

LOYOLA UNIVERSITY CHICAGO



# *Student Development*

2012 ANNUAL REPORT



*Preparing people to lead extraordinary lives*



## FROM THE VICE PRESIDENT

August 2012

Dear Colleagues and Friends:

The creative and collaborative energies of many students, faculty, staff and administrators which serve as the foundation for the Loyola experience are highlighted in this annual report. Together, we have made many enhancements to virtually every facet of campus this year and much more is on the horizon.

We've significantly grown the retreat program and added greater depth to experiences at the Loyola University Retreat and Ecology Campus. We've prepared for the opening of the Arnold J. Damen, S.J. Student Center and several new residence halls. We've worked hard and laid the groundwork for an exceptional athletic program that ignites the entire campus community and highlights the opportunities at our great University. We have also significantly increased the number of students involved in the community and committing to a year of post graduate service. More so, we have been most purposeful about the transformative student experience, providing time for reflection and discernment as our students build community in our halls and off campus, make commitments with our new Second Year Initiatives Office, engage Chicago and the world through study abroad, civic engagement and community service and create a future for themselves and their world.

While these are just a few examples, this past year has been successful and inspiring. Successful in that we are accomplishing many of our goals for integrated learning and a vibrant campus life, but also inspiring in that we are recognizing ways in which we can capitalize on key experiences and create more goosebump moments our students can remember for years to come. This annual report gives all of us a time to pause as we advance student learning and support the environment for student transformation.

The Loyola student experience distinguishes itself from others by the incorporation of unique gifts, talents, and desires with the inclusion of purposeful interaction with our educators across a variety of programs, services, and opportunities. As we strive to create leaders for justice and community, we also remain focused on our goals. Our divisional goals flow directly from the University strategic plan for 2009-2015:

- Create and enhance initiatives, programs, and experiences that foster student engagement and leadership development.
- Establish and expand educational partnerships that integrate academic learning, spiritual growth and student development.
- Create a campus culture and climate that support a transformative education fostering a comprehensive and holistic approach to student learning and development.
- Help students to develop a reasoned set of values and ethical standards consistent with our Jesuit, Catholic Mission.
- Develop and utilize an ongoing systemic assessment of division programs to enhance the quality of student learning.
- Develop and implement coherent and coordinated programs for all students.

This annual report is also available online at <http://www.luc.edu/sdassessment/>

Sincerely,

Robert D. Kelly, PhD, Vice President for Student Development





## HIGHLIGHTS AT A GLANCE

### LOYOLA PROGRESS AND THE REIMAGINE CAMPAIGN

The Division of Student Development was hard at work in 2011-2012 as it focused a lot of its attention on Phases two and three of the \$100 million Reimagine Campaign. Phase two, renovation of the Gentile Arena, completed its construction in November 2011 and the Men's Basketball team hosted its first home game on Saturday, November 26. Phase three, the creation of a "true student union" started with the demolition of historic Alumni Gym in May 2011. Completion of the Arnold J. Damen, S.J. Student Center is slated for Spring 2013.

Starting with the renovation of the Gentile Arena and the demolition of Alumni Gym in May 2011, the Department of Student Centers, in conjunction with University Marketing and Communications, developed a blog with a focus on educating the Loyola community on what was happening behind the scenes with the respective projects as well as any other information that the University community could use to help them understand all of the construction on Loyola's Lake Shore Campus. The Loyola Progress blog became public in September 2011 and soon became a success not only with the campus community, but also with the Loyola Alumni Association. The blog has continued to provide information related to the development of the Arnold J. Damen, S.J. Student Center as well as new residence halls and other projects happening at all of Loyola's campuses.

To celebrate the construction of the Arnold J. Damen, S.J. Center, the Department of Student Centers developed two student related efforts aimed to bring the Loyola student body closer to the construction process. In Spring 2012, students participated in a naming contest meant for students to come up with the names of three areas of the Arnold J. Damen, S.J. Student Center. Over 2,000 individual ideas were submitted for each of these three spaces, and ultimately winners were chosen after 2,400 students voted on the finalists. In addition to the naming contest, the Department of Student Centers hosted a "Steel Beam Signing Party" in April 2012, where the Loyola community was able to personally sign a beam that will be used in construction of the Arnold J. Damen, S.J. Student Center. Over 2,500 signatures now cover a golden beam that will eventually be placed and used to hold up the new student center.

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## HIGHLIGHTS AT A GLANCE

### RETREAT PROGRAM:

The retreat program continued to grow throughout this academic year. 1081 student participants and 125 student leaders took part in a retreat at LUREC in 2011-2012. These numbers are up significantly compared to the 650 participants and 60 student leaders who took part in the 2010-2011 academic year. Three new highlights of this program include the 5-Day Ignatian Silent Retreat, Loyola 360° (a First Year student retreat that served approximately 150 freshmen), and athletic team retreats.

Several retreats of the Loyola Retreat program are developmental by class and created in the pedagogy of the Spiritual Exercises. The Spiritual Exercises of St. Ignatius of Loyola are a framework of prayer and reflection that allow a person to deepen their understanding of one's desires, relationship to God and others, and potential for freedom. These exercises are organized into four "weeks" or stages that mirror the foundations of the retreats. Loyola 360° hopes to allow new students to experience God's love through building community, reflection, and recognition of the resources at Loyola. The Sophomore Retreat enables students to look at discernment and decisions around career and vocational goals. Finally, the Senior Retreat focuses on taking the lessons learned from the previous weeks, applying them to the celebration of the Resurrection and graduation, and discerning how to live extraordinary lives after Loyola. The retreats incorporate the Exercises through several prayer tools, including the Examen, Ignatian contemplation, and silence. A Silent Retreat participant said, "This retreat was a life-changing experience and challenge that allowed me to clarify my soul and mind. It was a great way to connect to God without the distractions of my normal life."

### GRADUATE AND UPPERCLASS LIFE AT WTC

There can be no doubt that our Water Tower Campus is quite a gem, located as it is along Michigan Avenue; yet, in many ways it may be considered a "diamond in the rough." Home to the schools of Communication, Continuing & Professional Studies, Education, Law, Social Work and the Quinlan School of Business Administration, the WTC serves a wide range of audiences and is still developing a cohesive identity. In considering the student development needs of the students who live and study downtown, Water Tower Campus Life is in the process of outlining a clear and purposeful vision.

While first and second year students are certainly welcome, the focus of programs and services is shifting to address the needs of upperclass students as well as graduate and professional students. Consistent with "The Loyola Experience," the themes of Exploring Chicago and Creating the Future will become guideposts when planning various activities. In addition, recognizing that we have a large population of students engaged in graduate programs at the WTC, more focused attention will be given to providing opportunities for managing transition and building relationships. Whether in the form of support groups, social gatherings or spiritual exploration, we know that our graduate and professional students will benefit from engaging with the Division of Student Development.

### HEALTHY MINDS, BODIES AND HEARTS

Cura Personalis, or care of the individual person, a component of our Jesuit tradition, is a vital part of our athletic and campus recreation programs. In essence, contributing to a healthy community requires an in depth focus on the development of the mind, the spirit and the body. This past year we have engaged in conversations that make physical development an integral part of the educating mission of our Division. We have found that coaches, advisors, counselors, peer mentors, athletes, and student leaders believe that their efforts to support healthy minds and bodies is rooted in our Jesuit Catholic ethos and as important as the other aspects of our work.

Reading groups, interdepartmental discussions, chaplaincy programs, and common leadership development workshops are assisting us as educators to integrate lifelong values of teamwork, leadership, dedication, balance, sportsmanship, goal setting, and work ethic, into programs within Athletics and Campus Recreation. You may think our chief concern is winning on the field or court...and while important, our true work is the creation of men and women for others who are ready to apply gifts ...and this is true winning in life. We hope to continue our exploration on holistic formation/physical development in the year to come and we invite you to join us in this journey.

### POST GRADUATE SERVICE

Amidst the formation of students during their four years at Loyola, we remain attentive to the questions and opportunities that will meet them upon graduating. As Peter-Hans Kolvenbach, SJ once noted, "the real measure of our Jesuit universities lies in who our students become."

Efforts by the office of Community Service and Action (CSA) have increased the number of Loyola seniors engaging in a particular opportunity to lead extraordinary lives after they graduate: post-graduate volunteer service. Over thirty members of the Class of 2012 identified themselves as future volunteers at graduation, while others are still considering the option. These numbers are double the previous year and reflect the impact of enhanced post-graduate volunteer recruiting events, connections with current and former volunteers, collaborations with campus partners, and celebrations of students who have chosen to serve on part of the CSA.

Post-graduate volunteer service allows students to commit to long-term service through programs such as the Jesuit Volunteer Corps, Peace Corps, or AmeriCorps. Typically, these programs place volunteers in direct contact with the poor and vulnerable across the globe, while seeking solutions to poverty and other social concerns. The impact of post-graduate volunteer service is significant on many levels: the communities in which volunteers serve receive direct support, volunteers build specific skills and explore vocational and career opportunities, and real change begins to take place.

The CSA staff, all of whom are former long-term volunteers, are pleased by the increase in post-graduate volunteer commitments among Loyola students and anticipate an on-going increase in these numbers as the CSA grows its outreach.

## ATHLETICS



### MISSION STATEMENT:

The Department of Intercollegiate Athletics champions the values expressed in the mission statement of Loyola University Chicago and seeks to promote in its student-athletes the spirit of searching for truth, pursuing excellence and living for others, which characterized St. Ignatius of Loyola. Accordingly, it is the mission of the department to encourage positive attitudes in its student-athletes and to motivate them to be the brightest and the best in physical fitness, academic development, religious commitment and moral character.

### MESSAGE FROM DIRECTOR:

Opening the Norville Center and infused with new governance and critical support, Athletics took a major step forward in 2011-12. The department recorded its best all-sports performance in 20 years, and the infrastructure was reworked to ensure continuous improvement and sustained success. All sports are increasingly positioned to compete for conference championships, and the student-athlete experience was powerfully redefined as a high-caliber co-curricular learning opportunity in which student-athletes holistically develop their mind, body and spirit through participation. Great years lie ahead for the Ramblers!

### HIGHLIGHTS:

Student-Athlete (SA) Academics. Academic excellence continues on an upward trend: graduation rates increased from 76% to 78%, 11 points higher than the student-body rate; 12/15 teams posted perfect NCAA APR scores for 2010-11. 76% individual SAs and all teams ended the year with 3.0+ cumulative GPAs; 3 SAs earned Maroon & Gold Society honors.

First & Best Records: men's golf 1st NCAA appearance; 33 record breaking track & field performances; women's golf best individual finish; 2 conference champions men's Golf & men's soccer (3rd time in school history); softball in conference title game (best since '04); 2 track & field All Americans (best since '92); conference recognition for men's basketball (best since '06).

Marketing/fundraising/branding milestones: 40% increase in men's basketball ticket revenue; 86% increase in season ticket revenue; 300%+ in corporate sponsorships; rolled out a new logo; and launched the 50th anniversary campaign of Loyola's '63 NCAA men's basketball championship team with a State resolution supporting the team for the Naismith Basketball Hall of Fame.

Governance: Enacted the Athletics Executive Steering Committee (AESC) to provide advisement to the department by campus senior leadership; revised the Faculty Athletics Advisory Committee (FAAC) composition and charge; rechartered the SA Advisory Committee (SAAC); increased Loyola presence on strategic collaboration sessions with 5 mid-major conferences and on expansion.

Facilities: Grand opening of Gentile, a new "Joe" not just for Athletics but for community and campus events. Conducted a facilities audit and began work on short- and long-term solutions for the training and competitive sports needs of all 15 programs.

Cultural immersions: Increased diversity awareness through staff participation in "culture through cooking" presentations at staff meetings; developed cultural and Ignatian immersions for men's basketball as prototype for future student-athlete international experiences.

### ASSESSMENT FINDINGS:

SA Exit Interviews/NCAA Survey: Departmental senior exit interviews indicate 55% desire more career development guidance. NCAA Program Needs assessment also identified career development/life after athletics as an area where programming/institutional support could be improved. (See 2012-13 goals.)

Sports Performance: Implemented nutritional sessions; mental health outreach; collaborated with exercise physiology on body fat & exercise testing in select SAs to develop baseline data to identify programming needs. (Note: Program development in this area is also supported by responses in the NCAA Program Needs assessment study. (See 2012-13 goals.)

Orientation/Academic Support: NCAA Program Needs Assessment survey indicate programming/institutional support could improve in this area. As a result, University 101 will move from an online to classroom format, with increased collaborations with Academic Advising Services on integrating SAs into campus programs while retaining services unique to SA needs.

Departmental operations. Year-long evaluation of infrastructure targeting staffing and fiscal efficiencies. Increased staff positions from 39.5 to 51 with 26 new employees. Resulted in identifying areas for Phase 3 staffing goals for 2012-13.

### GOALS:

Transforming the Student-Athlete (SA): Broaden SA development, integration, & outreach to strengthen athletics as a co-curricular activity through increased collaborations with academic advising, career development, & leadership training; enhanced campus & community partnerships; staff initiatives for more visible Ignatian presence in SA development programs.

Sports Performance: Working with Goal #1, focus on health and well-being in transformational education and holistic development of the student-athlete; implement programs that maximize individual and team sports performance (2012-13 assessment topic).

Facilities: Strive to fulfill goal of implementing short and long term solutions for basketball, volleyball, and track and field, including a court-sport practice facility and fieldhouse (moving forward 2011-12 goal for 2012-13).

Enhancing external revenue streams: In addition to ongoing initiatives, incorporate the 50th anniversary celebration of the 1963 Game of Change as a national exposure platform through increased marketing and branding collaborations. Working with Goal #3, increase revenue from facility rentals.

Institutional alignment: In addition to active participation in conference expansion discussions, address alignment, fit, and values consistent with Loyola educational mission and programs.

Staffing: Implement Phase 3/Year 3 restructuring department to support adding value to the transformational experience of SAs; improve the overall efficiency of staff and fiscal operations to raise the profile of Loyola's athletics programs, enhance services to student-athletes, and expand and reorganize the department in a manner consistent with Division I peers. Increase customer engagement with managerial presence in all food service locations.

### STUDENT/CLIENT MESSAGE:

*"In my night class but my spirit is in Gentile"*  
(Loyola student on Twitter the night of the DePaul game)

*"...For the first time in a while, I am proud to call myself a Rambler, and I see much success for us in the future."*  
Ana Claudia Michelini,  
Women's Soccer

### DID YOU KNOW?

2011-12 was the best all-sport conference finish for Athletics in 20 years and best spring-sport finish ever.

There are 19 degrees among 10 members of the 1963 Loyola men's basketball NCAA championship team.



### STUDENT/CLIENT MESSAGE:

*“The Student Development Business Office is critical to the work of the O.O.E.E. [Office of Outdoor Experiential Education]. Staff not only provides assistance with business processes, but also serve as an advocate for our office within the University. The Business Office asks the right questions to understand and support the work that we do to serve students.”*

### MISSION STATEMENT:

The Budget Office provides support to all departments in Student Development in the area of finance and accounting, including recordkeeping, budgeting, efficiency of operation and cost savings. The office works with individual departments on various projects to assure financial sustainability. The office ensures close linkage between departments under the Division of Student Development and the University Finance Department.

### MESSAGE FROM DIRECTOR:

The financial stability of the division can be attributed to the hard work of all individual budget administrators. The Budget Office works very closely with all directors to assure that the needs of their programs are met. This year we began the process of developing and implementing various policies and procedures throughout the division. We will continue doing that next year.

### HIGHLIGHTS:

- Maintained semi-annual budget reviews with the directors of all departments in the division, using new and improved report forms.
- Provided managers with data on the usage of funding for programs to assure that funds are used in the most effective way.
- Developed and implemented cell phone policy.
- Reviewed and adjusted recordkeeping of the Student Activity and Services fee.
- In collaboration with other departments, established a process of providing scholarships to students attending retreats.
- Developed Athletics camps pro forma templates.

### GOALS:

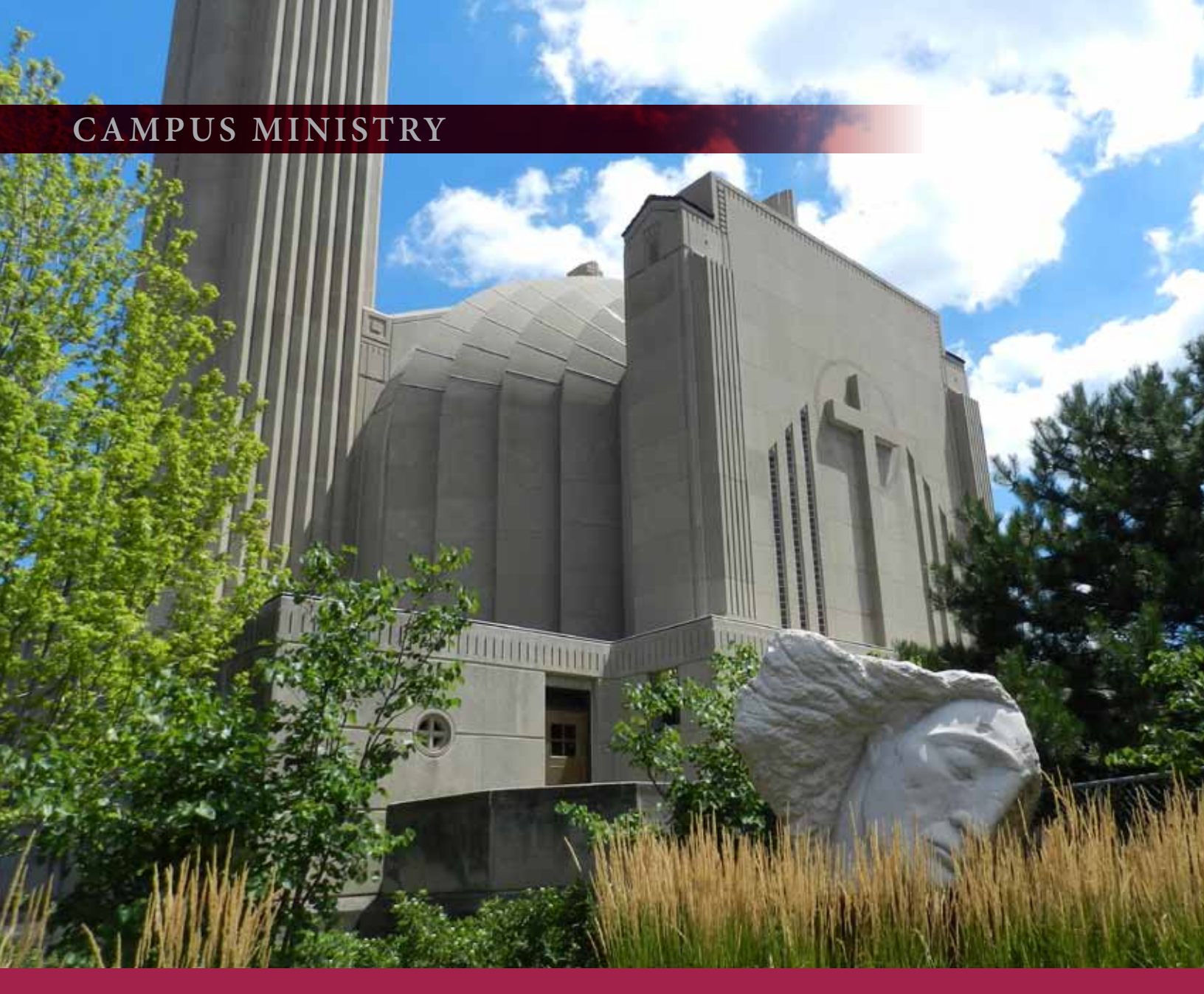
- Maintain semi-annual budget reviews with the directors of all departments in the division.
- Expand the number of workshops for new budget administrators in the division to educate them about the budget process, financial policies and University business procedures.
- Develop divisional standards and guidelines for the following expenses: professional development, recruitment, farewell gatherings and meals.
- Develop a new method of allocating the Student Development Fee to various departments and programs, and establish guidelines for funding by the Student Development Fee.
- Monitor Athletics camps pro forma.
- Implement on-line registration system (Webtrack) for Campus Recreation.

### DID YOU KNOW?

The highest level of expenditures occur in the months of September, January and June.

The Division of Student Development employed 520 student workers in the 2011-12 school year.

## CAMPUS MINISTRY



### MISSION STATEMENT:

In carrying out Loyola's mission, Campus Ministry seeks to develop students who: nurture and celebrate their faith; build a hospitable community; listen for and live out their callings; be of service and work for justice; and provide leadership for church and society.

### MESSAGE FROM DIRECTOR:

The department of Campus Ministry underwent a major restructuring with the offices of Sacramental Life, Retreats, and Ministry joining together to form one department and the arrival of Dr. Lisa Reiter, the Director, in March. The department has a strong focus on serving the faith needs of students and looks forward to supporting students of all faith traditions in coming to an adult appropriation of their faith, while at the same time working towards greater knowledge and understanding between faith traditions.

### HIGHLIGHTS:

Loyola 360, a new First Year retreat program, served first year students and utilized 35 student leaders.

Companions teams were expanded to include programming for Juniors/Seniors and interfaith activities. The Hillel (Jewish organization) hosted five shared dinners for the major religious holidays with over thirty students in attendance. Protestant ministry saw an increase of 15 students per weekly worship service.

One ABI trip focused on wetlands restoration in an estuary affected by the BP oil disaster in southern Louisiana. The group was accompanied by Communications professor, Elizabeth Coffman, who screened her documentary, Veins in the Gulf, about the area's disappearing coastline, to a public audience at Nicholls State University in Thibodaux, LA.

Over 75 students collected 5000 pounds of food for 400 families in need who are supported by the Glenmary mission in Vanceburg, Kentucky.

Music ministry commissioned a processional song which debuted at the Mass of the Holy Spirit. At the music ministers' retreat, the composer deepened the ministers' understanding of the song's role in mass.

A Christian Life Community was started for Spanish speaking students, increasing the number of CLC groups with a cultural emphasis.

### ASSESSMENT FINDINGS:

Twenty-eight juniors and seniors articulated that their needs are for programs that address vocational discernment through half-day retreats or in a coffee shop or "Theology on Tap" venue.

Students involved in Interfaith programs enjoy informational events, but a majority asked for events that would incorporate more depth and action/service components so that people would better understand their faith tradition.

Based on evaluations, students continue to express high satisfaction with immersion trips, indicating a 4.8 average on a 1-5 point scale describing their overall experience.

One hundred percent of CLC Companions identified that the activities of communal prayer, the Examen, and service were spiritually transformative experiences.

1081 students and 125 student leaders participated in 30 retreats, a 66% increase of both participants and retreats.

Student leaders with the 9:00 p.m. mass choir consistently remain involved with the preparation and leading of music.

### GOALS:

The junior/senior chaplaincy will collaborate with Off-Campus Student Life and the Career Development Center to incorporate spiritual development into upper class experiences.

Highlight the religious diversity of the Loyola student community by hosting interfaith events during Welcome Week, Homecoming and Weekend of Excellence.

Broaden students' faith and spiritual practice through personal and communal experience of prayer that are reflective of Ignatian spirituality.

Form students to lead their peers in theological reflection and to lead their faith communities.

### STUDENT/CLIENT MESSAGE:

*"Loyola 360 focused on Jesuit values, which made me happy since these help me achieve satisfaction with myself, others, and the community."*

### DID YOU KNOW?

Christian Life Communities started in 1564 at the Jesuit college in Rome when Jan Leunis, S.J. gathered students for prayer and service to the poor.

Campus Ministry hosts a Thanksgiving dinner for students who remain on campus during the break.



## COMMUNITY SERVICE AND ACTION

### MISSION STATEMENT:

Community Service and Action serves the diverse Loyola and local communities by engaging Loyola undergraduate students in meaningful co-curricular service experiences that incorporate reflection and leadership development in the context of our Jesuit heritage. We challenge students to build the greater good by sharing their gifts and talents to create the change the world seeks.

### MESSAGE FROM DIRECTOR:

Community Service and Action (CSA) is full of growth! We began a new partnership with Jumpstart, in which Loyola volunteers offer a language and literacy skills curriculum in three early childhood education centers. Existing programs such as Loyola4Chicago grew in volunteers, student leaders, and sites. The Start the Fire Community Service Retreat and other new programs met great success and will continue. Loyola again was honored nationally for its service commitment. We look forward to continued success and student engagement.

### HIGHLIGHTS:

Jumpstart arrived at Loyola in the fall, placing students in preschool classrooms to help children develop the language and literacy skills they need to be successful in school. Sixteen students volunteered and we expect that number to more than double next year. Local Alderman Joe Moore attended a classroom session to see the great work being done by Loyola students.

The number of graduating Loyola seniors committed to post-graduate volunteer service doubled in 2012. Over 30 graduates will serve, with others still discerning the opportunity. A commissioning service was held during graduation week for these students and their families. Additionally, Loyola was ranked nationally by the Peace Corps as a top source for volunteers.

Loyola received top honors in the President's Higher Education Community Service Honor Roll again in 2011. Named a finalist, Loyola stands among the top 20 community-engaged campuses in the nation. Community Service and Action was one of three university programs highlighted in the Honor Roll application, and the director co-wrote the successful application.

Loyola4Chicago grew to 150 volunteers (25% growth), added additional groups at 9 partner sites, and began a leader retreat.

Adding the Jordan Elementary Homework Help site saved the program and allowed the Jordan Big Brothers Big Sisters program, filled by L4C volunteers, to continue. Learning outcomes were developed for L4C and assessment of those outcomes has begun.

CSA developed the framework for an interfaith service project. Responding to a need presented by Chicago Youth Programs, six Loyola students tutored and mentored high school students in Uptown. Campus Ministry colleagues then engaged the Loyola volunteers in monthly interfaith reflections with their shared service experience as the starting point for conversation.

CSA growth continues: a third Illinois Campus Compact VISTA and new Graduate Assistant position were secured; Start the Fire Service Retreat, AIDS Run/Walk, Saturday of Service and other projects were created or absorbed; CSA staff collaborated on campus events such as leadership workshops; and the director helped to conduct an assessment of Loyola's justice endeavors.

### ASSESSMENT FINDINGS:

Loyola4Chicago assessed that 93% of volunteers reported an increased awareness and understanding of social justice issues because of their service and 91% felt a greater sense of personal responsibility within the local community. Ninety-six percent said they were very satisfied or satisfied with the overall program and 94% planned to participate again.

Every single community partner connected to the Loyola4Chicago program reported being very satisfied or satisfied with L4C students and all want to continue their relationship with L4C. One community partner notes, "(We are) very thankful to have volunteers from Loyola. Without your help it will be impossible to help our students to improve their grades."

Jumpstart offers assessment data such as this reflection from a Gale Math & Science Academy Jumpstart Team member: "The children that we work with come from backgrounds that are different from our own. Jumpstart helped us learn how to become better educators and provided background information on social issues that affect the populations we work with."

In the first NASPA Consortium Civic Engagement Student Survey, students who participated in Loyola-affiliated volunteer work reported that service: provides "real-life" experience for skills learned in the classroom (70%); contributes to their sense of self (72%); and builds leadership skills (65%). Future surveys and similar-school comparisons will aid further assessment.

### GOALS:

Develop office-wide learning outcomes to inform the development and assessment of all CSA programs.

Increase student participation in CSA programs, including education and reflection experiences as well as direct service experiences.

Enhance student awareness of and participation in post-graduate volunteer service through continued outreach efforts, public recognition, and enhanced campus collaborations.

Enhance student leadership training, formation and engagement in program management through the development of a department-wide leader retreat and common training.

Explore methods for community service to support first-generation and low-income student success.

### STUDENT/CLIENT MESSAGE:

*"I have a deeper sense of purpose for my work and I can articulate this to others. I have developed something to stand for."*

— Jumpstart Team Leader

*"The past two years I have spent serving have been the most meaningful and interesting time of my life."*

— Loyola4Chicago Site Leader

### DID YOU KNOW?

The President's Higher Education Community Service Honor Roll again ranks Loyola among the top 20 community-engaged campuses in the nation.

In the 2011-2012 academic year, CSA programs alone directly engaged 1500 students in almost 16,000 hours of service, valued at \$361,405.





**MISSION STATEMENT:**

EVOKE’s mission was to raise Loyolans’ awareness of their vocation through intentional reflection and experiences with students and the faculty and staff who teach, advise, and mentor them. In the words of St. Ignatius of Loyola, we challenge students to “conceive great resolves and elicit equally great desires.”

**MESSAGE FROM PROGRAM COORDINATOR:**

EVOKE has had another wonderful year of walking with students as they discover who they are and what they are called to do. We are extremely excited to announce the beginning of a new program for our second year undergraduate students: Second Year Initiatives (SYI). Through new initiatives and collaborations, our vision is to build a holistic experience for second year students, allowing them to realize the goals set forth in the Loyola Experience Four Year Plan.

**HIGHLIGHTS:**

EVOKE continued its successful programming series, Telling HERstory and This I Believe. Over 400 students, faculty and staff attended these programs, and they were featured in presentations at both the NASPA regional and national conferences.

The 2011 Ramble treasure hunt was a great success, with high student engagement and satisfaction with the overall event. Participation from faculty and staff treasures was also very high, with over 100 individual treasures being offered by faculty and staff.

EVOKE partnered with Student Diversity and Multicultural Affairs and Campus Ministry to offer the first Loyola Men’s Retreat. This retreat showed success in achieving the desired outcome of assisting male identifying students as they develop a positive male identity. There was a 24% increase in the degree to which men attending the retreat thought about their gender.

Over the Spring semester, the Second Year Initiatives Committee has met regularly to chart a course for the new Second Year Initiatives program. This has resulted in the development of a program mission and vision as well as the creation of several new programmatic efforts.

**ASSESSMENT FINDINGS:**

Eighty-eight percent of participants in the EVOKE Ramble plan to stay in contact with the faculty and staff members they met during the Ramble.

Meeting with faculty and staff was the most positive aspect of the EVOKE Ramble for participants, with 97% favorable ratings.

Participants in the Men in the City Start the Fire Experience developed a firm sense of the issues faced by men on campus.

Seventy percent of participants in the Men’s Retreat gained a better understanding of their gender.

**GOALS:**

Develop Sophomore Class Council of students to offer feedback on SYI programs and initiatives and assist with their implementation.

Host halfway to graduation ceremony for sophomores during Weekend of Excellence.

Continue to meet with SYI Committee to better disseminate opportunities and issues for sophomores, assess current programming, and support SYI strategic planning.

Increase awareness of SYI and its programs.

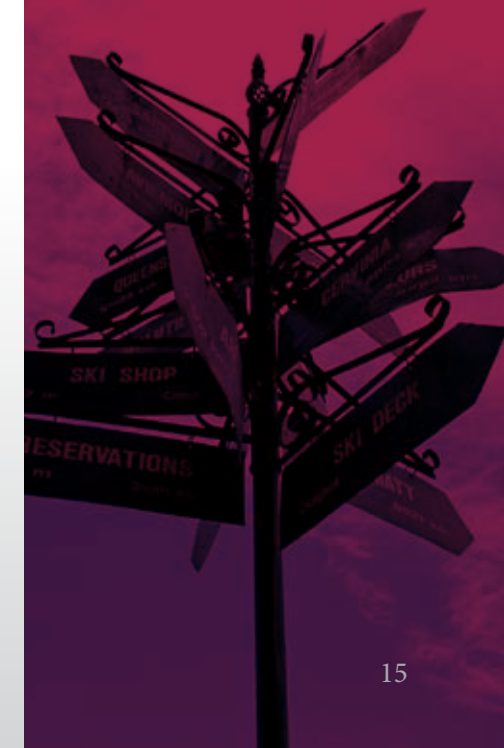
Work with Institutional Research to gather data on sophomore students and determine best means to serve them.

**STUDENT/CLIENT MESSAGE:**

*“This was a perfect way to get to personally meet with some of the leaders of helpful programs on campus that I would not have known otherwise.”*

**DID YOU KNOW?**

EVOKE will be transitioning to Second Year Initiatives over the next year to better serve second year students. The Second Year Initiatives committee is composed of members from both Student Development and Academic Affairs.





## LOYOLA DINING

### MISSION STATEMENT:

Loyola Dining is committed to providing socially and environmentally responsible offerings and services that enhance the student experience, support the development of community and contribute to the retention and long-term success of Loyola students. Our services also focus on meeting the needs of the broader Loyola community including students, staff, faculty and campus visitors.

### MESSAGE FROM DIRECTOR:

With the team in place, this year we have had the ability to establish and strengthen relationships with key members of Student Development, Wellness Center, Residence Life, Off-Campus Student Life and more. By seeking feedback and actively working with campus and community groups we have positioned ourselves to enhance the overall dining experience in all locations. As we move into the 2012-2013 academic year, we have positioned the team to meet the needs of our diverse customer base and to fulfill our commitment to enhance the student experience and support the development of the community.

### HIGHLIGHTS:

Loyola Dining increased their overall engagement and communication with Residence Life and Student Government. During the Fall semester the Cuisine Team was created by Loyola Dining Services. The dining service team met regularly with the RHA board, the Residence Life Committee, and USGA to strategically enhance programs and respond to the needs of student.

Launched the Food Management Fundamentals and Waste Reduction program. This program enhanced the process of ordering, menuing, and production that ultimately control unnecessary food waste. By measuring and controlling waste, we were able to provide the University with key metrics to help implement the process of composting at the dining locations.

With the implementation of social networking, including Facebook and Twitter, LUC Dining has an average reach of 370,215, up from 293,721. LUC Dining has marketed to students, faculty and staff to promote themed residential dining events, weekly specials in convenience locations, and retail food court offers, such as Tuesday Deals.

This year Terry Food Court received praise from diners for expanded hours of operation, revised menu offerings including deli, made-to-order salad concept, and the enhanced Grille Works operation. The overall dining experience has improved with friendly customer service practices and visually appealing offerings, including full grab-n-go options.

In September of 2011 Dining Services completed a successful transition to a full collective bargaining arrangement with a positive outcome and strong partnership.

### ASSESSMENT FINDINGS:

Welcoming/friendly staff scored highest of all attributes during surveys conducted in Spring 2012.

Upon interviewing the Dean of Students, it was stated that managers are responsive to students' special dietary needs.

From a "First Year Experience" perspective, the relationship with catering is stellar and the overall feedback at orientation is optimistic.

The overall experience at Simpson Residential dining is seen as positive from an atmospheric, menu and customer service perspective.

Seventy-one percent of students surveyed (1,040 respondents) that have a meal plan say they are satisfied with their current plan.

Based on the Dining Styles Survey conducted in the Fall (1,422 respondents) the campus perception of the Loyola dining program has gone down in the past year by .21%.

### GOALS:

Enhance retail services including refresh of food court locations.

Expand sustainability efforts by partnering with LUC to implement composting on campus.

Pursue active partnership with CUERP and sustainability groups on campus, supporting elimination of bottled water sales.

Increase membership base of Cuisine Team.

Complete facility and programmatic planning in preparation for Damen Student Center, DiNobli Hall, Center for Sustainable and Urban Living green cafe operations.

Increase customer engagement with managerial presence in all food service locations.

### STUDENT/CLIENT MESSAGE:

"The Loyola Phoenix" from Feb. 1, 2012 - A Vegan Society member, Tyler Tedesco, states:

*"The Vegan Society meets with the dining services a few times a semester and they are always willing to help out, they even take recipes and suggestions from us. Loyola Dining is always positive when students go in with suggestions and show concern for getting more food options. They are a pleasure to work with."*

### DID YOU KNOW?

USGA presented ARAMARK with the Spirit Award to recognize the efforts we have made in partnering with USGA to enhance the overall dining experience.

We employ over 210 front line associates. Our longest tenured employee has worked at Loyola in the food service division for more than 30 years.



## RESIDENCE LIFE

### MISSION STATEMENT:

The Department of Residence Life enhances the campus experience by creating transformative environments. We provide safe, secure residence halls and inclusive communities where students, staff, and faculty integrate key academic, social, spiritual, and recreational experiences. Our commitment is to ignite individual passions and social responsibility in partnership with our residents.

### MESSAGE FROM DIRECTOR:

The Residence Life program and experience continues to grow at Loyola University Chicago. Our assessment data demonstrates that we are either excellent or considerably above average in regards to our residents' satisfaction. We continue to improve programmatic initiatives and further align our department's efforts with the vision, mission and strategic plans of both the division and University. I am proud of the transformative residential experience we are creating for residential students.

### HIGHLIGHTS:

Developed, implemented, and assessed a learning outcome based programming model grounded in the department's six core values.

Restructured, redesigned and enhanced RHA to become a stronger voice regarding residential advocacy issues, representation and traditions.

Conducted audit of release/exemption process and responded and implemented all suggested recommendations and changes.

Developed new hiring, selection, training, and supervision processes for front desk and student office assistant staff that provided better support, training and development.

The number of first-year Learning Community students increased by 100 students to almost 300 students this year. In addition, LC's were expanded to include sophomores, juniors, and seniors for the first time with the creation of the Urban Issues and School of Communications LC's at the Water Tower Campus.

Department won the 2011 Staff Council "Team Spirit Award."

### ASSESSMENT FINDINGS:

In November, 85% of first-year Learning Community students indicated that they had become friends with members of their community.

Continue to re-evaluate the cost-to-quality of the residence hall experience and its overall value to the residents as only 60% of residents rate it good or higher.

RAs engaged approximately 12,105 students who participated in at least 1,517 community building initiatives this year.

Ninety-four percent of RAs agreed or strongly agreed that they were confident in their ability to develop community.

Dining Services still accounts for the 4 out of 5 of our lowest mean scores on the EBI survey. We must work to improve these scores to increase overall residence hall satisfaction.

Seventy-two percent of first-year Learning Community students said that they would reach out to their Learning Community Mentors if they had an academic question or concern.

### GOALS:

Continue with phase two of the implementation of the Learning Community program as we bring online the Wellness Learning Community for first and second year students and Leadership Learning Community for first year students and expand the International Learning Community to include sophomore and transfer students.

Further enhance the use of technology as it relates to educating students, staff and faculty about departmental processes and procedures (i.e. check-in/out, health and safety checks, returning room selection, etc.).

Continue to develop the department's programmatic learning outcomes and objectives to become more congruent with that of the division and campus partners.

Revamp Fall/Spring RA class syllabus to be more curriculum and developmental based.

Develop and populate an electronic furniture inventory system for the residence halls.

Collaborate with Campus Ministry and Jesuits in residence to create a greater connection and continued programming related to faith development in the residence halls.

### STUDENT/CLIENT MESSAGE:

*"My time in the Department of Residence Life has been one of the most valuable experiences of my undergraduate career thus far."*

*"Working with Residence Life has helped me understand what it means to be a leader not only on this campus, but within the global community."*

### DID YOU KNOW?

Over 90% of RAs had both a fall semester and cumulative GPA over 3.0. Sixty percent of RAs had a semester GPA above 3.5 and 50% have a cumulative GPA above 3.5.

Over 81% of residents that participated in the EBI survey stated that they felt accepted by members of their residential community.

## WATER TOWER CAMPUS LIFE



### MISSION STATEMENT:

Water Tower Campus Life is a collaborative unit building community at Loyola University Chicago's dynamic, urban campus in the heart of Chicago. We provide and promote transformative and diverse experiences that empower students to live out our Jesuit values. Our focus for 2012-13 is on graduate and professional students.

### MESSAGE FROM DIRECTOR:

Water Tower Campus Life saw much change and increased activity this year. The addition of a new Program Director to oversee programming was invaluable and yielded dividends that were recognized by students. The Terry Student Center has become a much more lively space; we continue to work to make it a place where members of the WTC can build community. Looking back, we see the progress we have made. However, we are not content to rest on our accomplishments. We have many dreams and visions for WTC that we plan to actualize as we move forward.

### HIGHLIGHTS:

**WTCL Mission, Vision and Values:** The WTCL team created a statement that articulates a clear mission, vision and set of values which will communicate who we are as well as serve as a guide as programs and initiatives are developed and implemented.

**"The Interrupters" Event:** As a result of the initiative of WTCL staff, six distinct WTC units collaborated to present a program focused on the issue of gang violence, highlighting the work of community members who "intervene in conflicts before they explode into violence."

**Labre Ministry Partnership with the School of Business Administration:** SBA faculty members have engaged with this ministry to the homeless and have used it as a teaching tool. Labre will present an academic paper at the Subsistence Market Places Conference hosted at LUC in July.

**WTC Spring Block Party:** The format for this annual event was changed to a "Taste of Chicago" concept with local vendors. The new approach was embraced by the WTC community and will serve as the model for future block parties.

### ASSESSMENT FINDINGS:

Approximately 6600 students are enrolled in WTC-based schools with over 16,000 students enrolled in classes at WTC.

The number one resource requested by students at WTC (both graduate and undergraduate) is a fitness center, followed by the presence of additional student services.

The Sunday 7 p.m. liturgy in St. James Chapel engages a diverse community in developing an adult spirituality. It draws students from Loyola University Chicago, Northwestern, UIC and University of Chicago. Further, the worshipping community includes undergraduates, graduates, alumni, faculty/staff, and neighbors.

As a result of engaging with the city through Labre Ministry, students report greater concern for the homeless and for social justice issues in general.

### GOALS:

Develop a plan to address specific needs of the WTC graduate/professional student population, including opportunities to live into an adult spirituality.

Re-fashion the Fall Block Party into an interactive gathering of the WTC community to kick off a new academic year, celebrate the Mass of the Holy Spirit, and share information regarding resources available to students.

Invite more students to engage with Chicago through participation in an annual "Urban Issues Summit." Building upon the success of "The Interrupters" event, this collaborative initiative will allow students to consider various issues facing our city and to reflect on their role in addressing those issues.

Build on the success of the Labre Ministry to the homeless and the Sunday evening liturgy. Utilize these experiences as entry points for students to engage in additional opportunities for spiritual exploration and development.

### STUDENT/CLIENT MESSAGE:

*"Labre has influenced how I treat people – the notion of 'love thy neighbor' – each person has a unique story. I've learned that everyone deserves to be treated with respect, kindness, and love."*

From a Baumhart resident and WTC Core Team member:

*"Living in the city can be intimidating so when I moved to the WTC I was relieved to find that there was community in which I could find my niche. Having a home and a sort of family amid the hustle and bustle of the city really helped me to embrace and capitalize on all Chicago has to offer while at the same time, making lifelong friends."*

### DID YOU KNOW?

Labre students have been walking the same two routes for four years, serving and developing relationships with the homeless.

Terry Student Center is home to the All Saints Chapel (3rd floor) - a place for quiet prayer and reflection in the midst of the bustling WTC.



## THE WELLNESS CENTER

### MISSION STATEMENT:

The Wellness Center Provides high quality, interdisciplinary medical, mental health and health promotion services that enable our diverse student population to more fully participate and succeed in the college experience. By enhancing health and wellness within the context of a Jesuit Catholic institution, each student is empowered to take responsibility for self care by making informed lifestyle choices that contribute to their own success and to the well-being of the community.

### MESSAGE FROM DIRECTOR:

This year the Wellness Center experienced an exciting flurry of activity. The center created a new tag line “Get Well, Be Well, Stay Well” and updated its mission statement and its four-year offerings to better reflect the University’s four-year plan for student transformation. Staff participated in internal and external reviews of services, affirming many current approaches and identifying areas for growth. Although space and staffing remains a challenge with high clinical and outreach demands, staff responded effectively and empathically.

### HIGHLIGHTS:

High quality healthcare was delivered at the Wellness Center in response to high demand. There were a total of 21,013 student contacts, including 17,501 clinical visits (medical 12,709 and mental health 4,792). Health promotion accounted for 3,512 outreach and student contacts. A total of 11,822 individual students accessed clinical services.

The Wellness Center completed a self-initiated review through the Council for the Advancement of Standards in Higher Education. This was followed by an administrative program review with outside consultants. Results indicate that services are cost effective, evidence based and determined by assessment results. Space constraints continue to pose a challenge.

At the American College Health Association annual meeting presentations were given on: the use of an integrated telephone triage system, mindfulness meditation, implementation of a Coordinated Community Response Team and Wellness Center excellence in management of medical problems. A poster on cultural competence was also presented.

The Wellness Center initiated a sustainability committee to better align with the University’s sustainability efforts. The committee is multidisciplinary and develops internal policies relating to sustainability for the center. Areas of focus include the recycling of medical waste, placement of recycling bins and recycling ink cartridges.

Six in-depth trainings on dating and domestic violence, sexual assault and stalking were provided for various campus departments as a result of funding from a Department of Justice grant. Calls to the advocacy line increased. The Coordinated Community Response Team spearheaded Sexual Assault Awareness Week and other programmatic and policy efforts.

### ASSESSMENT FINDINGS:

AlcoholEdu for College continues to be an effective primary prevention method. Seventy-four percent of first year students (N=1521) completed AlcoholEdu for College during the fall semester and midway through fall semester, 63% did not drink alcohol. When surveyed a total of 89% of students responded that AlcoholEdu helped them identify/help someone with alcohol poisoning.

Mindfulness Meditation continues to be very effective in helping students deal with their perceived stress. Of those students in the Mindfulness Meditation group who responded to pre/post test, 100% saw a decrease in their Perceived Stress Score. A new Saturday morning group proved to be successful with 100% of participants stating the program was beneficial.

Outreach programming continues to be very productive. With 106 programs, training and open groups offered, 3,542 people were reached. Some of the outreaches included bystander intervention discussions, Suicide Awareness Week programming and graduate assistant training on counseling skills.

Online usage continues to grow. There were 30,290 visitors to the Wellness Center website, 729 visitors to the Student Self-Care Guide, and 1,564 utilized online mental health tools, including 574 mental health screenings. There are 473 members to the Wellness Center’s Facebook page, and 742 followers of Twitter, a 28% increase from last year.

Internal satisfaction surveys revealed that 97% of students accessing services are satisfied with their care. Regarding student retention, of students who responded positively when asked “Did you come to the center for a reason that could interfere with your ability to stay at Loyola?” 93% reported that the service contributed to their ability to stay enrolled.

### GOALS:

Revise strategic plan based on recommendations from the Administrative Program Review.

Introduce Wellness Center services at the Water Tower Campus geared toward graduate and professional students.

Develop and implement a Wellness Center based canine therapy outreach initiative.

In partnership with Residence Life and Academics, develop and implement wellness strategies in the Wellness Learning Community.

### STUDENT/CLIENT MESSAGE:

*“Working with other peer educators has been a valuable experience that I will take with me beyond Loyola.”*

— Wellness Advocates  
President

*“Mindfulness Meditation helped me to feel better about myself and all others in the world around me.”*

— Student Participant

### DID YOU KNOW?

The new Chicagoland Consortium for Safety on College Campuses comprised of many institutions is spearheaded by Wellness Center Staff.

The Wellness Advocates, Loyola’s peer health educators, have more than doubled their membership since 2010 representing 12 different majors.

## STUDENT PROMISE



## FROM THE ASSOCIATE VICE PRESIDENT AND DEAN OF STUDENTS

August 2012

Dear Members of the Loyola University Chicago Community:

Student Life had a very successful year. It was an academic year full of growth: our Greek community expanded, a new commuter lounge in Centennial Forum Student Union came on line, and planning for the Arnold J. Damen, S.J. Student Union continues to be well underway. We continue to offer a broad range of co-curricular activities and experiences that focus on areas of intellectual, social, spiritual, cultural and recreation growth.

The Behavioral Concerns Team is in its fourth year of operation and continues to provide support to students whose behavior may be of concern to the community. Our approach is very much grounded in *Cura Personalis*; care for the whole person. We support the student in a caring and holistic manner while simultaneously attending to the needs of the Loyola community.

We look forward to expanding our collaborative efforts with colleagues from across the division as we assist in the planning of Orientation, Welcome Week, Homecoming, Weekend of Excellence, and other campus wide events and programs.



Jane Neufeld



K.C. Mmeje, Ed.D.

As a Loyola student being educated in the Jesuit, Catholic tradition, I promise to...

### Care for Myself

I promise to strive for excellence in all that I do. I will embrace opportunities for leadership, challenge myself academically, and seek experiences that will positively influence my personal development. I will honor the good in myself by being honest, compassionate, and respectful.

### Care for Others

I promise to recognize that each individual person is valuable and has a unique perspective that contributes to the growth and development of all. I will respect the individuality of others regardless of appearance, ethnicity, faith, gender, ability, sexual orientation, or social standing.

### Care for Community

I promise to acknowledge and celebrate diversity. I will contribute my talents, gifts, and ideas to strengthen the community. I aspire to be a person for others committed to working toward a more just world.

Jane Neufeld  
Associate Vice President  
and Dean of Students

K.C. Mmeje, Ed.D.  
Associate Dean of Students

## CAMPUS RECREATION



### MISSION STATEMENT:

The Loyola University Chicago Department of Campus Recreation provides recreational and social experiences that build community and promote values-based action while preparing people to live a balanced and healthy lifestyle.

### MESSAGE FROM DIRECTOR:

This was truly a year of change and transformation for the Campus Recreation Department. We moved back into a renovated facility, changed our building's name to the Halas RECREATION Center, welcomed Ramble Outdoors into the building, and along the way; we transformed the department into a team and became a family. In the spring of 2013 the Halas addition and pool will begin construction/renovations and we are excited for the additional programs that we can offer in the future. So, get ready for more changes, because we are just getting started!

### HIGHLIGHTS:

Ramble Outdoors has facilitated meaningful transformative experiences for 1270 Ramblers.

Ramble Outdoors has collaborated with 26 different programming areas within the University.

The fitness instructor training program welcomed the largest class in two years for the 2012 Spring semester.

There were approximately 170,324 visits this year (avg of 1074 visits per day) with 90% of those users being students.

The Campus Recreation Department established a seven member Club Sport Council that assisted in the administration of the FY13 Club Sport Budget.

Several Club Sports teams adopted a family as part of "Loyola Gives" program and raised \$1300 for the family.

### ASSESSMENT FINDINGS:

One hundred percent of participants responded that the Sophomore backpacking trip provided space for meaningful reflection and that they would recommend the experience to others.

Eighty-four percent of the respondents use the Halas Recreation Center 3 or more times per week.

One hundred percent of surveyed pool users rated our student lifeguard staff as "above average" in courtesy and customer service.

Ninety percent of respondents stated they will participate in some type of Intramural Sports activity in the future and those stating that they will not participate in any activities in the future was because they would be graduating.

Seventy-two percent of respondents said, one of the reasons they stay at Loyola is because of the Club Sports program with which they were involved.

Ninety-two percent of the Club Sports respondents were very satisfied with their academic performance while participating in one or more club sport activities.

### GOALS:

Recruit and hire a new Aquatics and Special Events Coordinator and a new Intramural Sports and Club Sports Coordinator.

Establish written policies and procedures for employees and participants in the Intramural Sports program.

Ramble Outdoors will begin an outdoor equipment rental service in the Halas Recreation Center.

Increase the opportunity for the fitness staff to engage in continuing educational opportunities.

Redevelop the Campus Recreation Department's website.

Revise and/or develop the Halas Recreation Center Membership and Facility usage policies and procedures.

### STUDENT/CLIENT MESSAGE:

*"The instructors are really great. They lead the class and push us to improve every week. I love attending classes with these instructors! They are fun individuals that provide organized and intense workouts."*

— Group Fitness Participant

*"I feel like we are making a difference on campus whether it is on the challenge course or on our trips. Seeing all the training and hard work be brought together to make a great product has been extremely rewarding."*

— Ramble Outdoors Student Facilitator

### DID YOU KNOW?

If you swam 169,804 laps in the Halas Recreation Center pool it is equivalent to swimming from the Lake Shore Campus to the Rome Center.

The LUC Club Sports teams traveled to 10 states and competed against 70 different colleges and universities this year.

## OFF-CAMPUS STUDENT LIFE



### MISSION STATEMENT:

The Off-Campus Student Life Office (OCSL) supports Loyola's non-residential student populations - commuter and off-campus students. OCSL supports off-campus students by strengthening the relationship between our student and non-student neighbors in Edgewater and Rogers Park. We collaborate with Loyola's Community Relations Office and Loyola Campus Safety, as well as neighborhood associations and the Chicago Police Department, to heighten student awareness of the responsibilities of being a good neighbor. OCSL supports commuter students through advocacy and programming. OCSL works with a variety of campus partners to help the campus community recognize the needs and challenges of our commuter student population.

### MESSAGE FROM DIRECTOR:

The 2011-2012 academic year has been a landmark year for the OCSL. This year, OCSL celebrated the opening of a new commuter lounge located off of the main lobby of the Centennial Forum Student Union. In addition to our new space, we've added our newest full-time staff member, Akeya Peterson. Since Akeya has joined the staff, OCSL has been able to expand the number and improve the quality of supports and programming that we offer to our non-residential student population. Looking to 2012-2013, OCSL will be adding programs to support students who are living in the neighborhood as well as programs to help get and keep our commuter students engaged.

### HIGHLIGHTS:

In July 2011, Akeya Peterson was hired as the Program Coordinator for Off-Campus Student Life. Akeya has brought a strong background in student affairs including previous experience working in off-campus student affairs.

In January 2012, OCSL opened a Commuter Student Lounge in the Centennial Forum Student Union. The lounge houses OCSL staff in addition to featuring a small kitchenette, comfortable seating, study tables, and a television. The lounge also has a 25-seat conference room that can be reserved for student, faculty and staff meetings.

OCSL continues to support sophomores & juniors who are moving off campus for the first time by hosting its Off-Campus Housing Fair and Off-Campus Living Seminars. This year's 4th Annual Housing Fair brought 30 landlords to campus and served 350 students. The Off-Campus Living Seminars had 915 attendees during the Spring semester.

OCSL collaborated with Loyola's Information Technology Services Division to develop an electronic process to improve the collection rate of students' local off-campus addresses. This information will improve the office's ability to support non-residential students and respond to issues that occur off-campus.

### ASSESSMENT FINDINGS:

OCSL's Off-Campus Living Seminars continue to assist students with their transition to off-campus living. This year, 84% of attendees felt that the seminar helped them feel more prepared to conduct an effective housing search.

As a result of attending an Off-Campus Living Seminar, 86% of attendees felt that they were better equipped to develop a positive rapport with their non-student neighbors.

Off-Campus Student Life conducted an assessment of non-residential students, addressing a variety of issues. Assessment results indicated that while many students live near campus (55% of respondents live within 3 miles, N=1283) a quarter of responding students commute from a distance greater than ten miles.

Of the students who participated in our assessment, 52.5% either live alone or with peers (e.g. other college-aged individuals). The remaining 47.5% live with family (parents, relatives or partners/spouses).

### GOALS:

During the 2012-2013 academic year Off-Campus Student Life will be expanding Commuter Student programming - OCSL is hosting its first "Start the Fire" retreat for new first-year and transfer commuter students, in addition to bolstering current programs and developing a Commuter Student Council.

Develop a formal relationship with an apartment listing service to better support students who are looking for viable off-campus housing.

Collaborate with the Office of Student Conduct and Conflict Resolution & Loyola Campus Safety to refine the off-campus response to disruptive student activity and develop an effective educational sanction to address off-campus misconduct.

Partner with Registration & Records and ITS to improve the collection rate of non-residential student emergency contact information in LOCUS.

### STUDENT/CLIENT MESSAGE:

*"...I wanted to add a word of praise for the commuter lounge - it is fantastic, as someone who commuted for two years it provided me with a great place to rest."*

— Brandon Thies

*"The Office of Off Campus Student Life provides a valuable resource to students at Loyola because it offers them advantages moving into an important stage of adulthood--living on one's own."*

— Anthony Betori

### DID YOU KNOW?

Approximately 52% of non-residential students have classes five days a week and spend an average of 5-6 hours/day on campus at a time.

Loyola's off-campus population is environmentally friendly - 33% report walking to campus, 41% take public transportation and 2% ride a bike.





## OFFICE OF STUDENT CONDUCT AND CONFLICT RESOLUTION

### MISSION STATEMENT:

The Office of Student Conduct and Conflict Resolution (OSCCR) is dedicated to providing a safe environment for students by promoting responsible decision making and a focus on self-awareness. We also strive to strengthen relationships between students and their communities by encouraging students to embrace the choices they have made, enforcing accountability, and engaging in open dialogue with community members.

### MESSAGE FROM DIRECTOR:

The OSCCR staff worked hard this year to keep up with a higher than ever case load (over 1430 incidents reported) - up 37% from 1047 in AY 2010-11 while expanding and enhancing services provided to students. Under new direction, the office developed a values statement and strategic plan that drew upon staff and student experiences to identify various areas for improvement. Significant progress was made in all areas, most notably in streamlining administrative processes, improving consistency in follow-up, strengthening relationships with key campus partners, and expanding the menu of available sanctions for student misconduct. With a clear vision of next steps that include consistent use of assessment data and the expansion of conflict resolution services, the OSCCR is poised for continued development in the years to come.

### HIGHLIGHTS:

Collaborative drafting of an OSCCR Strategic Plan to guide the office through the next 3 years of service expansion and quality improvement;

Collaborative revision and campus-wide promotion of a “Good Samaritan Policy” that has increased the numbers of student-reported incidents of medical crises due to alcohol;

Significant enhancements to the office’s implementation of its student conduct database, ADVOCATE by Symplicity, such that OSCCR is now recognized by Symplicity as a leading institution in effective use of the database’s available features;

Development of new sanction options, including a values workshop, mentored disciplinary service hours, and an online instructional course about file sharing and responsible use of technology;

Enhanced training and collaborative partnership with the Department of Residence Life, a key stakeholder and campus partner in the success of Loyola’s student conduct system; and

A thorough revision of Loyola University Chicago’s Community Standards document (which includes the Student Code of Conduct) to make the document more accessible to students and more conducive to positive ethical development.

### ASSESSMENT FINDINGS:

Of the 656 students found responsible for misconduct, 58 (9%) appealed their decision, with 9 (1.4%) decisions overturned or modified.

On average, only 32% of students reoffend after their first incident of misconduct (recidivism rate over four years, from 2008-2012), and only 13% reoffend more than once.

Seventy-eight percent of students surveyed, who have gone through the student conduct process “agree” or “strongly agree” that, “I understand how accepting responsibility for my behavior helps me become a better member of my community;” while only 12% disagree/strongly disagree.

Sixty-five percent of students surveyed, who have gone through the student conduct process “agree” or “strongly agree” that, “I was given the chance to tell my side of the story;” while only 23% disagree/strongly disagree.

### GOALS:

Continue developing a comprehensive menu of sanction options for student misconduct;

Engage in additional outreach to residential and off-campus students to offer pro-active mediation and conflict resolution support and services;

Draft an “Inclusion and Cultural Competence” statement that reflects the office’s commitment to those values;

Utilize assessment data from the NASCAP survey to prioritize service areas for improvement/enhancement;

Assess the Student Community Board member experience and utilize data to create an outcome-driven leadership curriculum for that program; and

Reduce average time for resolution of incidents to within five business days of the report (except for reports requiring extensive investigation).

### STUDENT/CLIENT MESSAGE:

*“The advice you gave me was very helpful, and it meant a lot to me to have the University’s support throughout the ordeal [an incident of stalking by another student]. It was because of our meeting at OSCCR...that day in August that I chose to stay at Loyola my senior year, and will receive my degree next week at the commencement ceremonies.”*

*“I was very impressed with how the process was handled. [The student conduct process] was managed in a timely fashion, and I was treated as an adult, not a child. I felt respected and therefore was able to give forth my respect to the conduct officers [and]...more inclined to tell the truth.”*

### DID YOU KNOW?

The OSCCR offers mediation services for students, teams, off-campus student roommates, and student organizations.

The Student Community Board is a student organization trained and supported by the OSCCR to provide peer-to-peer adjudication for groups of students.



## STUDENT ACTIVITIES AND GREEK AFFAIRS

### MISSION STATEMENT:

Student Activities & Greek Affairs (SAGA) offers opportunities for students to connect, learn, and engage beyond the classroom. Through shared experiences students gain a greater sense of self and community to foster positive social change.

### MESSAGE FROM DIRECTOR:

Student Activities & Greek Affairs (SAGA) continues to create opportunities for students to engage beyond the classroom in ways that advance student interests and assist in the development of the whole person. Through core programs, SAGA contributes to the Loyola Experience by way of enhanced learning, development of leadership skills and increased self-awareness. Last year the focus was on the development of new initiatives; while this year it has been on enhancing core programs to engage students in educationally purposeful activities.

### HIGHLIGHTS:

SAGA developed and began to execute a plan to overhaul the Registered Student Organization Program. The key development was the creation of a new RSO manual complete with new policies and risk management processes. The plan also focuses on implementing targeted communication efforts and educational workshops to help stakeholders transition with ease.

The Greek community inducted Alpha Delta Pi and Sigma Chi and welcomed Delta Sigma Phi to conclude a three year expansion effort. The addition of these chapters offer students increased access to the many rich developmental opportunities intrinsic to the Sorority & Fraternity Life program.

The Student Activities & Greek Affairs team, in cooperation with the Department of Programming and registered student organizations, offered over 550 student programs and events this past academic year.

Assessment data shows that men and women involved in a sorority or fraternity at Loyola University Chicago are more likely to have a higher GPA than unaffiliated students. The Sorority & Fraternity Life "All-Greek" GPA has been consistently higher than the "All-University" GPA for the last 3 years.

### ASSESSMENT FINDINGS:

This year Student Activities & Greek Affairs focused assessment efforts on Sorority & Fraternity Life (SFL):

Seventy-eight percent of responding students strongly agreed that as a result of being an affiliated member they are more likely to complete their degree at Loyola.

Eighty-six percent of responding students strongly agreed that as a result of being an affiliated member they were better able to articulate their values, attitudes and beliefs.

Ninety-two percent of responding students strongly agreed that as a result of being an affiliated member they felt a part of the campus community.

Ninety-seven percent of responding students strongly agreed that as a result of being an affiliated member they were able to connect with other students.

### GOALS:

Increase the visibility of Student Activities & Greek Affairs.

Implement the Registered Student Organization Program overhaul plan to increase student satisfaction, address risk management issues and offer enhanced opportunities for students to develop leadership skills.

Continue to move to intentional programmatic advisement for registered student organizations: enhance outreach efforts, increase accountability and develop student organization advisor training and resources.

Enhance the Special Events Program by adding student planning committees to Homecoming and Senior Send Off.

Create and implement a Sorority & Fraternity Life chapter recognition and assessment program.

### STUDENT/CLIENT MESSAGE:

*"Thank you for your help with our organization this year. We appreciate all you do for us - you really helped make our year a success!"*

*"Being Greek at Loyola has opened so many doors for me as an undergraduate and has helped to shape the person I am today and strive to become."*

### DID YOU KNOW?

Ten percent of the registered student organizations on campus were newly formed this year; taking the total number of RSOs to 204.

Chi Omega raised over \$5,000 at their Inaugural Dodge ball Tournament; making it possible to grant one full wish through the Make-a-Wish Foundation.



## STUDENT CENTERS/UNIVERSITY WELCOME CENTER

### MISSION STATEMENT:

The Department of Student Centers at Loyola University Chicago seeks to provide program support, services, facilities, and amenities for students, faculty, staff, alumni and guests that foster a welcoming and warm environment. These are designed to facilitate the development of the Loyola University Chicago community by ensuring opportunities for participation and involvement in a diverse array of organizations, programs, and activities.

### MESSAGE FROM DIRECTOR:

It has been an exciting year for the Department of Student Centers as we have started to shift some of our focus to the development of the new Arnold J. Damen, S.J. Student Center (opening 2013). While the department is focused on this endeavor, it continues to strive to provide services and facilities that enhance the Loyola campus culture and engage the Loyola community. The department is committed to providing opportunities for student transformation through its student employment program, and the activities in which it supports.

### HIGHLIGHTS:

The Department of Student Centers began its professional staff expansion with the hiring of Geoffrey Foote, who will serve as the U-Pass Program Coordinator. Geoff will mean a great deal as the Department of Student Centers continue to look for ways to strengthen the U-Pass program.

The department developed an extensive building policy and procedure manual for the Centennial Forum Student Union aimed at creating a safe and successful facility operation. This manual will also be used as the department prepares to open the new Arnold J. Damen, S.J. Student Center in Spring 2013.

With the assistance of University Marketing and Communications, the Department of Student Centers successfully created a blog that is focused on educating the Loyola community on happenings with construction around campus. The department has received great feedback on this blog thus far. It can be accessed at [www.luc.edu/loyolaprogess](http://www.luc.edu/loyolaprogess).

The department continued to provide several outstanding programs throughout the academic year. Most notably, the annual Christmas tree lighting ceremony was extremely well received and witnessed its largest turn out in the last five years. In addition, the department supported some key programs such as Wolf and Kettle Day and the Dalai Lama visit to campus in April.

The department sponsored the new student center naming contest which encouraged students to submit and vote on names for three spaces in the new building. Over 2,400 students participated. In addition, the department hosted a steel beam signing where the Loyola community could personally sign a beam that will be used in construction. Over 2,500 signatures adorn that beam.

Departmental student employees Ryan Brink and Rachel Kohl were each nominated, and Ryan Brink received, a 2012 Damen Award. Noel Andrew was nominated and selected as the winner of the 'Arrupe Person for Others' award at the annual Student Recognition Ceremony. CFSU student staff also completed a "day of service" at the Lake View Pantry East in the Spring semester.

### ASSESSMENT FINDINGS:

All student employees are assessed academically after each semester to ensure that their academic performance is not being affected by their student employment with our department. The Department of Student Centers are happy to report that its student staff cumulative GPA for 2011-2012 was 3.23.

In assessing student employees' satisfaction with their employment, 98% indicated that they were "highly satisfied" or "satisfied" with their employment experience (involving their learned development) with the department.

Over 80% of respondents (278 total) of the department's randomized U-Pass satisfaction survey indicated that U-Pass customer service (professionals and students) was "great" or "excellent."

Over 90% of respondents (378 total) of the Centennial Forum Student Union satisfaction survey reported that they "strongly agreed" or "agreed" that CFSU student staff was helpful, friendly, and efficient.

### GOALS:

Recruit and hire professional and student staff within the Department of Student Centers as the department prepares for the opening of the Arnold J. Damen, S.J. Student Center in Spring 2013.

Successfully navigate the opening of the Arnold J. Damen, S.J. Student Center in addition to coordinating the transition of all of the new tenants and programs into the space. This transition also involves educating the campus community on the new building.

Continue to develop and expand the identity of the Department of Student Centers through marketing efforts, key programs, upgrades to services, and development of the student employment program.

Provide outstanding information services at a newly created Information Desk, which will open in August 2012 in the Mundelein Center for Performing Arts.

Begin the process of creating an advisory board that will assist in the development of Student Center policies, programs, and special initiatives.

### STUDENT/CLIENT MESSAGE:

*"[The U-Pass] is a fantastic opportunity for students. I love how convenient obtaining and using the U-Pass is!"*

— Loyola student

*"The CFSU staff has been very helpful in getting my spaces set-up as well as helping me to find an appropriate space in short time frames."*

— anonymous

### DID YOU KNOW?

Winning ideas of the new student center naming contest were: The L Stop (spirit shop), Ireland's (sports lounge) and The Den (common lounge).

After Alumni Gym was demolished to create space for the Arnold J. Damen, S.J. Student Center, several glass bottles dating back to 1904 were found.

## STUDENT DIVERSITY & MULTICULTURAL AFFAIRS



### MISSION STATEMENT:

The Department of Student Diversity and Multicultural Affairs (SDMA) believes that part of Loyola's promise to prepare people to lead extraordinary lives requires us to truly be a home for all people, by embracing all races, sexes, gender identities, religions, ethnic backgrounds, socio-economic classes, sexual orientations, and abilities. SDMA promotes essential values that help sustain this diversity—including respect for others, close personal relationships, effective communication, and an engaged concern for the common good.

### MESSAGE FROM DIRECTOR:

The Department of Student Diversity and Multicultural Affairs (SDMA) underwent significant change this year with the welcoming of three new Program Coordinators and a Director. In the midst of reflection, transition, and change, SDMA successfully implemented 75 workshops, events, retreats, and trainings that impacted 2,200 students, staff, and faculty. In the coming year, SDMA is excited to expand its initiatives to provide richer opportunities that raise social consciousness about the intersections of identities, power, privilege, and oppression, and the responsibility to uphold Loyola's value of service to humanity through justice.

### HIGHLIGHTS:

The Students Together Are Reaching Success (STARS) mentorship program celebrated its 25th anniversary with over 100 past and present participants, including its longstanding donor, the Siragusa Foundation, which was honored for their outstanding commitment to the success of marginalized populations.

In collaboration with Student Leadership Development, the first annual The People's Institute was redefined and constructed into a retreat, which brought together 30 participants to explore leadership and social justice.

LGBTQI initiatives were created to provide resources, learning opportunities, and intentional support for the LGBTQI population at Loyola.

Loyola University Chicago Empowering Sisterhood (LUCES) provided 14 successful opportunities for women of color to come together and focus on topics related to wellness, including the third annual Women of Color retreat and the end of the year LUCES Gala.

The Empowerment Pipeline created a new mentorship relationship with Amundsen High School's Advancement Via Individual Determination (AVID) program to support college readiness and access.

The Social Justice Dinner Dialogue series successfully implemented seven workshops focused on the following: Understanding Self and Dismantling Oppression, Poverty in Chicago, The Dream Act, LGBTQI Ally Development, Femininity and Masculinity, Understanding the Experience of People with Disabilities, and Expression and Healing through Poetry.

### ASSESSMENT FINDINGS:

All mentors and mentees in the STARS program are assessed academically after each semester. The metric to assess academic performance is cumulative GPA, and the standard of evaluation is at least a 3.00 at the time of assessment. Average mentee cumulative GPA at the end of spring 2012 (n=75): 3.083 Average mentor cumulative GPA at end of spring 2012 (n=13): 3.315

One hundred percent of the 371 participants who took part in the LUCES program felt that the gatherings provided a safe space to validate, nurture, and develop their identities as women of color.

Ninety percent of the 18 participants in the Men's Project felt more comfortable interrupting harmful actions and behaviors towards men and women at Loyola University Chicago after taking part in the 10 week curriculum.

Ninety percent of students, staff and faculty who attended the Safe Space Ally training felt more confident about speaking out in a situation where homophobia or transphobia was being expressed.

Ninety-eight percent of the participants who attended the Social Justice Dinner Dialogue series found the workshops to be helpful in understanding the topic at hand.

### GOALS:

Develop a five year strategic plan for the Department of Student Diversity and Multicultural Affairs.

Implement and assess the Men of Color mentorship pilot program for first year freshman and transfer students.

Begin to develop a sophomore retention component to the Students Together Are Reaching Success (STARS) mentorship program.

Create a leadership series for the Loyola University Chicago Empowering Sisterhood (LUCES) program.

Offer an ally training for staff and faculty about the undocumented student experience and how to support this population, as well as, create a web page of resources for the campus community.

Provide more opportunities for Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, and Intersex (LGBTQI) learning and engagement.

### STUDENT/CLIENT MESSAGE:

*"I didn't know I would have such a positive experience [at the Women of Color retreat] until I set foot back on campus. I really had the chance to get to know myself better and I have gained a lot more confidence from the retreat."*

*"The STARS program has given me the encouragement to explore and experience Loyola. I have never felt so accepted and cared for since I've been in college. I truly feel as though I have a family away from home."*

### DID YOU KNOW?

The Empowerment Pipeline program works with middle and high school students in Chicago to assist with college readiness, exposure, and success.

Heritage months are led by student groups, such as the Latin American Student Organization, Black Cultural Center, and Council of Pan Asian Americans.



## STUDENT LEADERSHIP DEVELOPMENT

### MISSION STATEMENT:

In collaboration with University and community partners, Student Leadership Development (SLD) seeks to provide high quality leadership development experiences by providing programs and serving as a resource. The department seeks to: identify, promote, and provide experiences to support development of the competencies associated with effective leadership; provide students with opportunities to examine and affirm their personal values, talents, and passions; prepare students to be engaged in ethical leadership for the common good.

### MESSAGE FROM DIRECTOR:

SLD enjoyed a great year. Positive evaluations were received for SLD workshops, and for SLD programs requested by departments and student groups. To support students in years 3 and 4, a career track was added to the Student Leadership Institute. The new LEAD retreat provided 1st year students with a sense of community, and helped them actively engage on campus. We partnered with Student Diversity & Multicultural Affairs (SDMA) on The People's Institute, a new retreat focused on leadership and social justice. We look forward to working with a new leadership learning community next year.

### HIGHLIGHTS:

The number of participants at the Student Leadership Institute increased from 59 in 2011, to 83 in 2012. A great deal of positive feedback was received. To address last year's goal of expanding the scope of the SLI to better meet students' developmental needs, a track of workshops for juniors/seniors was created in partnership with the Career Development Center.

The 2011 National Jesuit Student Leadership Conference was a highly successful event with 315 participants from 26 of the Jesuit institutions. The student planning team did a tremendous job and received much positive feedback. Multiple student committee members said that hosting the NJSJC was the best thing they have done at LUC.

SLD was pleased to participate in the division's first year of the Start the Fire Initiative. The 29 student participants and 3 mentors enjoyed and learned a lot from the LEAD retreat. The majority of the students became very involved on campus. The sense of community has continued through many positive relationships - this has surpassed SLD's expectations.

The 1st year of The People's Institute retreat was very successful. This collaboration with SDMA provided 26 students and 5 staff with the opportunity to explore their multiple identities, the concept of privilege, and their own capacity to be social change agents. Students indicated that it was a powerful experience and that they felt supported in this journey.

One of our events designed to address student's requests for more opportunities to form a sense of community outside of formal programs was a leadership banquet. This was attended by over 30 people in April. Students shared stories about their experiences with SLD programs, and connected with each other during conversations at dinner.

### ASSESSMENT FINDINGS:

After participating in the NJSJC: 90% of respondents felt more prepared to incorporate Jesuit values into their leadership; 98% felt part of a greater community of peers at Jesuit colleges and universities; 85% found their community service experience valuable; 96% of respondents said their overall experience was good or excellent.

All LEAD retreat participants said it helped them gain leadership skills, learn about their strengths, and gain knowledge about leadership, service, and involvement opportunities; 94% explored personal values and their definition of leadership; 94% increased their confidence in leadership roles; 92% developed meaningful relationships with peers during LEAD.

All SLI participants said that the information presented supported their leadership development; 96% would recommend the experience to others; 79% had a better understanding of social justice after the SLI; 85% were more confident in their leadership skills due to the SLI; Students appreciated networking, and gaining new insights about leadership.

Students rated (from 1 - 4) TPI's effect on improving their knowledge and skills in: communication (3.5), critical thinking (3.8), leadership (3.8), and social responsibility (3.9).

### GOALS:

Over the summer of 2012, the plans for the first Leadership Learning Community will be finalized. The plan will be implemented in the 2012-2013 academic year. Learning goals for the Leadership Learning Community will be achieved.

SLD and Residence Life staff will partner with students to create a proposed plan for a Leadership Learning Community for second year students, with potential for the plan to be implemented in the 2013-2014 academic year.

Expand and formalize the "workshops by request" program to better meet the needs of student organizations. Explore the possibility of increasing the number of opportunities for the Peer Leadership Team to facilitate workshops.

Engage in additional assessment activities with the intention of using this data to strengthen the certificate program in the future.

### STUDENT/CLIENT MESSAGE:

*"SLD has helped me to grasp the concept of leadership in its theoretical and applied forms... The most important thing I have taken away is that leadership takes many forms and that many people can be leaders in many ways."*

— Natalie Foster

*"The SLD program has empowered me with the knowledge and skills to lead, not only on campus but throughout the community. With a focus on social justice, teamwork, and ethics, I have learned the value that every team member can bring."*

— Seth Baker

### DID YOU KNOW?

This year, SLD facilitated 19 workshops/classes/trainings for departments, student organizations, and Resident Assistants, reaching over 650 students.

The Social Change Model of leadership informs SLD programs. The individual, group, and community domains of the SCM align with LUC's Student Promise.



## HIGHER EDUCATION PROGRAM

### MISSION STATEMENT:

The Higher Education M.Ed. and Ph.D. programs aim to prepare professional educators for a wide variety of administrative roles and functions in post-secondary education. The guiding themes of the programs serve to inspire students to be reflective leaders who are committed to social justice, effectively utilize analytic inquiry, research and assessment. Both programs challenge students to thoughtfully consider ethical issues present in higher education.

### MESSAGE FROM DIRECTOR:

We have a few program developments in the area of faculty. We are saddened that Dr. Jennifer Haworth retired after 16 years in faculty and administrative roles. With Jennifer's phased retirement, we were blessed to bring in a Visiting Assistant Professor, Georgianna Martin who did a remarkable job teaching and working with students. Dr. Martin earned her PhD from the University of Iowa last fall and assumed a new role this year as Assistant Professor at University of Southern Mississippi. Also on the occasion of Jennifer's retirement we hired Dr. OiYan Poon (UCLA PhD) to be Assistant Professor. We are excited for her to begin Fall 2012.

### HIGHLIGHTS:

John Dugan, Assistant Professor in Higher Education, received the 2011 Outstanding New Scholar Award from the College of Education Alumni Association at the University of Maryland.

Bridget Turner Kelly, Associate Professor in Higher Education, received the 2011 Outstanding Contribution to Student Affairs Through Teaching Award from NASPA's IV-East Region.

Chris Bohle, Higher education alum (MED '11) is a 2012 recipient of ACPA's Annuit Coeptis Award. This is one of the most prestigious awards that the association gives in honor of emerging professional potential.

Kyle Anderson, Higher Education alum (MED' 12) published two columns in the Huffington Post.

Sara Furr, current PhD student, published a book chapter in a new NASPA publication on Asian American students and Pacific Islander students.

### ASSESSMENT FINDINGS:

Of 34 recent graduates surveyed, 27 secured positions. Source: Placement Report from 2011 graduates.

Eighteen graduates report finding new employment in the field. Source: Placement Report from 2011 graduates.

Top 5 areas students accepted positions-- Residence Life (Manager/Director) (6); Admissions (4); Student Support Services (Asst. Director) (3); Academic Advising/ Services (3); Student Programming (2)/Resident Director (2) Source: Placement Report from 2011 graduates.

Eight graduates report remaining in positions held at time of graduation; 0 graduates accepted a position outside the field of higher education; 1 graduate entered an advanced graduate program (Ph.D., Ed.D. etc.). Source: Placement Report from 2011 graduates.

### GOALS:

Create and teach new on-line versions of core courses for International Higher Education master's program, beginning Fall 2012.

Review doctoral curriculum and implement doctoral-only sections of select core courses.

Revise and update program's learning outcomes (competencies, knowledge, dispositions).

Implement new PhD writing requirement for Fall 2012 admissions.

### STUDENT/CLIENT MESSAGE:

*"My knowledge of the field has grown immensely over the past few years. From research and assessment to organization and governance, my understanding of Higher Education has changed drastically. I have gained valuable insight into the world of Higher Education. As a student affairs professional, I recognize the importance of having a firm base of Higher Education knowledge in order to better serve my students."*

— Jacque Huguélet  
(M.Ed. 2011)

### DID YOU KNOW?

Fifty-four M.Ed. graduates received degrees in December 2010 or May/August 2011.

For the first time in program history, we have an all men of color cohort entering the PhD program in Fall 2012.



## WITH GRATITUDE



*Preparing people to lead extraordinary lives*

Christopher Abplanalp, Marketing and Communications  
 Dr. Sam Attoh, The Graduate School  
 Dana Adams, Conference Services  
 Mike Alexander, Graduate School of Business  
 Pamela Ambrose, LUMA  
 Ben Anderson, S.J.  
 Mark Andrews, S.J.  
 Mark Archibald, Academic Advising  
 Fred Barnhart, J.D., Libraries  
 Mary Bird, The Law School  
 Lauren Blanchard, Services for Students with Disabilities  
 Sue Bodin, Treasurer's Office  
 Lt. Joe Bogdalek, Campus Safety  
 Mark Bosco, S.J.  
 Bob Braunreuther, S.J.  
 April Browning, Fine and Performing Arts  
 Joan Bufalino, Health Science Marketing  
 Peter Buhl, Capital Planning  
 Brendan Busse, S.J.  
 Colleen Calvey, Alumni Relations  
 Sarah Camargo, Parking Services  
 Dr. Tony Cardoza, History  
 Patti Carty, LUREC  
 Theresa Ceurvost, Human Resources  
 Dr. Marian Allen Claffey, Office of the Provost  
 Jennifer Clark, Capital Planning  
 Jennifer Clemens, Campus Reservations  
 Scott Commings, LUREC  
 Shauna Conley, Treasurer's Office  
 Cass Coughlin, Director of Residence Life  
 Carol Coyne, Gannon Center  
 John Cunningham, S.J.  
 Ofc. Tim Cunningham, Campus Safety  
 Bill Curtin, Facilities  
 Justin Daffron, S.J.  
 Dr. John Dugan, School of Education  
 Jennifer Fiebig, Psychology  
 Chief Robert Fine, Campus Safety

Dr. Marcel Fredericks, Sociology  
 Paul French, William Ferris Chorale  
 Marcella Gallegos, The Graduate School  
 Michael Garanzini, S.J. President  
 James Garbarino, Psychology  
 Randy Gibbons, Institute for Pastoral Studies  
 Kevin Gillespie, S.J.  
 Dr. Alan Gitelson, Political Science  
 Joe Glueckert, Fine and Performing Arts  
 Allyson Gold, The Law School  
 Dr. Patrick Green, Center for Experiential Learning  
 Qiana Green, College of Arts and Science  
 Melinda Gunn, Amundsen High School  
 Danielle Hanson, Human Resources  
 Justin Harbison, Biology  
 Jonathan Heintzeman, Advancement  
 Dr. Betsy Jones Hemenway, Womens and Gender Studies  
 Katie Hession, University Marketing and Communications  
 Barry Hillenbrand, Alumni Relations  
 Clara Dina Hinojosa, Alumni Relations  
 Amanda Hitterman, LUREC  
 Brian Horowitz, Advising  
 Lee Hubbell, LU Choice  
 Kathryn Jackson, Center for Experiential Learning  
 Rich Jacques, Facilities  
 Mike Jurewitch, Facilities  
 Kevin Kaufman, Advising  
 Ashley Kehoe, Experiential Learning  
 Brian Keiller, First and Second Year Advising  
 Meg Kelleher, Services for Students with Disabilities  
 Tom Kelly, Human Resources  
 Dr. Marilyn Krogh, Sociology  
 Bill Laird, Finance  
 Michael Lambesis, Stritch School of Medicine  
 Julie LeBlanc, Learning Community  
 Gina Lettiere, CUERP  
 Matthew Lieser, S.J.  
 Jana Lithgow, School of Business

Dr. Robert Ludwig, Institute for Pastoral Arts  
 Dr. Marta Lundy, School of Social Work  
 Dr. Art Lurigio, College of Arts and Sciences  
 Jeremy Lynch, The Hub  
 Dr. Kathleen Maas Weigert, Gannon Center  
 Keith Maczkiewicz, S.J.  
 Susan Malisch, Information Services  
 Sarah Malouf Tobek, Alumni Relations  
 Sgt. Bruce Mc Cree, Campus Safety  
 Heather McNitt, Facilities  
 Nicole Meehan, Alumni Relations  
 Reuben Miller, Sociology  
 Steve Mitten, S.J.  
 Edward Moore, Financial Aid  
 Ricardo Munoz, 22nd Ward  
 Ellen Munro, General Counsel  
 Dr. Bren Ortega Murphy, School of Communication  
 Chris Murphy, Mission and Identity  
 Karin Murray, School of Continuing and Professional Studies  
 Sean Ohlinger, Information Services  
 Jose Ortiz, Facilities  
 Brian Paulson, S.J.  
 Ben R. Penglase, Anthropology  
 Stacey Platt, J.D., The Law School  
 David Prasse, School of Education  
 Travis Proffitt, Center for Experiential Learning  
 Eniko Racz, Auxillary Services  
 Meredith Rajan, School of Education  
 Anthony Ramos, First and Second Year Advising  
 Stephen Ravenscraft, Marketing and Communications  
 Tara Riley, Treasurer's Office  
 Summur Roberts, Community Relations  
 Dr. Hannah Rockwell, School of Communications  
 Tomika Rodriguez, DePaul University  
 Chelsea Ruff, First Year Experience  
 Theodore Ruswick, Facilities  
 Sgt. Eric Salinger, Campus Safety  
 Danita Salone, Undergraduate Admission

Dr. Carol Scheidenhelm, Learning Tech and Assessment Office of the Provost  
 Jill Schur, Admissions, Undergraduate Admissions  
 Darby Scism, Career Development  
 Robert Seal, Library  
 Alex See, School of Business Administration  
 Julie Sells, SBA Business Career Services  
 Kelly Shannon, University Marketing and Communication  
 Bill Sherry, Facilities  
 Kyle Shinseki, S.J.  
 Janet Sisler, Gannon Center  
 Wayne Sliwa, Facilities  
 Tracy Snowberger, Accounting  
 Lorraine Snyder, Office of the President  
 Jeanne Sokolec, School of Social Work  
 Dr. Ann Solari-Twadell, School of Nursing  
 Gregg Spaulding, Facilities  
 Dr. Brian Stanko, School of Business  
 Joan Stasiak, Human Resources  
 Kathleen Steinfeld, Campus Card Office  
 Don Sujack, Alumni  
 Terri Thomas, Advising  
 Pat Trinco, Information Services  
 Amy Trujillo, Dining  
 Alex Tuchman, LUREC  
 Dr. Nancy Tuchman, Office of the Provost  
 Dr. Bridget Turner-Kelly, College of Education  
 Dr. Aana Vigen, Theology  
 Tim Walker, Information Services  
 Anita Weinberg, J.D., The Law School  
 Katrina Weizer, Academic Advising  
 Bridget Welch, Amundsen High School  
 Bridget Wesley, First Year Experience  
 April Whitworth, Community Relations  
 Kana Wibbenmeyer, Facilities  
 Richard Williams, Special Events  
 Dr. De'Sha Wolf, Achieving College Excellence  
 Susan Yanek, Purchasing  
 Cara Young, School of Social Work

TOP 10 MAJORS IN FALL 2011

Major	Count
Biology	1,591
Psychology	1,042
Nursing	651
Political Science	464
English	379
International Studies	336
Accounting	309
Advertising/Public Relations	302
Finance	295
History	293

Counts include students with two or more majors. (Please keep in mind that the counts represent the number of majors. They include anyone who had two or more majors during that term. For example, if a student had a double major in Political Science and International Science, they were counted twice - once in each major.)

ENROLLMENT BY RACIAL/ETHNIC CATEGORY

	Degree-Seeking First-Time First Year	Total Undergraduates (both degree- and non-degree-seeking)
Nonresident aliens	33	188
Hispanic	238	1,081
Black or African American, non-Hispanic	49	382
White, non-Hispanic	1,240	6,193
American Indian or Alaska Native, non-Hispanic	2	18
Asian, non-Hispanic	166	1,047
Native Hawaiian or other Pacific Islander, non-Hispanic	0	8
Two or more races, non-Hispanic	191	351
Race and/or ethnicity unknown	11	588
<b>TOTAL</b>	<b>1,930</b>	<b>9,856</b>

For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered the institution as freshmen in fall 2010 (or the preceding summer term), the percentage that was enrolled at Loyola as of the date we calculate our official enrollment in fall 2011 is 87%

ENROLLMENT DATA FALL 2011

Undergraduate full-time

Arts & Sciences	5,685
Beijing Center	82
Business	1,348
Communications	538
Cont. & Prof. Studies	18
Education	379
Nursing	724
Rome Center	210
Social Work	102
<b>Total</b>	<b>9,077</b>

Undergraduate part-time

Arts & Sciences	361
Business	82
Communications	36
Cont. & Prof. Studies	130
Education	8
Nursing	9
Social Work	7
St. Joseph Seminary	30
<b>Total</b>	<b>663</b>

Undergraduate Certificates

Arts & Sciences	98
Cont. & Prof. Studies	18
<b>Total</b>	<b>116</b>

Masters

Arts & Sciences	562
Biomedical Sciences	126
Business	819
Education	465
Law	323
Nursing	321
Pastoral Studies	263
Social Work	753
<b>Total</b>	<b>3,632</b>

Masters Certificate

Arts & Sciences	3
Biomedical Sciences	15
Business	3
Cont. & Prof. Studies	132
Education	13
Nursing	52
Pastoral Studies	6
Social Work	19
<b>Total</b>	<b>243</b>

Doctoral

Arts & Sciences	388
Biomedical Sciences	115
Education	248
Law	6
Nursing	62
Social Work	37
<b>Total</b>	<b>856</b>

Professional

Arts & Sciences	388
Biomedical Sciences	115
Education	248
Law	6
Nursing	62
Social Work	37
<b>Total</b>	<b>856</b>

Law	866
Medical M.D.	587
<b>Total</b>	<b>1,453</b>

**Total University 16,040**

HELPFUL INFORMATION ABOUT STUDENT LIFE AT LOYOLA

	First-Time First Year (freshman) students	Undergraduates
Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	40	35
Percent of men who join fraternities	6	6
Percent of women who join sororities	12	11
Percent who live in college-owned, -operated, or -affiliated housing	84	38
Percent who live off campus or commute	15	61
Percent of students age 25 and older	0	8
Average age of full-time students	18	20
Average age of all students (full- and part-time)	18	21





## DIVISION OF STUDENT DEVELOPMENT

Centennial Forum Student Union 100  
1032 W. Sheridan Road • Chicago, IL 60660  
( P ) 773.508.3890 • ( F ) 773.508.3907  
[LUC.edu/studentdevelopment](http://LUC.edu/studentdevelopment)



*Preparing people to lead extraordinary lives*