/24-26/04</td>
<td>Spiritual</td>
<td>42</td>
</tr>
<tr>
<td>35. The Call to Serve</td>
<td>2/24/04</td>
<td>Career Development</td>
<td>6</td>
</tr>
<tr>
<td>36. Ancella Bickley</td>
<td>2/26/04</td>
<td>Cultural/Intellectual</td>
<td>15</td>
</tr>
</tbody>
</table>

March 2004 Wellness Programs

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Date</th>
<th>Component</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dominica Service Trip</td>
<td>3/05/04</td>
<td>Social Concern</td>
<td>9</td>
</tr>
<tr>
<td>2. Hiking the Rain Forest</td>
<td>3/05/04</td>
<td>Physical</td>
<td>9</td>
</tr>
<tr>
<td>5. Looking Glass: European Americans</td>
<td>3/15/04</td>
<td>Cultural/Intellectual</td>
<td>7</td>
</tr>
<tr>
<td>6. Taking Care of Your Back</td>
<td>3/15/04</td>
<td>Physical</td>
<td>46</td>
</tr>
<tr>
<td>7. Healing Energies of the Body</td>
<td>3/16/04</td>
<td>Physical</td>
<td>32</td>
</tr>
<tr>
<td>8. Coping With Loss</td>
<td>3/16/04</td>
<td>Emotional</td>
<td>53</td>
</tr>
<tr>
<td>Event Title</td>
<td>Date</td>
<td>Category</td>
<td>Rank</td>
</tr>
<tr>
<td>----------------------------------------------------------------</td>
<td>------------</td>
<td>----------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Writing Your Personal Statement</td>
<td>3/16/04</td>
<td>Career Development</td>
<td>7</td>
</tr>
<tr>
<td>Fair Trade Coffee</td>
<td>3/16/04</td>
<td>Social Concern</td>
<td>19</td>
</tr>
<tr>
<td>Red Cross Blood Drive</td>
<td>3/17/04</td>
<td>Social Concern</td>
<td>21</td>
</tr>
<tr>
<td>Women Inspiring Hope</td>
<td>3/18/04</td>
<td>Career Development</td>
<td>14</td>
</tr>
<tr>
<td>Stretching to Reduce Tension Headaches</td>
<td>3/18/04</td>
<td>Physical</td>
<td>23</td>
</tr>
<tr>
<td>Invasion of Iraq-1 Year Later</td>
<td>3/18/04</td>
<td>Social Concern</td>
<td>7</td>
</tr>
<tr>
<td>Betty Jean Hall</td>
<td>3/22/04</td>
<td>Cultural/Intellectual</td>
<td>3</td>
</tr>
<tr>
<td>How to Play With Difficult People</td>
<td>3/23/04</td>
<td>Emotional</td>
<td>44</td>
</tr>
<tr>
<td>Free Weight Training</td>
<td>3/23/04</td>
<td>Physical</td>
<td>10</td>
</tr>
<tr>
<td>Successful Organizing</td>
<td>3/23/04</td>
<td>Social Concern</td>
<td>2</td>
</tr>
<tr>
<td>Si Kahn</td>
<td>3/24/04</td>
<td>Cultural/Intellectual</td>
<td>9</td>
</tr>
<tr>
<td>THIRST: Finding God in Trials and Tribulations</td>
<td>3/24/04</td>
<td>Spiritual</td>
<td>12</td>
</tr>
<tr>
<td>Service in the Jesuit Context</td>
<td>3/25/04</td>
<td>Social Concern</td>
<td>3</td>
</tr>
<tr>
<td>Hunger Banquet</td>
<td>3/25/04</td>
<td>Social Concern</td>
<td>1</td>
</tr>
<tr>
<td>Clockwork Orange</td>
<td>3/25/04</td>
<td>Cultural Intellectual</td>
<td>4</td>
</tr>
<tr>
<td>What is Next?</td>
<td>3/27/04</td>
<td>Career Development</td>
<td>1</td>
</tr>
<tr>
<td>Hiking and the Mountain Experience</td>
<td>3/28/04</td>
<td>Physical</td>
<td>2</td>
</tr>
<tr>
<td>Take Up Your Cross</td>
<td>3/28/04</td>
<td>Emotional</td>
<td>2</td>
</tr>
<tr>
<td>Date Rape Drugs</td>
<td>3/29/04</td>
<td>Risk Prevention</td>
<td>8</td>
</tr>
<tr>
<td>Sex and Sexuality: What the Church Teaches</td>
<td>3/30/04</td>
<td>Spiritual</td>
<td>25</td>
</tr>
<tr>
<td>Internet Job Searching</td>
<td>3/30/04</td>
<td>Career Development</td>
<td>3</td>
</tr>
<tr>
<td>Breaking the Silence</td>
<td>3/31/04</td>
<td>Sexual</td>
<td>13</td>
</tr>
<tr>
<td>How to Interview Better</td>
<td>3/31/04</td>
<td>Career Development</td>
<td>23</td>
</tr>
<tr>
<td>Touching the Heart of the Poor</td>
<td>3/31/04</td>
<td>Social Concern</td>
<td>6</td>
</tr>
<tr>
<td>Democrat and Republican Debate</td>
<td>3/31/04</td>
<td>Social Concern</td>
<td>63</td>
</tr>
<tr>
<td>Program Title</td>
<td>Date</td>
<td>Component</td>
<td>Attendance</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>-----------</td>
<td>---------------------</td>
<td>------------</td>
</tr>
<tr>
<td>1. Communicating in a Relationship</td>
<td>4/01/04</td>
<td>Sexual</td>
<td>51</td>
</tr>
<tr>
<td>2. Calculating Target Heart Rate</td>
<td>4/01/04</td>
<td>Physical</td>
<td>14</td>
</tr>
<tr>
<td>3. Finding A Job</td>
<td>4/05/04</td>
<td>Career Development</td>
<td>2</td>
</tr>
<tr>
<td>4. Meet Your Meat</td>
<td>4/05/04</td>
<td>Cultural/Intellectual</td>
<td>18</td>
</tr>
<tr>
<td>5. Do You See What I See?</td>
<td>4/13/04</td>
<td>Social Concern</td>
<td>2</td>
</tr>
<tr>
<td>6. Senseful Stress</td>
<td>4/14/04</td>
<td>Emotional</td>
<td>8</td>
</tr>
<tr>
<td>7. A View of the Symphony</td>
<td>4/14/04</td>
<td>Cultural/Intellectual</td>
<td>3</td>
</tr>
<tr>
<td>8. Alcohol Screening Day</td>
<td>4/15/04</td>
<td>Risk Prevention</td>
<td>17</td>
</tr>
<tr>
<td>9. How Difficult Can This Be?</td>
<td>4/15/04</td>
<td>Social Concern</td>
<td>12</td>
</tr>
<tr>
<td>10. De-Stigmatizing Mental Illness</td>
<td>4/15/04</td>
<td>Social Concern</td>
<td>0</td>
</tr>
<tr>
<td>11. WJU Singers’ Concert</td>
<td>4/16/04</td>
<td>Cultural/Intellectual</td>
<td>9</td>
</tr>
<tr>
<td>12. Careers With the FBI</td>
<td>4/19/04</td>
<td>Career Development</td>
<td>22</td>
</tr>
<tr>
<td>13. Scavenger Hunt</td>
<td>4/19/04</td>
<td>Physical</td>
<td>6</td>
</tr>
<tr>
<td>14. Beginning Yoga</td>
<td>4/20/04</td>
<td>Physical</td>
<td>2</td>
</tr>
<tr>
<td>15. Walt Disney College Program</td>
<td>4/21/04</td>
<td>Career Development</td>
<td>15</td>
</tr>
<tr>
<td>16. Dominica Experience</td>
<td>4/21/04</td>
<td>Cultural/Intellectual</td>
<td>14</td>
</tr>
<tr>
<td>17. THIRST: God in Painting</td>
<td>4/21/04</td>
<td>Spiritual</td>
<td>21</td>
</tr>
<tr>
<td>18. Careers in Rehabilitative Counseling</td>
<td>4/22/04</td>
<td>Career Development</td>
<td>8</td>
</tr>
<tr>
<td>19. Richard Currey</td>
<td>4/22/04</td>
<td>Cultural/Intellectual</td>
<td>0</td>
</tr>
<tr>
<td>20. Vietnam</td>
<td>4/22/04</td>
<td>Cultural/Intellectual</td>
<td>4</td>
</tr>
<tr>
<td>22. Mass 101</td>
<td>4/28/04</td>
<td>Spiritual</td>
<td>37</td>
</tr>
<tr>
<td>23. Lost in Translation</td>
<td>4/29/04</td>
<td>Emotional</td>
<td>34</td>
</tr>
<tr>
<td>24. Foxfire</td>
<td>4-5/29-01/04</td>
<td>Cultural/Intellectual</td>
<td>10</td>
</tr>
</tbody>
</table>
Ongoing Independent Wellness Programs for the Spring 2004 Semester

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Component</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Alcohol 101</td>
<td>Risk Prevention</td>
<td>16</td>
</tr>
<tr>
<td>2. Sex in the CD</td>
<td>Sexual</td>
<td>21</td>
</tr>
<tr>
<td>3. Anxiety and Depression Screening</td>
<td>Emotional</td>
<td>15</td>
</tr>
<tr>
<td>4. Fitness Center Workout</td>
<td>Physical</td>
<td>59</td>
</tr>
<tr>
<td>5. Varsity Athletic Event</td>
<td>Physical</td>
<td>40</td>
</tr>
<tr>
<td>6. Mock Interview</td>
<td>Career Development</td>
<td>7</td>
</tr>
</tbody>
</table>

Services Offered

The Wellness Program at Wheeling Jesuit University provides co-curricular learning opportunities for students in an educational framework consisting of eight equally balanced wellness components. Each component is a dimension in all lives, and no individual or community can be healthy if a component is consistently neglected. Therefore wellness programming impacts the whole person, as well as the whole community.

Utilization of Services

The charts above show the total attendance and wellness component for each program offered throughout the year. There were a total of 210 wellness programs offered, and the combined attendance for all wellness programs during the 2003-2004 academic year was 4,211.

Outcomes

In order to receive wellness credit for attending a wellness event, students must complete a program evaluation form at the conclusion of the event. Following are outcome data that shows that the Wellness Program supports student learning. The responses to the following two questions from the evaluation forms of all wellness programs offered in 2003-2004 provided the following data:
<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned something new from this program.</td>
<td>1,614</td>
<td>1,323</td>
<td>536</td>
<td>75</td>
<td>26</td>
<td>3,574</td>
</tr>
<tr>
<td></td>
<td>45%</td>
<td>37%</td>
<td>15%</td>
<td>2%</td>
<td>&lt;1%</td>
<td>100%</td>
</tr>
<tr>
<td>This program enhanced information I already knew.</td>
<td>1,392</td>
<td>1,416</td>
<td>394</td>
<td>74</td>
<td>31</td>
<td>3,307</td>
</tr>
<tr>
<td></td>
<td>42%</td>
<td>43%</td>
<td>12%</td>
<td>2%</td>
<td>1%</td>
<td>100%</td>
</tr>
</tbody>
</table>

As the table above illustrates, 82% of wellness evaluation respondents agreed/strongly agreed that they learned something new at programs they attended. In addition, 85% of respondents agreed/strongly agreed that the programs they attended enhanced information they already knew.

**Conclusion**

In spite of staffing changes, the number of wellness programs increased over 2003-2004. Programs were offered at a variety of times, day and night, to accommodate varying student schedules. Evaluations of programs offered were overwhelmingly positive.

The wellness program manual (for the database) has been updated, and the administrative assistant continues to work with ITS to update and troubleshoot the system. The center will continue to advocate for the wellness program to become part of web advising.

For the coming year, efforts to increase underrepresented program components will continue. It is anticipated that faculty reductions will have an effect on wellness programming in the coming year. In a new effort to “front load” the wellness requirement, the First Year Program for Fall 2004 will focus on a First Year Wellness Series. First year students will attend eight wellness activities, one in each wellness component, which will be specifically designed to address transitional and developmental issues. An annual concern has been the number of seniors who wait to complete the wellness graduation requirement in their last semester of study at the university. By allowing first year students to complete half of the wellness requirement through the First Year Program it is hoped that they will complete the requirement sooner.