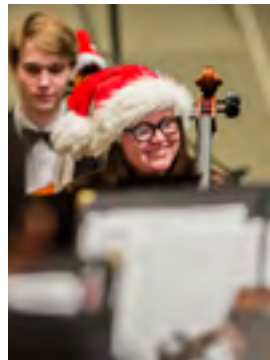


LOYOLA UNIVERSITY CHICAGO



2014 STUDENT DEVELOPMENT ANNUAL REPORT



*Preparing people to lead extraordinary lives*

# 2014 STUDENT DEVELOPMENT ANNUAL REPORT



*Preparing people to lead extraordinary lives*

# From the Vice President for Student Development



September 2014

Dear Colleagues and Friends,

Greetings from Chicago! I am pleased to share the Annual Report of the Division of Student Development with you. As we draw the Reimagine Campaign to a close, we reflect with gratitude on the Division's accomplishments from the past year, and look with great anticipation to what lies ahead.

We have had another exciting year in the Division. Some highlights include:

1. Winning the NCAA Men's Volleyball National Championship
2. Opening two new residence halls, including the LEED Certified San Francisco Hall
3. Completing a 20,000 square foot expansion of the Halas Sports Center
4. Transitioning to new athletic conference, the Missouri Valley Conference
5. Bringing back Family Weekend to engage parents, siblings, and relatives in our campus community
6. Recognition from the Department of Justice for Title IX work being done on-campus

As we welcome our new class of nearly 2,300 first-year and transfer students, we look forward with great excitement to introducing them to the traditions embedded in the Loyola Experience. Together with our returning students, we will continue advancing student learning and providing supportive and safe environments for student transformation. Throughout the course of the year, we will:

- Complete planning for the new Divisional strategic plan 2015-2020
- Collaborate with our colleagues across the institution during our reaccreditation site visit from the Higher Learning Commission
- Expand strategic partnerships with Academic Affairs units to realize and assess The Loyola Experience: The Four-Year Plan for Student Transformation.

Special thanks go to all of our partners around Loyola and in the community for helping realize the mission of the Division. Thank you for your interest in learning about the exciting work of the Division of Student Development at Loyola University Chicago.

Sincerely,

A handwritten signature in black ink that reads "Jane Neufeld". The signature is written in a cursive, flowing style.

Jane F. Neufeld, M.Ed.

Vice President for Student Development



# Campus Updates

Academic year 2013-2014 witnessed a major shift in student traffic on-campus. With the availability of the Damen Student Center, students have a beautiful gathering space for academic and social purposes. With the unveiling of two new residence halls – de Nobili Hall and San Francisco Hall – students residing on the south side of campus enjoyed the benefits of common spaces in the halls as well as new dining facilities.

On July 31, 2014, the University community not only celebrated the Feast Day of St. Ignatius Loyola, but also cut the ribbon on the newly expanded Halas Sports Center. The recently completed West Quad was unveiled for Fall 2014, as was Kenmore Plaza on the south side of the Lake Shore Campus.

The Division of Student Development is grateful for its many campus partners who help shape the campus. Their tireless work has made the campus feel more like home. The Division's transition into a new strategic plan marks an exciting time for the Division and presents more opportunities to continue collaborating across campus.

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# Highlights &



## Athletics:

- Lyndsey Booker, Tricia Stonebraker, and Mary Whitmore earned Missouri Valley Conference (MVC) Service and Leadership award.
- 17 student-athletes earned All-MVC recognition; 47 Loyolans received the Commissioner's Academic Excellence Award; and 111 Ramblers were named to the MVC Honor Roll.
- Women's Basketball, Men's Volleyball, Men's Cross Country, Men's Indoor Track, and Men's Outdoor Track received Academic Progress Report public recognition awards from the NCAA.

## Beijing Center:

- The inaugural Lesbian, Gay, Bisexual, & Transgender (LGBT) ally development training program for Chinese Roommates was recognized by both ACPA and NASPA for Best International Program of the Year.

## Campus Ministry:

- Implementation of the Interfaith Ally Training was a new project implemented by three student leaders (Interfaith Advocates) and the Interfaith Campus Minister.
- Recruiting for greater diversity among Alternative Break Immersion (ABI) participants led to a tripling of the percentage of students of color in ABIs – from 9% to 27% – between 2013 and 2014.

## Campus Recreation:

- Hosted the Midwest Outdoor Leadership Conference, with 170 participants from 17 Midwestern universities. Loyola student leaders played a significant role in the planning and execution of the conference.
- Partnered with Campus Ministry to offer challenge course programming for over 300 first year students as part of Loyola 360 retreats. Provided challenge course experiences as part of sophomore and senior retreats.

## Community Service & Action:

- Oversaw a 25% increase of Loyola graduates going into full-time service roles over last year. Again ranked nationally by the Peace Corps as a top source for volunteers, Loyola hosts one of four discernment weekends held by the international program of the Jesuit Volunteer Corps

## John Felice Rome Center

- New service abroad opportunities included seven Friday Night meal distributions and two visits to Casa Ronald McDonald center for children with terminal illnesses.

# Accomplishments



## Leadership Development & Second Year Experience

- Halfway to Graduation Celebration was attended by 289 students, a 68% increase over last year.

## Office of the Vice President

- Hosted three NASPA Undergraduate Fellows for an eight-week summer internship.

## Residence Life

- Opened San Francisco and de Nobili Halls.
- Largest incoming class to-date.

## Damen Student Center

- Student Staff was selected as the Student Employment "Team of the Year" at the 2014 Weekend of Excellence Awards Ceremony.

## Student Activities & Greek Affairs

- Welcomed three new full-time professional staff members.

## Student Conduct & Conflict Resolution

- Along with partner departments (i.e. Residence Life) handled over 1,400 cases of alleged student misconduct.

## Student Diversity & Multicultural Affairs

- Increased grant funding for STARS mentorship program, allowing for an increase in mentors to meet the needs of student of color and first generation population at Loyola.
- 330 students, faculty, and staff (145 faculty and staff, 185 students) participated in the eight LGBTQI Safe Space Trainings.

## Water Tower Campus Life

- Hosted first Graduate Compass orientation for graduate and professional students.
- Revamped and expanded the WTC Block Party.

## Wellness Center

- Opened new clinics on both Lake Shore and Water Tower campuses.
- The 10th Wellness Fair reached 1,072 students, the most in its history.





# Divisional Committee Activities

The **Jesuit Education Team (JET)** started the 2013-14 year by supporting the Division of Student Development's (DSD) August In-Service. JET played a prominent role during the In-Service, leading the opening prayer, facilitating a panel to demonstrate the connection between Ignatian Spirituality and the Student Promise, and then facilitated an activity for staff to think creatively about their year. JET also began conducting departmental in-service sessions that were tailored to departmental interests and desires. JET continues to broaden the format of these trainings and plans to reach out to different departments in the future that would benefit from this type of training.

For the second year, JET provided Jesuit facts and trivia for the DSD Notes to give glimpses into the life of Ignatius, Jesuit education, and Ignatian pedagogy. JET sought more engaging topics to offer for the Lunch-n-Learn series offered by the Professional Development Group. JET facilitated a lunch in April that looked at the intersection of Ignatian Spirituality and supporting the needs of students and staff that identify as Lesbian, Gay, Bisexual, Transgendered, Queer, and Intersex (LGBTQI).

During the 2013-2014 year, the **Cultural Competence Group (CCG)** launched the Conversation Partners initiative to engage staff in one-on-one dialogue about cultural competence development based on prompts and relevant articles. Divisional partners were intentionally paired and met on a monthly basis. CCG continued monthly meetings of the Affinity Groups and used an evaluation to adjust its curriculum to meet the needs of each group. The People of Color group focused on current topics that affect the identity of marginalized people, while finding strength and resilience. The White group focused on privilege and ally-ship. Five members of CCG presented a session on Inclusive Approaches for Staff Recruitment and Selection to over 30 Student Development colleagues as a part of the Lunch n' Learn series. CCG also hosted a viewing of the webinar, "Intercultural Competence: Training Essentials for Staff," that was attended by over 10 staff members.

Looking to 2014-2015, CCG is developing a resource guide that is accessible to DSD staff about inclusive practices in recruitment, interviewing, hiring, on-boarding/training, and retention of staff. It will also broaden its focus from individual staff cultural competence (professional development, self-assessment) to include organizational cultural competence (policies, environments, training, meeting format), and further expand assessment practices to inform future CCG initiatives. Finally, the CCG is investigating the possibility of offering a retreat or day-long workshop opportunity for staff as a means of expanding offerings.

The **Divisional Assessment Committee (DAC)** represents the Division's commitment to assessment and continuous improvement of student learning. Its membership is drawn from across the DSD and partners in academic affairs. During the 2013-2014 year, the DAC focused its attention on the development of Division-wide learning outcomes. The outcomes were developed based on a review of practices in the field, practices at peer and aspirational institutions, and key Loyola documents including Transformative Education in the Jesuit Tradition and the Divisional strategic plan.

In 2014-2015, the DAC will work with departments in aligning departmental and programmatic learning outcomes with those of the Division. It will also help in raising the capacity for good assessment across the Division, and work toward creating an annual assessment symposium. The symposium will provide an opportunity for each department to share findings from one of the assessment projects completed in the course of the year. Finally, the DAC will help in further boosting the culture of assessment within the Division.

The **Professional Development Group (PDG)** provides ongoing professional development, social activities, and formalized recognition to DSD staff members. Noteworthy highlights of PDG-sponsored programming include 11 Lunch-and-Learn sessions, six social events, and the 4th End of Year Awards & Recognitions. The lunch-and-learn series was both very well attended and well received, and provided opportunities for professionals and graduate students to present on an array of topics. Topics covered included a discussion of returning to graduate school while working; a JASPA webinar with Fr. Andy Thon; inclusive approaches to staff recruitment, selection, and orientation; and working with students who identify as bisexual, pansexual, fluid, or queer. For the End of Year Awards & Recognition, PDG refined the process by which award nominations were solicited and reviewed. Additionally, a new Principles of Ethics statement pertaining to the awards selection process was developed and shared with the Division. This statement affords greater integrity and transparency in the awards process. In 2014-2015, the group will explore the feasibility of Careers in Student Affairs Month (CSAM) programming and continue to recruit a diverse membership to serve on PDG.

# Department of Intercollegiate Athletics

**Staff Information:** Sixty-five full-time staff, 5 interns, 2 graduate assistants, 4 volunteer coaches

**Mission Statement:** Sponsor nationally-competitive teams through integrated and values-based programs that deliver transformational student experiences, foster senses of pride and community, become increasingly self-sustaining, and support the university's strategic initiatives.

**Departmental Learning Outcomes:** Through their participation in athletics and other learning experiences through the Department of Athletics, student-athletes will:

1. Develop and implement a four-year plan to guide and integrate their Loyola experiences;
2. Develop transferable skills to prepare them to fulfill their collegiate goals, to accomplish their post-graduate ambitions, and to lead extraordinary lives; and
3. Articulate and communicate those skills to others.

## Departmental Highlights:

- The Men's Volleyball Team won the NCAA Championship in May 2014, the second ever national championship for a Loyola team. Shane Davis was named AVCA Coach of the Year and Mark Hulse was named AVCA Assistant Coach of the Year. Cody Caldwell was named NCAA Championship Most Outstanding Player; and Peter Hutz, Thomas Jaeschke, and Joe Smalzer were named to the NCAA All-Tournament Team.
- Loyola's team successes in their first year of Missouri Valley Conference (MVC) competition included Softball advancing to the MVC Tournament Championship game; Men's and Women's Basketball winning a game in the MVC Tournament; Men's and Women's Soccer qualifying for the MVC Tournament; and Men's Cross Country finishing second at the MVC Championship.
- The Strength and Conditioning Staff implemented new program and initiatives to increase student-athlete performance, including weekly meetings with a dietician from the Wellness Center, meetings with sports psychologists from Adler School of Psychology, and tailored approaches to individual and team conditioning. Team highlights include a 10% increase in lower body strength and 2% increase in upper body strength for Men's Soccer; 12.5% gain in lower body strength and 6% increase in upper body strength for Women's Soccer; 19% increase in upper body strength for Men's Basketball; 10% gain in lower body strength for Women's Basketball and Volleyball; and 20% drop in injury over a two-year span for Men's Volleyball.
- Individual student-athlete honors include two All-Americans (Thomas Jaeschke, Volleyball; Sam Penzenstadler, Indoor Mile); three Honorable Mention All-Americans (Cody Caldwell, Nick Olson, and Joe Smalzer, Men's Volleyball); five Player of the Year awards; nine



## Messages from Students:

*"New coaches. New administration. New conference. New facilities. New mentality."*

*– Anonymous, Senior*

*"I have loved every coach and teacher I have had and made numerous lifelong friends. What more can someone want?"*

*– Anonymous, Men's Volleyball*

First-Team All-Conference honorees; six Second-Team All-Conference honorees; 20 Academic All-Conference honorees; 30 Athlete of the Week awards; 13 Scholar-Athlete of the Week awards; and three Conference-wide leadership and Service awards. Women's golfer April Ohlendorf earned the MVC President's Council Academic Award, and Andy Fenske (Men's Cross Country) earned the Elite 18 award (student-athlete with the highest GPA at the Finals site).

#### Assessment Findings:

- End of the Year Survey data showed that participation in Athletics accounted for significant overall growth in socially responsible leadership, a sense of connection to Loyola, and the development of cross-cultural competency. Student-athletes also noted greater physical and emotional wellness and the ability to integrate personal, academic, and personal goals as a result of their participation in Athletics programs.
- Of the 74 student-athlete respondents to the End of the Year Survey, 65% either agreed or strongly agreed that they had "developed a four-year plan that integrates curricular and co-curricular opportunities, including academic engagement, campus involvement, and community service." Among freshmen and sophomore respondents (n = 31), that percentage rose to 74%.
- Data from seniors, fifth-year seniors, and graduate student-athletes, indicated that 96% either agreed or strongly agreed that the skills they developed through their Athletics experience were or would be useful in being a successful collegian, while 100% agreed or strongly agreed that they developed skills through their Athletics experience that would be useful in their career.
- Graduating student-athletes were asked to articulate the most valuable experiences and lessons during their time in Athletics. Consistent responses across various teams included: improved time management skills, learning to stand up for oneself, hold oneself and one's teammates accountable; professionalism and sportsmanship; building and maintaining relationships with diverse people; developing persistence and drive to overcome obstacles; building personal and professional networks; and appreciating the value of teamwork.

#### Departmental Goals:

1. Expand programs that support academic success, health and well-being, and performance excellence of our student athletes; and assess the effectiveness of these programs.
2. Energize and influence University culture to continue to leverage Athletics to enhance the Loyola Experience (loyalty, pride, excitement, tradition).
3. Promote the Loyola Athletics story as part of the transformative undergraduate education experience at Loyola, and as the premier Division I sports program in the Missouri Valley Conference.
4. Set new and defined targets for fundraising, sponsorships, and season ticket sales for Athletics Programs.
5. Improve overall fiscal responsibility and strategic use of Athletics funds to best support programs and goals.
6. Revise and update Compliance, Student-Athlete, and Staff Handbooks.



#### Did You Know:

- The 2013-14 overall institutional GPA for student-athletes was 3.232, and 111 students earned MVC academic honors.
- Sam Penzenstadler ran a sub-4 minute mile (3:58.21) – the fastest mile by a Loyola runner in 50 years, second only to the 1964 record set by Tom O'Hara. Penzenstadler also earned third place in the 1,500-meter race at the NCAA Outdoor Championship.

# Budget Office

**Staff Information:** Two full-time staff

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

## Departmental Goals:

1. Ensure that funds are used in the most effective way, provide managers with data on the usage of funding for programs.
2. Offer workshops for new budget administrators in the Division to educate them about the budget process, financial policies and business procedures at the University.
3. Refine the process of contract review in the Division in accordance with University policy.
4. Collaborate with CTA to maintain processes for the U-Pass program.
5. Work with individual offices on reviewing funding needs for their programs.

## Departmental Highlights:

1. Maintained semi-annual budget reviews with directors of all departments in the Division.
2. Provided managers with data on the usage of funding for programs to assure that funds are used in the most effective way.
3. Established contract review process in the Division and created templates for use with most common contracts.
4. Provided continued support to The Green Initiative Fund (TGIF), a newly established fund sponsored by the Division of Student Development that supports projects that expand environmental and global consciousness as well as impact sustainable behaviors on campus.
5. Collaborate with CTA to maintain processes for the U-Pass program.
6. Work with individual offices on reviewing funding needs for their programs.





**Did You Know:**

- TGIF funded nine projects that were successfully completed during the first year of the program's existence.
- The Division of Student Development employed 634 student workers over the last year for a total of 84,660 hours.

# Campus Ministry

**Staff Information:** Sixteen full-time staff; 7 graduate assistants; 15 student workers; 8 resident chaplains; 2 contracted chaplains; 177 student leaders; and 55 Jesuit priests and scholastics support the work of Campus Ministry.

**Mission Statement:** Campus Ministry invites students to experience, learn, and deepen their understanding of self, faith, and role in the world.

## Assessment Findings:

- An estimated 200 students participated in some form of the Interfaith Ally Training this academic year. Findings from 50 pre- and post-test surveys indicate that participants increased their religious literacy and over 90% identified as an Interfaith Ally.
- More than 350 students attended the Loyola 360 program this year. Of those students, 92% of students identified feeling an increased sense of belonging at Loyola based on relationships with peers, staff, and members of the Jesuit community.
- Of the 50 student leaders that participated in Loyola 360 student teams, 40% identify as men and 37% identify as students of color.
- All students who participated on Alternative Break Immersions (ABIs) who indicated that they did not feel a part of the Loyola community before going on the ABI indicated an increase in connection to Loyola afterwards. Students who felt connected or extremely connected to Loyola all indicated the ABI either increased or did not change the level of connection they felt to Loyola. Nearly all students could name three justice issues they encountered, could identify one to three themes of Catholic Social Teaching they saw on their ABI, and spent time discussing how they would individually integrate their experiences upon returning.

## Departmental Goals:

1. Increase ABI enrollment by 10% across all offerings, diversify the ABI offerings, pilot Winter ABI trips, and increase enrollment of students of color in ABIs.
2. For Interfaith (IF) Programs, offer two IF Ally trainings per semester with a follow-up action event in the community in collaboration with a Chicago non-profit organization. Offer a minimum of 10 dinners and 1 campaign per semester in the Ask Big Questions program. Host a minimum of 30 participants and 5 religious traditions represented on an Interfaith Retreat. Host two large dinner dialogues each semester in collaboration with academic departments with 100 students in attendance.
3. For Labre Ministry with the Homeless, become a Sponsored Student Organization through WTC Ministry, expand the number of Labre Routes to increase student participation and meet the needs of the expanding homeless population. In an attempt to reach more diverse student populations, Labre leaders invited special groups on alternate nights to participate in Labre. Increase involvement among student-athlete and fraternity/sorority populations.
4. For Retreat Programs, use intentional recruitment and following up with past participants, to achieve greater balance of ethnicity and gender on Loyola 360 student teams, and fill the six Loyola 360 retreats to at least 90% capacity.

## Departmental Highlights:

- Two Winter ABI trips were successfully piloted. Total ABI participation went up 60% from the previous year.
- Student leaders of the Labre Ministry with the Homeless organized the collection and distribution of 150 donations in the form of toiletries, CTA passes, clothing, and gift cards for the homeless and hungry on Chicago streets.
- During the fall Interfaith Action Week, over 100 students attended the RefugeeOne Dinner, a collaboration with Dr. Dan Amick in Anthropology, RefugeeOne Non-Profit, and Loyola. During the spring World Interfaith Harmony Week programs, over 150 students attended the Pass the Plate Dinner Dialogue, in partnership with the Theology Department, Plant A Tree Sustainability, and the Institute for Environmental Sustainability.
- Students on retreats at Loyola University Retreat & Ecology Campus (LUREC), particularly Loyola 360 retreats, had exposure to, and explanation of, the Ignatian Examen, the foundational prayer of Ignatian spirituality. The Examen helps students reflect on their experience, feelings, thoughts, and actions, to help them discover God's movement in their lives. The Examen, when used daily, encourages students to act in accordance with their values and desires.
- Findings from a review of how Campus Ministry engages with students during the first six weeks of fall semester suggest that students want to get to know staff through informal interactions. Student leaders reported that they are drawn into Campus Ministry activities by the personal invitation of their peers and the staff. Students also indicated that Campus Ministry has high quality faith-based programs, but more could be done to create interaction among the types of program areas.

## Messages from Students:

*“The community that I experienced while on my ABI was more than a group of people cohabiting the same space. Rather, I learned through my experiences in Vanceburg, KY that a community can be one of the strongest support systems available...”*

*– Elizabeth Steele, One-time ABI veteran*

*“I knew we were doing something right when students came up to me and asked me for an Interfaith Advocate T-shirt because they had been to our program.”*

*– Maneshwar Singh, Interfaith Programs end of year evaluation*



## Did You Know:

- ABIs went to over 21 different locations and dealt with issues ranging from urban agricultural to refugee resettlement to home repair to migrant worker rights.
- Over 200 students took part in the Interfaith Ally Training in its inaugural year.
- Both the Sophomore and Senior Retreats more than doubled their numbers from the previous year, filling every spot available for those programs.

# Community Service



## Messages from Students:

*“The best aspect of Hunger Week is that students, faculty, staff, and community members come together to learn, grow, and stand in solidarity with those who hunger.”*

*– Hunger Week Team Leader, Evaluation Process*

*I knew I was going to be helping children learn and reach their full potential, but I never could have imagined how much it would change me...”*

*– Jumpstart Corps Member, Reflection Activity*



# & Action

**Staff Information:** Two full-time staff (one employed through Jumpstart), one AmeriCorps Volunteer in Service to America (VISTA), one graduate assistant, and two student workers

**Mission Statement:** Community Service and Action (CSA) seeks to serve the diverse Loyola and local communities by fostering mutually beneficial partnerships designed to support neighbors in need. We aim to build the greater good by using our gifts and talents to create the change we seek.

## Departmental Learning Outcomes:

1. One-Time Service Programs: Students who participate in one-time CSA programs will articulate an awareness of the importance of service as part of Loyola's Jesuit, Catholic identity.
2. On-Going Service Programs: Students who participate in an ongoing CSA program will express a deepened knowledge of the social issue addressed by the partner agency after sustained immersion with the site.
3. Education/Advocacy Programs: Students participating in CSA education/advocacy activities will identify and describe 1-2 systems or structures impacting the justice issue being explored in the activity.
4. Reflection Activities: By participating in an on-going community service program sponsored by the CSA, students will take part in reflection conversations in which they articulate two personal values developed or deepened through their experience.

## Departmental Highlights:

- The Service and Faith Learning Community (SFLC) had a successful first year. Participants and student leaders identified SFLC as the strongest Learning Community this year. The Learning Community Faculty Director submitted the CSA's Co-Curricular Overview as an exemplar of the Learning Community program for Loyola's reaccreditation process.
- The CSA facilitated the 40th annual Hunger Week November 4-10. With the strongest student team in recent years, Hunger Week provided enhanced educational and fundraising activities. Events of note were "Bust It For Justice," during which student bands performed; the Hunger Run, with 120 registered runners; and Hunger Speaks, a faculty-led conversation about domestic poverty and hunger. Over \$8,000 was distributed to student-selected beneficiaries.
- Eleven students attended the Ignatian Family Teach-In for Justice November 16-18 in Washington, DC. Loyola's delegation engaged in education, networking, and prayer around social justice issues, and met with Representative Jan Schakowsky and Senator Michael Quigley's offices. Pedro Guerrero (USGA President), served as a student Master of Ceremonies. In February, student delegates promoted an immigration conference as part of Ignatian Family Advocacy Month.
- The Jumpstart program hit its yearly enrollment goal in late December after diligent recruitment and screening work by the site manager. Thirty-six students, the program's highest enrollment to date, took part in the program, serving 97 children twice a week in six Chicago Public Schools classrooms in Rogers Park.

## Departmental Goals:

1. Partner with Residence Life to implement a Service and Faith Learning Community.
2. Increase student leadership and input in program management and development.
3. Enhance CSA programming around justice and advocacy efforts.
4. Explore methods through which the CSA can support veteran student outreach currently happening on campus.  
(goal related to funding priorities of Illinois Campus Compact VISTA position)

## Did You Know:

- The average Loyola4Chicago participant volunteers 2.5 hours per week.
- Hunger Week celebrated its 40th anniversary in 2013 and reconnected with a Loyola alumnus who was involved with Hunger Week from its first year!
- Service experiences through Start the Fire are chosen intentionally to give students the opportunity to continue that work throughout the semester.

# Residence Life

**Staff Information:** Twenty-four full-time staff, 13 graduate assistants, and over 300 student employees.

**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.

**Departmental Learning Outcomes:** As a result of participation in programming and/or services offered by Residence Life, students will...

1. Achieve higher grade point averages.
2. Persist from semester to semester and ultimately to graduation at higher rates.
3. Perceive the campus environment to be more supportive.
4. Show increased levels of productive citizenship.

## Departmental Highlights:

1. Successful opening of de Nobili and San Francisco residence halls.
2. Student satisfaction continued to improve, as measured by national Educational Benchmarking Incorporated (EBI) assessment. National comparative data was not available at press time.
3. Academic and student support was enhanced through student spaces in residence halls, expansion of residence hall tutoring, and a number of academic and support programs offered throughout the year by hall staff and campus partners. Specifically, 147 programs focused on academic achievement were offered this past year and 127 programs focused on student support.
4. Hall staff offered 574 values-based programs in support of institutional, divisional, and departmental values.
5. Staff members in Residence Life continued to advance the housing profession by authoring local and national presentations, articles, and webinars, and by attending local, regional, and national conferences. Loyola's residence halls and programs continue to receive significant interest from others in housing and higher education fields.



## Messages from Students:

*"I really got to connect with people in the honors program and found so many people like myself! I really believe I found lifelong friends that I look forward to living with and having classes with for the next four years."*

*– First-year student*

*"I like the convenience of living on-campus. Everything is basically at my fingertips when I need it. I also feel that if I lived off-campus, I would be more distracted from my academics."*

*– Anonymous student*

### Assessment Findings:

1. Overall student satisfaction and overall program effectiveness both demonstrated a solid increase in the annual Educational Benchmark Inc. (EBI) data, which were gathered in Fall 2013 via an electronic device. Just under 50% of the total resident population submitted responses.
2. Eight Wellness Learning Community (LC) members, six International LC members, and one Multicultural LC member said their LC experiences did not meet expectations or was a negative experience. The concerns expressed by these LC members included a lack of opportunities to engage in LC co-curricular activities and programs, an inability to engage in the LC theme, and a lack of community built among LC students. This feedback led to the decision to revise the program so it better meets student needs and expectations.
3. Think Tank continues to offer Residence Life staff a way to track programs offered, attendance, and other related statistics. Think Tank is also capable of tracking learning outcomes/objectives.
4. Using data from the National Survey of Student Engagement and the President's Questionnaire for New Students, the Office of Institutional Research offered several helpful reports in the fall term based on institutional data and residence life/housing impact on key indicators such as retention rates and grade point average. Continued reports from Institutional Research will factor into decision making, program creation, and policy decisions.

### Departmental Goals

1. Meet or exceed budgetary goals related to student occupancy. Simultaneously, create a more student-centered housing assignment process to improve occupancy and student satisfaction with the process.
2. Successful completion, opening, staffing, and programming for de Nobili and San Francisco – especially as it relates to collaboration with Institute for Environmental Sustainability.
3. Develop a pedagogically and developmentally sound training model for our student leaders (staff, RHA, hall councils, etc.).
4. Establish departmental 5-year strategic plan and 10-year master plan that support and integrate divisional and institutional plans, goals, and aspirations.
5. Continue to enhance academic support model in the residence halls. Particularly, seeking collaborative initiatives with academic partners and increasing focus on time management and study skills.
6. Revise departmental emergency operations plan (EOP) to align with Loyola's plan and National Incident Management System guidelines for crisis response.



### Did You Know:

- The overall student satisfaction rate gathered through the annual EBI survey, increased from just above 5.0 to just below 5.5 (almost a 0.5 increase on a scale of 7).
- Creation of more dedicated student space in Simpson MPR and IES lounge (in addition to Campion MPR) provided residents and commuters venues for informal gathering and studying. Anecdotal evidence suggests that these spaces had a significant impact on roommate satisfaction improving for 2013-2014.

# Water Tower Campus Life

**Staff Information:** Four full-time staff, 1 graduate assistant, 10 student workers

**Mission Statement:** Water Tower Campus Life (WTCL) 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.

WTCL facilitates student formation in its deepest sense, integrating intellectual, spiritual and emotional-social development. We provide outreach to upper-class, graduate and professional students through a variety of programs, services and advocacy efforts, working together with faculty, staff and student organizations.

## **Departmental Learning Outcomes:**

As a result of participation in programming and/or services offered by Water Tower Campus Life, graduate students will...

1. Establish social connections with students in the wider Loyola community.
2. Articulate how their Loyola experience fits into the wider picture of their personal faith development.
3. Describe an experience of having examined critical urban issues from the perspectives of various disciplines, with a special focus on social justice.
4. Identify at least three resources or activities that are available at the Water Tower Campus.

## **Departmental Highlights:**

- WTCL offered its first Graduate Compass, an orientation session that welcomes graduate and professional students to the University. The response was more enthusiastic than anticipated, with 348 attendees. Attendees learned key information to help them transition into Loyola, and offered essential feedback that will help refine future iterations of the program.
- WTCL and its partners in the graduate and professional units and Graduate & Professional Enrollment Management met regularly to improve their support of WTC students. This collaboration led to the creation of the Graduate Compass and other joint programming such as the boat cruise with the Graduate School. WTCL and its partners also held conversations to discuss topics of mutual concern (e.g. Title IX, financial aid).
- In response to a demonstrated need from the international student population WTC Ministry and WTC Wellness offered opportunities for students from various countries to come together to share a meal and their stories. In addition to meeting peers, students were able to connect to staff resources.
- The WTC Block Party in fall and spring has been transformed from a picnic on Pearson Street to a full street festival. Local restaurants set up booths in the style of "Taste of Chicago." Students, faculty, staff, and neighbors can browse the vendors to select their favorite. The addition of a zip line has brought a spirit of adventure to the event. This favorite among the WTC community grows each year.

## **Assessment Findings:**

- Of 69 respondents to the Graduate Compass follow-up survey, 100% found the Graduate Compass orientation session to be useful in learning about campus resources and useful in learning about way to engage in campus life.
- Students indicated a desire to learn more information about logistical matters such as navigating the physical campus, getting an ID and using LOCUS.
- Of the 348 students registered for the Graduate Compass sessions, attendance according to discipline was 120 from the Graduate School, 66 from Quinlan School of Business, 59 from the School of Social Work, 55 from the School of Education, 30 from the Institute of Pastoral Studies, 10 from the Law School, and 8 non-respondents.

## **Messages from Students:**

*"The table I sat at actually stayed past when the facilitators left, and we were enjoying each other's company so much that we even went out for a bite to eat together and made plans to go out together on Saturday. It was so nice to meet people outside of our program, and now I have made some lifelong friends!"*

*– Graduate Compass attendee*

## Departmental Goals

1. Consult with staff and students in the Graduate School to develop a graduate student forum for discussion, program development, and problem-solving, possibly creating University sanctioned graduate/professional student governing body (similar to USGA).
2. Identify areas of collaboration to serve graduate and professional student populations.
3. Develop a program series targeted at international students to assist their transition to Loyola and Chicago.
4. Set regular meetings with academic partners to discuss relevant topics, create joint programming, and broaden the group membership to include more key staff.
5. In collaboration with the Graduate School, put forward a proposal for the creation of a University recognized graduate and professional student governing body.
6. Include a series of educational and professional development programs in the full menu of offerings for graduate students.
7. Create an intentional plan for serving undergraduate students at WTC, specifically that address themes found in Years 3 and 4 of the Loyola Experience.



### Did You Know:

- At the Block Party, the LUC community creates an opportunity to interact with our neighbors – residents of The Clare and staff at the Archdiocese's Quigley Center – as they are invited to celebrate with us.
- Water Tower Campus Life serves over 3,300 graduate and professional students at the WTC.



**Staff Information:** Twenty-nine full-time mental health, medical, and health education professional and support staff; 1 part-time grant-funded graduate assistant; 7 student workers; 1 unpaid advanced practice graduate nursing student; 6 clinical psychology graduate student counselors; 1 counseling psychology advanced therapy extern; 3 unpaid social work interns; 24 student volunteer peer health educators (Wellness Advocates)

**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.

**Departmental Learning Outcomes:**

As a result of participation in programming and/or services offered by the Wellness Center, students will...

1. Identify risk-reducing behaviors that promote a healthy community.
2. Demonstrate health literacy.
3. Demonstrate self-care skills that promote optimal health to enable academic success.

**Departmental Highlights:**

1. The Water Tower Campus Wellness facility opened in August 2013. Since opening there were 2,336 clinical visits from students in all schools and programs. This facility provided for the creation of population specific programming notably for law, business, and international students. Water Tower Campus outreach resulted in 327 student contacts with the expanded Talk with Tivo making an additional 90 contacts.
2. The Wellness Center moved into new facilities in the Granada Center in January. The new facility includes expanded mental health offices, new group room for therapy, large multipurpose room with sophisticated audio visuals, and state of the art medical exam rooms. Student feedback has been extremely positive and complimentary. The expansion of the new facility enables staff to more efficiently meet the needs of the student population.
3. The Department of Justice chose the Wellness Center to host a discussion on gender-based violence on campus. The Associate Attorney General, local government representatives and internal partners attended. Topics included Loyola’s Coordinated Community Response to dating violence, sexual assault, and stalking. Examples of the effective work done at Loyola and its impact on driving policy/procedures were highlighted.
4. The annual Wellness Fair reached 1,072 students, the largest amount in its history. According to the 155 respondents to a survey assessment (14% response rate), the two learning outcomes of the program (Students will be able to restate where the Wellness Center is located and list Wellness Center services), both of the program’s learning outcomes were met.

**Messages from Students:**

*“Besides offering many wonderful services, staff there are true examples of the Jesuit commitment to the Magis, always striving to do more, above and beyond any expectations set before them.”*

*– Vice President, USGA*

# The Wellness Center

## Assessment Findings:

1. The Wellness Center experienced a 6.5% increase in direct student contacts this year. Clinical visits were 20,204 (medical 13,161 and mental health 7,043) with 6,119 student contacts and outreach through 206 programs, training and open groups.
2. AlcoholEdu for College continues to be an effective primary prevention tool. Of 1,918 first-year students, 76% completed the online survey. AlcoholEdu for College helped students establish a plan for responsible decisions around alcohol (86%) and learn that alcohol is the most common date rape drug (85%).
3. BASICS, a brief alcohol intervention for sanctioned students, was assessed this year. An anonymous survey a week after the intervention found that 68% respondents (N=28) had thought about the discussion or content after the intervention; 71% agreed or strongly agreed that BASICS raised some issues about drinking that they had not considered before; and 71% thought other students at Loyola could benefit from BASICS.
4. Twenty-three Wellness Advocates (WA) volunteered time to the campus community. They participated in the National Peer Educator Study, which assesses ways in which their peer education experience affected their learning based on six learning outcomes. The findings (response rate=39%) show that as a result of being a WA, civic engagement, knowledge acquisition, interpersonal competence, intrapersonal development, and practical competence were increased.
5. Student Health 101 has 531 Facebook fans. 85% of students polled said they learned something they would apply to daily life, while 53% responded having seen/read something in Student Health 101 that caused them to want to get involved on campus, ask for help, take advantage of campus resources, or improve their health. Since September 2013, Student Health 101 has been read 5,203 times.
6. Web analytics revealed 29,942 unique visits to the Wellness Center web page with 1,196 Twitter followers, and 487 Facebook fans.

## Departmental Goals

1. Launch Wellness Center services at Water Tower Campus.
2. Re-evaluate and re-align Wellness Center's five-year strategic plan.
3. Collaboratively address current space constraints and increase student usage of Wellness Center services.
4. Redesign and update web site.

## Did You Know:

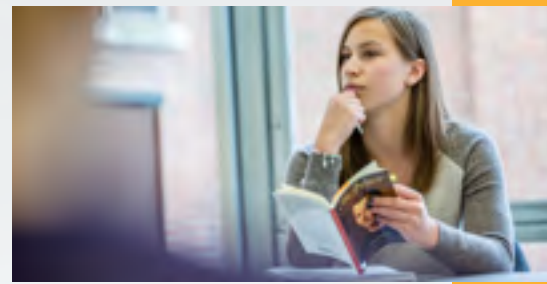
- Students who participated in Mindfulness Meditation workshops reported decreased levels of stress in their everyday lives.
- Of those undergraduates who choose to drink, 88% stay with the same group of friends the entire time as a way to look out for one another's safety.



## The Student Promise

*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.

# Campus Recreation

**Staff Information:** Eight full-time staff, 1 graduate assistant, 250 student workers, 1 intern

**Mission Statement:** The Department of Campus Recreation provides recreational and social experiences that help build community and promote values-based transformative action while also preparing people to live balanced and healthy lives.

**Departmental Learning Outcomes:** As a result of participation in programming and/or services offered by Campus Recreation, students/student employees will:

1. Begin and maintain a healthy lifestyle while attending Loyola University Chicago.
2. Acquire, hone, and use professional competencies that will assist them in achieving success in the classroom, with their personal growth and development, and with their future career goals.
3. Find and/or create positive recreational experiences in one or several of the following program areas: outdoor experiential education, club sports, fitness, and/or intramural sports.

## Departmental Highlights:

- Campus Recreation continued developing student facilitation teams, resulting in students mentoring new staff. Students teach skill development courses for the Challenge Course and outdoor experiences. Additionally, three student leaders have been equipped to lead a nine-day wilderness trip used to evaluate candidates for student leadership positions.
- Six upper class instructors mentored nine first and second year students in the Group Fitness Instructor Training Program. This program, lasting a full semester, teaches aspiring instructors the tools necessary to teach a safe and effective group fitness class.
- The Department partnered with 42 internal Loyola groups to provide custom challenge course programming. Along with the Office of Second Year Experience, Campus Recreation also offered “Journey on Quiet Waters” – a two-week wilderness trip designed to help rising second-year students reflect on, and commit to, their major.
- The fitness program continued to assess and improve the Body Image Awareness Programs by offering engaged learning hours to students in the Introduction to Exercise Physiology Class. This allowed students to take a greater leadership role and offer programming that spoke specifically to students.
- The fitness program is designed to follow the four-year plan. First-year students are encouraged to attend group fitness classes. Second-year students can apply for a training program to become a group fitness instructor. Third year students instruct classes while fourth-year students mentor sophomores and instruct classes for the Loyola community.



## Messages from Students:

*“My introduction to the Ramble Outdoors family changed my life. Throughout all my time at Loyola I never felt more cared for and respected than during my time with Ramble Outdoors. Y’all gave me tools for self-awareness and instilled an indescribable amount of confidence in me. My participation in Ramble Outdoors made me realize my calling to wilderness therapy.”*

*– Anonymous*

### Assessment Findings:

1. The Outdoor Experiences Education (OEE) program provided 14 programs through which 5,215 hours of relationship building, leadership development, and connection to the outdoors during outdoor workshops, trips, and clinics occurred.
2. The OEE recruited and trained 16 new student staff to provide high quality experiences.
3. Ninety percent of survey respondents stated that utilization of Campus Recreation services and programs has increased or improved their overall wellbeing.
4. Use of Campus Recreation services and programs improved stress management skills among 82% of survey respondents, and improved overall health of 85% respondents.

### Departmental Goals:

1. Begin operation of the Rock Wall with a trained and competent staff.
2. Create a policies and procedures manual for the Intramural Sports program.
3. Create a comprehensive schedule of fitness classes for the Water Tower Fitness Studio.
4. Revise and develop Club Sports travel (risk management) policies and procedures.
5. Continue to collaborate with Student Centers to create operational policies and procedures for the "Halas Addition" and the new West Quad.



### Did You Know:

- Loyola University Chicago is the first university in the United States to have the tablet touch-screen treadmills!
- Most Outdoor Education Experience participants have no prior experience camping, backpacking, or paddling.

# Student Complex



**Staff Information:** Four full-time staff, four student workers

**Mission Statement:** Student Complex is dedicated to providing safe, well-maintained state-of-the-art facilities that offer resources, services, programming and events to promote educational, social and cultural experiences for students, faculty, staff and visitors. Student Complex services include facilities management, event planning and program support, retail and contracted services.

Campus Reservations will provide a user focused, centralized service to allow students and the Loyola community to reserve spaces for educational, social and cultural events and activities.

#### **Departmental Highlights:**

- Increased number of online reservations and provided 16 training sessions for 25Live users.
- Updated website within first quarter of the year.
- Completed and uploaded new inventory within first quarter of the year.

#### **Assessment Findings:**

1. Campus Reservations received 24,525 reservations during 2013 – 2014, an increase of 42.19% from the prior year.
2. Provided 25Live training session to 12 student organizations.
3. Identified 5% fewer calls and 10% more online reservations after training.
4. Provided 244 rooms/spaces available for reservations.

#### **Departmental Goals:**

1. Implement technical enhancements to 25Live reservation system in order to improve performance for Campus Reservations.
2. Provide additional training sessions for 25Live users.
3. Update Campus Reservations website to provide additional information to users.
4. Update room inventory in 25Live system to accommodate additional reservations.

# & Campus Reservations



## Did You Know:

- Student Complex hosted 12,904 student events in 2013-2014.
- Campus Reservations processed 3,695 external/community reservations in 2013-2014.

# Damen Student Center



**Staff Information:** Three full-time staff, 1 graduate assistant, 45 student workers, 8 executive board members (includes members of ((dop)), Department of Programming)

**Mission Statement:** The Arnold J. Damen, S.J., Student Center and Centennial Forum at Loyola University Chicago seek to provide program support, services, facilities, and amenities for students, faculty, staff, alumni, and guests that foster a welcoming and warm environment. These spaces 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. The Arnold J. Damen, S.J., Student Center and Centennial Forum provide meeting and programming facilities to support and enhance the academic and community life experience.

## Departmental Learning Outcomes:

As a result of utilizing the services, physical space, and programs provided by the Damen Student Center, the Loyola University Chicago community (students, faculty, staff, alumni, guests) will...

1. Provide examples of how the Damen Student Center enhances the social and personal wellness of their overall college experience.
2. Provide an example of how the programs and services offered in the Damen Student Center foster community development and engagement among multiple constituents.

As a result of participating in the Arnold J. Damen, S.J. Student Employment Program (student employees), student staff will...

1. Identify at least 2 ways in which working as part of the Damen Student Center staff has advanced their customer service and relationship building skills.
2. Provide examples of how the student employment experience has positively impacted their Loyola University Chicago experience

## Messages from Students:

*“Does your school have an indoor iceskating rink? MINE DOES!”*

*– Student Twitter message during Christmas Tree Lighting in December 2013*

*“I have had crazy anxiety all day about finals. I got to Damen to work on some stuff and all the Disney music that is playing has totally chilled me out. Thanks to whoever is playing it! Good luck to everyone on Finals...”*

*– LUC Love Notes Facebook Post*

### Assessment Findings:

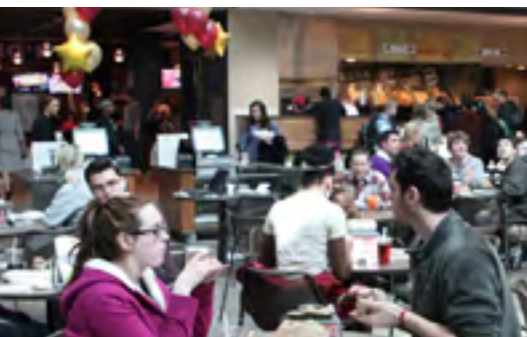
1. Of the 39 respondents to the annual Damen Student Center Student Employment Satisfaction survey, 100% of student staff indicated that as a result of their employment, they felt that they have improved their abilities to interact with people, manage difficult situations, and provide excellent customer service. Moreover, 100% of respondents said that they perceived their student employment experience as a valuable part of their college experience and indicated that they would recommend employment with the Damen Student Center to fellow students.
2. Of the 178 respondents of the 2013-2014 U-Pass Survey, over 92% of respondents indicated that they would rate the level of customer service that they received from U-Pass as either Above Average or Completely Satisfied. In addition, 100% of respondents indicated that they either Agreed or Strongly Agreed that the U-Pass offering is beneficial to them as a student at Loyola University Chicago.

### Departmental Highlights:

- ((dop)) began using an Advisory Board to assist in selecting some of the mainstream events (e.g., Colossus). This model allowed members of the broader University community to give input about who would be the headlining act for large campus events. This led to greater ticket sales and brought together a diverse cross-section of students.
- Damen Student Center and ((dop)) Programming Highlights: Halloween Programming—week long programming including inaugural Masquerade Ball and a partnership with LUC Libraries, Colossus: Mike Birbiglia 1,500 tickets sold; Colossus Ke\$ha 5,000 tickets sold in less than 15 hours (later cancelled), several ((dop)) collaborations including the co-screening of *The Conjuring* with Campus Ministry providing a post-discussion on Jesuits and Exorcisms and the co-screening of *Silver Linings Playbook* with the Best Buddies Student Organization for Disability Awareness Week.
- The Damen Student Center supported (arranged, coordinated set up/tear down), technically assisted, staffed, and promoted over 5,000 individual meetings and events. Highlighted events include: Board of Trustees meetings, large internal/external events/banquets, expansive student events (Colossus launch party, athletic tailgates, Christmas tree lighting with ice-less skating rink).

### Departmental Goals

1. Employ a consistent model of assessment in all the programs that we provide (e.g., student employment, building satisfaction, ((dop)), U-Pass, customer service).
2. Make safety, building access, emergency procedures, and emergency preparedness a priority for our student staff members, as well as colleagues that reside in the facilities in which we have a management presence.
3. Further develop and strengthen our student staff employment program in training, orientation, development, and empowerment of student staff.
4. Successfully utilize and fuse (programming, staffing) the pending Halas Addition space into the current structure that is the Damen Student Center.
5. Advance the event management program offered by the department through the partnership of Campus Reservations, ITS, Student Complex, and various vendors. This will include our event management and manager leadership teams being trained in best practices for event management (e.g., risk management, support, technology)



### Did You Know:

- During the 2013-2014 academic year, the Event Services team of the Damen Student Center supported over 5,000 university related meetings and events consisting of moving over 50,000 tables and close to 500,000 chairs.
- This year marked the first year that the U-Pass program transitioned from a card that needed to be replaced every semester, to a card that is now valid for 5 years!

# Off-Campus Student Life



**Staff Information:** Two full-time staff members, three student workers

**Mission Statement:** The Off-Campus Student Life Office (OCSL) supports Loyola’s non-residential student populations – commuter and students living off-campus within the University district. OCSL supports off-campus students by strengthening the relationship between our students and non-student neighbors in Edgewater and Rogers Park. OCSL works with campus and off-campus partners 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.

## **Departmental Learning Outcomes:**

As a result of participation in programming and/or services offered by Off-Campus Student Life (OCSL):

1. Students will gain knowledge about Loyola’s Good Neighbor Policy and Chicago’s Residential Landlord Tenant Ordinance, and identify three rights and responsibilities as new tenants.
2. Students will demonstrate three positive behaviors that make students good neighbors and identify OCSL as a one-stop resource for off-campus issues.
3. Commuter students will identify three ways through which they can connect with the on-campus and commuter communities.
4. Commuter students will identify three resources, programs, or events provided by OCSL.

## **Departmental Highlights:**

1. Off-Campus Student Life hired a new Director, Assistant Dean of Students Kimberly Moore, and a new Off-Campus Student Life Coordinator, Kristina Garcia.
2. OCSL hosted a series of Off-Campus Living Seminars that prepared over 700 students transitioning to off-campus housing.
3. Off-Campus Student Life, in partnership with the Unified Student Government Association (USGA), created a new USGA committee to include commuter student outreach, filling a peer advocacy and outreach gap that has been present for many years.

## **Messages from Students:**

*“Thank you for listening and for taking the time to hear from commuter students. It gives us hope that there are changes to look forward to.”*

*– Commuter Student, Spring Focus Group*





#### Departmental Goals:

1. Create a multi-year departmental strategic plan, and stabilize transition and change for all Off-Campus Student Life stakeholders.
2. Develop and implement a peer-led commuter ambassador program to improve outreach efforts to students living off-campus with family.
3. Conduct a needs assessment for both commuter and “resimuter” student populations (i.e., students who live off-campus, but within close proximity to campus) to inform programmatic enhancement and development.
4. Work with campus partners to develop long-term solutions to increasing efficacy and accuracy rates of data collection, specifically local off-campus addresses.
5. Re-launch commuter and “resimuter” newsletters and social media channels to improve departmental communication.



#### Did You Know:

- OCSL’s Off-Campus Living Seminars prepared over 700 students to transition into housing within the University district neighborhoods of Rogers Park and Edgewater.
- OCSL experienced 100% turnover in fiscal year 2014, but is fully staffed to launch new and improved programing in FY15!

# Office of Student Conduct

**Staff Information:** Four full-time staff, one graduate assistant, three student workers

**Mission Statement:** The Office of Student Conduct and Conflict Resolutions (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 take ownership of the choices they have made, enforcing accountability, and engaging in open dialogue with community members.

## **Departmental Learning Outcomes:**

1. As a result of coming through the student conduct process, students will better understand the negative ramifications (physical, emotional, legal, community) related to their alleged misconduct.
2. As a result of a conduct hearing, students will learn one or more skills to avoid violating policies in the future.
3. As a result of interacting with the OSCCR, students will have a better understanding of, and commitment to, The Student Promise.
4. As a result of participating in conflict resolution services, students will feel better equipped to handle conflict on their own in the future.

## **Assessment Findings:**

1. Of the 336 respondents to the 2013-2014 National Assessment of Student Conduct Adjudication Processes (NASCAP) survey, 74% of students agree or strongly agree that they were given a chance to tell their side of the story during a hearing.
2. NASCAP data suggest that 80% of students agree or strongly agree that they understand the school's expectations with respect to student behavior.
3. Students agree or strongly agree at a 64% rate that they are less likely to engage in the same misconduct in the future as a result of their hearing.
4. NASCAP data suggest that 76% of students agree or strongly agree that administrators, faculty members, and coaches at Loyola demonstrate high moral character.

## **Departmental Goals**

1. Redesign Community Standards (Student Handbook) using student feedback to ensure that the content is accessible to students.
2. Develop and implement formal conflict resolution services.
3. Articulate and enhance the Student Community Board experience.
4. Develop an "OSCCR brand" to use in marketing and promotion of services.

## **Departmental Highlights:**

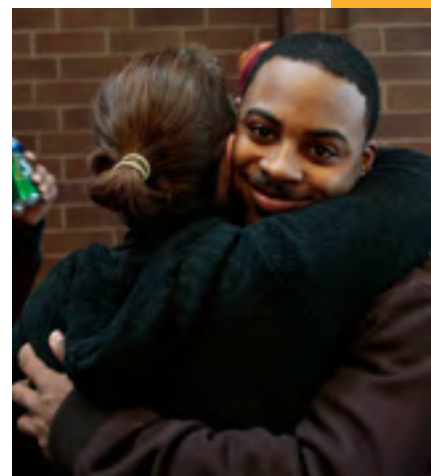
- Thirty-two cases were referred for conflict resolution services, of which 11 were followed up with a facilitated mediation.
- OSCCR hosted the first ever Conflict Resolution Week, which engaged 277 students over multiple days and offered trainings and workshops on topics such as conflict styles, managing emotions, and bystander intervention.
- The OSCCR and partner departments (e.g., Residence Life) handled over 1,444 cases of alleged student misconduct.

## **Messages from Students:**

*The formal hearing process was an incredibly just and compassionate experience. The students who served on the board that held our hearing were respectful and took into full account our side of the story. They were not judgmental nor did they try to lecture us. In fact, I think they could've afforded to "lecture" us more on the negative ramifications of our conduct. But all in all, they did a great job."*

*– Anonymous respondent*

# & Conflict Resolution



## Did You Know:

- Students completed over 4,096 hours of service as one way of repairing harm caused by misconduct in the community.
- OSCCR staff delivered over 45 presentations and trainings on topics ranging from “Debate vs. Dialogue” to “Cultural Competence.”

# Student Activities & Greek Affairs



## Messages from Students:

*“We would like to sincerely thank you for all of your help in planning Navrati Garba 2013. The event was a greater success than we could have ever imagined. We honestly could not have done it without you. You were there to help from Step 1. We really appreciate you being there to support us.”*

*– Hindu Student Organization*

*I cannot thank you enough for what you have done for us in this past year. I cannot begin to express enough gratitude for all of your help and patience. We owe all future successes to you for helping us out in our time of need. Again, thank you so very much”*

*– Students for Justice in Palestine*

**Staff Information:** Five full-time staff, two graduate assistants, one summer graduate assistant, seven student workers.

**Mission Statement:** The mission of Student Activities & Greek Affairs (SAGA) is to offer 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

**Departmental Learning Outcomes:** As a result of participating in programs and activities through Student Activities and Greek Affairs, students will:

1. Identify at least three leadership skills they developed through their co-curricular group experiences.
2. Explain how their engagement with programs resulted in increased personal connection to campus life.
3. Give an example of how their involvement in co-curricular experiences contributed to a greater awareness of self.
4. Identify two ways in which they fostered positive social change through their engagement with program activities.

#### **Departmental Highlights:**

- Created a five-year Sorority & Fraternity Life Strategic Plan. The plan provides direction for the Sorority & Fraternity Life community with emphasis on new partnerships and collaborations.
- In collaboration with the Departments of Student Diversity & Multicultural Affairs and Leadership Development and Second Year Experience, SAGA planned and implemented the Registered Student Organization (RSO) Transition Summit.
- Designed an intentional marketing plan to bolster the SAGA identity and to support specific outreach efforts.

**Assessment Findings:** SAGA focused program assessment efforts on the Sorority & Fraternity Life (SFL) Program, Special Events, and RSO programs.

1. In November, sorority and fraternity leaders participated in focus groups to determine the strengths of the SFL community as well as opportunities for improvement. Strengths included growth/expansion of chapters and academics. Opportunities for improvement included marketing and alumni relations.
2. An environmental scan of the SFL Program was conducted to assess the current state of the program. The assessment revealed a need to increase staff and financial resources to solidify the growth and development of the SFL Program.
3. The Senior Send Off Program incorporated a student planning committee for the first time, which led to a 175% increase in participation at the Senior Toast Event.
4. As a result of the RSO Transition Summit in March, the April treasury training workshop saw a record number of attendees garnering a 250% increase in attendance compared to the March treasury training.

#### **Departmental Goals**

1. Hire two new full-time staff members, and two new graduate assistants.
2. Finalize and implement RSO Conduct Board.
3. Implement and expand educational and developmental programs for recognized student organization leaders, advisors, and general members.
4. Implement deferred recruitment structure for the Sorority & Fraternity Life community.
5. Create additional online resources to assist students in navigating OrgSync.

#### **Did You Know:**

- SAGA coordinated two new resources (RSO Transition Summit and Student Organization Showcase) to support the developmental growth and continued success of the Recognized Student Organization community.
- The total amount of money requested from the Student Activity Fund reached a record high in the 2013-2014 school year.

# Student Diversity & Multicultural Affairs



**Staff Information:** Five full-time staff, two graduate assistants, three student interns

**Mission Statement:** We firmly believe that part of Loyola’s promise to prepare people to lead extraordinary lives requires us to truly be a home for all cultures and people. We embrace all races, sexes, gender identities, gender expressions, religions, ethnic backgrounds, socio-economic classes, sexual orientations, abilities, and residency statuses. We foster the success and community building of historically underrepresented student populations through mentorship, multicultural education, academic support, and celebration of our unique shared experiences.

## Departmental Learning Outcomes:

As a result of participating in the Department of Student Diversity and Multicultural Affairs (SDMA) programs and trainings, students will:

1. Define the following social identities: race, sex, gender, sexual orientation, religion, socio-economic status, age, and ability as they relate to privilege and oppression.
2. Articulate how their social identities shape their world view.
3. Demonstrate social perspective taking:
  - a. Recognize how different individuals’ privileged and oppressed social identities influence their world view.
  - b. Learn about world views different from their own.
  - c. Utilize their learning of another’s lived experience to adopt different perspectives.
4. Demonstrate skills to interrupt micro-aggressions and bias behaviors (individual and systemic) that adversely affect marginalized communities.

## Departmental Highlights:

- SDMA offered and implemented four Undocumented Student Ally and Safe Space trainings for 87 students, staff, and faculty to provide tools and a better understanding of this experience to support our Undocumented and DREAMer students at Loyola.
- Created “Q-Series,” which is made up of Q-Chat, Q-Café, and Q-Films. All opportunities are focused on building intentional spaces for students who identify as LGBTQI to come together in community to foster a better sense of belonging at Loyola.
- The department hosted the first annual Women of Color Leadership Summit for over 50 Women of Color to build knowledge and leadership skills; 84% of whom shared that they believe their confidence as a leader increased as a result of attending the Summit.
- SDMA redefined the Empowerment Pipeline program and offered the first overnight program for high school juniors and sophomores to immerse in a college experience. Participants engaged in four signature workshops: *College Application Process*, *Preparing Personal Statements*, *Financial Literacy*, and *Faculty Engagement and Campus Involvement*.

## Assessment Findings:

1. All 92 mentees at the conclusion of the Students Together Are Reaching Success program (STARS) offered feedback on their experience with their mentor, the overall STARS program, and provided feedback on the strengths and challenges of the program. Of the 23 respondents (25% response rate), 95.3% indicated that STARS helped develop a sense of belonging at Loyola, while 85.7% shared that STARS helped them plan for their future goals at Loyola.

## Messages from Students:

*“My STARS experience was very important to me and a huge highlight to my freshman year. Being able to talk about urgent and even little trivial things with my mentor really helped. I think every freshman deserves to have that support of a peer in transitioning to college.”*

– STARS participant

*“MOCI (Men of Color Initiative) gave me an opportunity to meet with other students of color, who could commiserate with my plight. Next year I will be a mentor.”*

– MOCI participant



2. Eight students participated in the first annual Chicago Ride in February 2014. Students explored two neighborhoods in Chicago that have been dramatically transformed in recent decades. Students explored the economic and housing developments that have advantaged some populations while disenfranchising others. Most participants agreed that their perspective on gentrification and the ways in which communities are shaped had changed after the excursion, while all participants increased their level of self-awareness as it related to social identity.
3. Seven Social Justice Dinner Dialogues were offered by the Department, and were attended by 152 students. Topics included Taking Control of your Identity, Sustainability's Connection to Human Rights; Language Inclusion, LGBTQI History & Stonewall Myth, Examining Exclusivity in the Western Feminist Movement, Ubuntu Teambuilding, and Mitakuye Oyasin. Nearly all participants believed the information presented was helpful, and they better understood the concepts after attending a session.
4. LGBTQI Initiatives kicked off the first ever Q-Chat series, a weekly gathering for LGBTQIA-identified Loyola students to discuss identity issues and LGBTQI-related issues in the community. In Spring 2013, 105 participants gathered to discuss same-sex marriage, Making Meaning of Loyola's policies, LGBTQI homelessness in Chicago, and being LGBTQI at Loyola. Over 90% of participants strongly agreed that Q-Chat helped them create a sense of belonging with the Loyola LGBTQI community, and 100% felt that Q-Chat validated their multiple identities.
5. 354 women of color participated in the Loyola University Chicago Empowering Sisterhood (LUCES) programs this year. Of the 52 (33 undergraduate, 7 graduate, 11 staff, 1 faculty) who attended the annual Women of Color Retreat, 100% increased their understanding that women of different races can relate to each other based on shared experience as women, and 97% felt a stronger sense of solidarity and community amongst women of color.

#### Departmental Goals

1. Build a stronger relationship with Academic Affairs, specifically focused on the involvement of faculty in SDMA programs.
2. Develop more engagement opportunities for sophomore students to identify their goals and interests.
3. Develop a formalized Women of Color mentorship opportunity through the LUCES program.
4. Offer the first annual Seizing Opportunities for Academic Resilience experience in fall 2014 to support 30 first-year and transfer first generation and or students of color as a part of the Start the Fire program.
5. Commission a social justice focused mural for the Department's resource room.

#### Did You Know:

- SDMA partners with Campus Ministry to offer two Alternative Break Immersion trips for men and women of color to promote and encourage higher education to youth of color?
- SDMA publishes a journal for women of color by women of color that features works from students, alum, staff, and faculty of Loyola University Chicago?
- SDMA has a Resource Room open for all Loyola students to study and build community with peers?

# Leadership Development



**Staff Information:** Three full-time staff, one graduate assistant, two interns, three student workers, seven Peer Leadership Team members, and three Second Year Ambassadors

**Mission Statement:** The mission of Leadership Development and Second Year Experience (LD&SYE) is to encourage and support students as they reflect on their values, identities, and passions, and develop their capacity to engage in collaborative work to enact positive change in their personal and professional lives at Loyola University Chicago and beyond.

## Departmental Learning Outcomes:

1. As a result of participating in Student Leadership Development programs, students will report improvement in their leadership capacity (as defined by the Social Change Model).
2. As a result of participating in Student Leadership Development programs, students will identify at least one way in which they have implemented a perspective of social change into their own leadership style.
3. As a result of participating in Second Year Experience programs, students will articulate increased readiness to make commitments to a vocation and/or major.
4. As a result of participating in Second Year Experience programs, students will identify at least two ways in which they have demonstrated a broader or deeper connection with peers, staff, and/or faculty at the University.

## Departmental Highlights:

1. Of 289 survey solicitations in the Halfway to Graduation ceremony, 212 responded. As a result of attending the ceremony, 82% reported being more excited to return to LUC in the fall, and 54% learned something new about their college/school.
2. The 2014 Student Leadership Institute (SLI) was attended by 100 Loyola students. The Peer Leadership Team organized, facilitated, and developed SLI with a theme of, "For students, by students." As a result of participating in SLI, 85% of students reported an increase in confidence in their leadership skills.
3. Participants in the Sophomore Suppers said they discussed personal qualities they want to utilize in their career, that partici-

## Messages from Students:

*"I liked the opportunity to meet and understand people from different positions around campus. It was great to get that community feel and understand that we are all working towards the same goal."*

*– Common Leadership Training participant*

*"TPI is definitely one of the most enlightening, eye-opening, and life changing retreats I have ever experienced. Getting to know others on a more personal level and being able to help others through their journey was something I will cherish forever."*

*– The People's Institute participant*



# & Second Year Experience

pating in the Sophomore Supper helped identify/confirm their major and/or career choices, and that they wanted to see more events where they could discuss and explore their plans for the future.

4. Workshops by Request Program: Between July 2013–May 2014, the Student Leadership Development staff facilitated 32 workshops for student organizations, departments, residence hall groups, and community partners. In total, over 750 people attended these workshops. The Peer Leadership Team co-facilitated 10 of the 32 workshops.
5. Eighteen Second Year Updates (newsletters) were sent this year. On average, 630 students opened the emails. Themes from two focus groups included: (a) classes being more difficult and more interesting; (b) increased responsibility with student involvement and work; (c) missing the support and contact they had from academic advisors in their first year (d) a desire to study abroad next year.
6. Over 430 students attended the Common Leadership Training, with 87 students completing the online evaluation. At an 80% rate, students agreed that they were exposed an understanding of what it means to be in a student leadership role at LUC, 74% better understand the potential that student leadership roles hold to create a positive experience for members of the LUC community, and 92% see themselves as part of a bigger community of people serving as ambassadors for the Loyola Experience.

## Departmental Goals:

1. Create a new strategic plan – including a mission statement, vision statement, goals, and an implementation plan – by the end of Fall Semester, 2014.
2. Create a more comprehensive training curriculum for student leaders in LD&SYE, while also encouraging a greater sense of community among the student teams (Peer Leadership Team, Second Year Ambassadors, and possibly the Learning Community Mentors as well). Evaluate current / develop new learning outcomes related to various student leadership roles.
3. Evaluate / revise LD&SYE general and program-specific learning outcomes based on literature, best practices, institutional and divisional goals. Create more intentional, comprehensive assessment plan for the future with explicit strategies for implementation.
4. After the establishment of a number of new programs over the past two years, re-evaluate and clarify roles and responsibilities of full-time and graduate staff in the office.

## Departmental Highlights:

- SYE hosted 115 participants in six Sophomore Suppers, in collaboration with campus partners such as Study Abroad, Career Development Center, and the Graduate School. Students explored their vocation while getting connected with important resources and information.
- In collaboration with Student Diversity & Multicultural Affairs, The People’s Institute and follow-up conversations provided a platform for 37 students to engage in conversations about leadership, positive change, and social justice. Follow-up sessions, offered for deeper exploration of identities and leadership, had 20 students participating.
- Program Development by Peer Leadership Team: Because of the work of the PLT, the SLI was an entirely student-facilitated event, and it had the highest number of participants ever (100 students). The PLT helped the office expand the reach of the Workshops by Request program. The PLT also worked to create the first “Be The Change Week” - focused on promoting social change.
- Welcome Back Week: The goals of Welcome Back Week were to help students build affinity with LUC, to create community among second-year and transfer students, build excitement about Year 2, and introduce students to SYE. Over 200 students participated in 4 activities, including a BBQ, a Sophomore Supper, residence hall reunion, and the Second Year Sunset Kayak Trip (in partnership with Ramble Outdoors).

## Did You Know:

- **Through SYE’s new “Out-to-Lunch” program, three students discussed future plans with faculty or an academic advisor. As a result, one student received a fellowship to work with a professor next year, and one student learned about a scholarship, which she later received. The program will be expanded in 2014.**
- **In response to student requests, for fall 2014, SLD is developing a cohort-based leadership development workshop series for students who are new to LUC and/or to campus involvement.**

# Beijing Center for Chinese Studies



## Messages from Students:

*"The Beijing Center had the best Student Development team I've ever worked with."*

*– Zachary Davis, Ricci Scholar, Spring 2014*

**Staff Information:** Four full-time staff; 19 student workers/roommates; 2 interns

**Mission Statement:** The Beijing Center Student Development team provides a holistic, inclusive, and immersive student experience through services and initiatives that inspire and support student engagement in obtaining mutual understanding between China and other cultures.

**Departmental Learning Outcomes:**

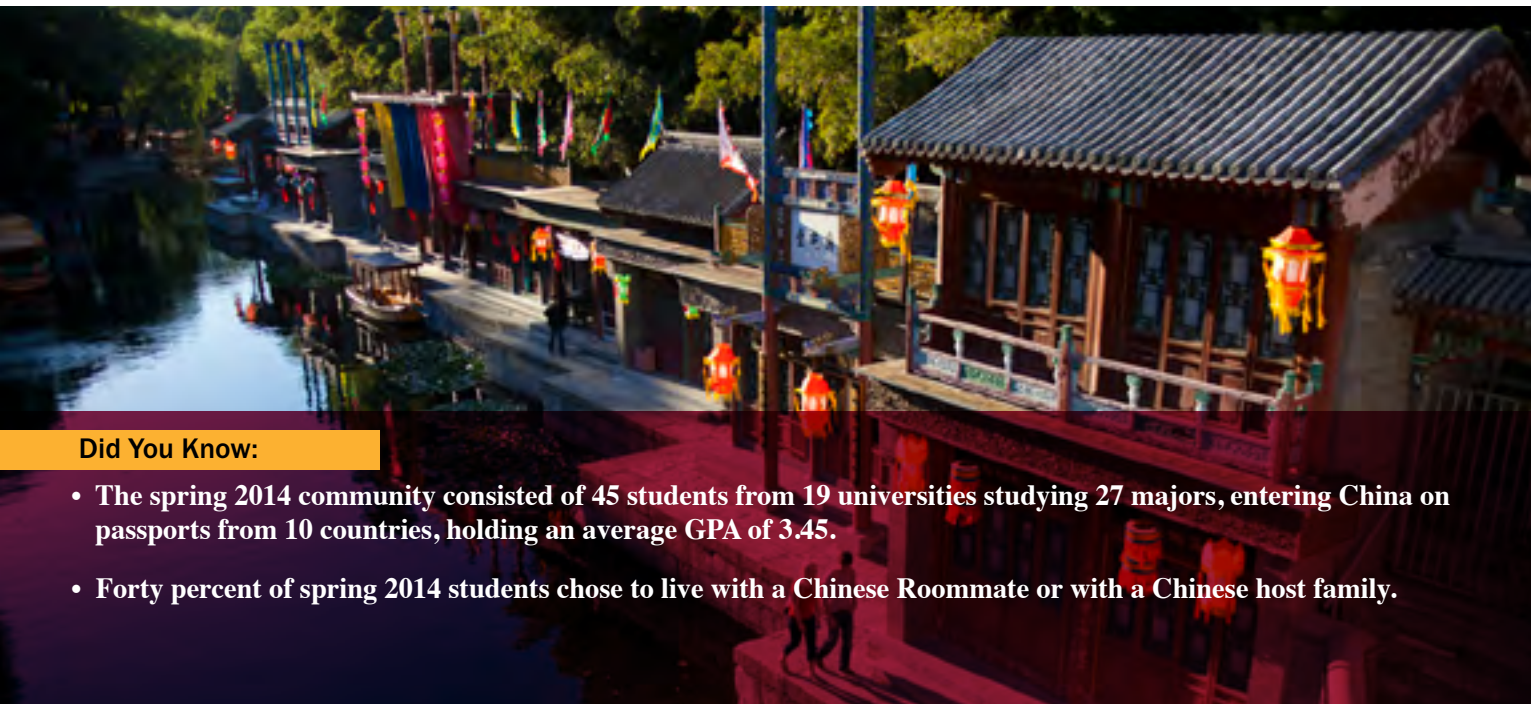
1. Of 38 total respondents to the Spring 2014 end of semester survey, 29 indicated they were very satisfied with The Beijing Center (TBC) Student Development team, while nine indicated that they were satisfied.
2. Chinese Roommates (similar to “Resident Assistants”) were evaluated on 11 different areas including: approachability, organizing activities, respecting diversity, fulfilling expectations, improving the value of the education experience, and providing a positive learning experience. In all areas average scores were satisfied or higher.
3. Sixteen students from the Spring 2014 – nearly 40% of the cohort – selected to live with a Chinese Roommate or a Host family.

**Departmental Goals:**

1. Increase the professional appearance and brand identity of the re-entry initiative student packet.
2. Add to the new webpages that support prospective minority students by adding information from TBC alumni who are foreign-born Chinese, non-traditional aged students, and students of color.
3. Continue to increase engagement and appeal of the TBC website and utilization of social media platforms.

**Departmental Highlights:**

1. NASPA awarded this program as a Best Practice in LGBT Programming. ACPA recognized the TBC Division of Student Development with awards for most Improved Division of Student Development and the Voice of Inclusion Medallion, one of the major awards of the Student Affairs profession.
2. Attendance at the Returner’s Weekend Harbin Snow & Ice Festival, one of several retention strategies managed by Student Development, had a threefold increase in attendance from last year.
3. Developed a comprehensive Emergency Preparedness & Response Plan and put in place EthicsLine reporting, a service available for anonymous reports of violations of Loyola policies or misconduct.
4. Implemented re-entry initiative to prepare students for the return to their home country with intentional goal setting and activities beginning at orientation and continuing to the end of the semester. The pilot program received positive reviews from recent alumni and tested well in our assessments. Students developed skills in areas of reverse culture shock management and learning to frame their lived experience in China.



**Did You Know:**

- The spring 2014 community consisted of 45 students from 19 universities studying 27 majors, entering China on passports from 10 countries, holding an average GPA of 3.45.
- Forty percent of spring 2014 students chose to live with a Chinese Roommate or with a Chinese host family.

# John Felice Rome Center

**Staff Information:** Two full-time staff, six graduate assistants

**Mission Statement:** The John Felice Rome Center (JFRC) Office of Student Life enhances Loyola University Chicago's Rome campus experience by creating a transformative environment. We provide a safe, secure residence hall that fosters inclusive community wherein students, staff, and faculty integrate academic, social, spiritual, and recreational experiences in Rome, Italy, and throughout Europe. Our commitment is to ignite individual passions and social responsibility in partnership with our residents and greater community to develop a vision of self and others beyond one's home culture and country.

## **Departmental Learning Outcomes:**

1. Channel intercultural competency within students during their time at the JFRC.
2. Expand key student experiences within Rome and the greater community of the JFRC that, in tandem with academic initiatives, engage a wide range of students to communicate across differences and bridge cultures while promoting our Jesuit values fostering student development and spiritual growth.
3. Create a campus environment that incorporates its unique Italian surroundings and supports diverse student needs, attuned to the formation of the whole person, fostering student engagement and leadership development committed to promoting self-understanding in a global context.

## **Assessment Findings:**

1. The top three reasons for students attending JFRC Fall 2013 were travel opportunities, geographic location, and Italian experience; whereas Spring 2014 students' top three reasons for attending were ability to transfer financial aid, Italian experience, and meet new people.
2. Compared to Fall 2013, Spring 2014 students showed a higher level of overall satisfaction from their JFRC experience. Compared to 71% of Fall 2013 students, 85% of Spring 2014 students agreed that they would recommend the JFRC experience to their peers.
3. Spring 2014 students showed a higher level of overall satisfaction with Student Life Assistants and Staff than their Fall 2013 peers. During Fall semester, 22% reported excellent satisfaction, while 53% reported excellent in the spring.
4. There was greater study trip participation during Fall 2013 than Spring 2014. Over 80% of Fall respondents reported attending a study trip facilitated by Student Life, whereas 70% of respondents from the Spring participated in a trip.

## **Departmental Goals:**

1. Restructure Student Life mission to reflect six core values: Community, Social Justice, Wellness, Leadership, Faith, and Academics to assist students in articulating their study abroad experience more fluently.
2. Promote culture of assessment at the JFRC by developing and implementing online assessment tools extending into extracurricular activities (i.e., study trips, facilities, and pre-departure/re-entry phases).
3. Link with student organizations at Italian universities to promote more cultural exchange opportunities.
4. Begin the design and implementation of a focused study of student behavior at the JFRC (alcohol & wellness survey) intending to create a profile of the JFRC student before, during, and after their time in Rome.
5. Establish more connections with Rome volunteer organizations offering opportunities to students on regular basis throughout semester (Retake Rome, Casa Ronald McDonald, NoixRoma, etc.)

## **Messages from Students:**

*“[E]ach step taken [toward the temple] was a step towards discovery, not only of learning about the beauty filled Island of Sicily but also of myself and what it meant to be standing among one of the most amazing places I have ever experienced...It was as if there was a pause; a moment of peace in the midst of a chaotic world. Sicily has endured much fight through its history and through my travels I realized why so many wanted Sicily to be theirs.”*

*– Spring 2014 student after attending Sicily Study Trip*

# Office of Student Life

6. Improve sustainability programming and hands-on experience of Italian food, culture and environmental awareness (through Student Organic Garden, cooking classes, study trips, etc.)
7. Make better use of neighborhood Rome community and educational institutions to create a solid network of community service and spiritual experiences for students.
8. Work toward the creation of a learning community focused more intently on linguistic and cultural immersion, and community service and social justice.

## Departmental Highlights:

1. JFRC held a reverse Culture Shock and Re-entry discussions in each semester and implemented two LGBTQ student discussion groups in Spring 2014.
2. Staff professional development opportunities included participation in two StudentAffairs.com webinars on motivational interviewing and binge drinking, a retreat focused on mission and team goals, and a revamped SLA reapplication process to include professional presentations.
3. Expanded and structured more community service volunteer opportunities including a visit to Università di Roma Tor Vergata to promote intercultural dialogue, hosting a silent auction to benefit Roma Relays for Cancer initiative, and developed more leadership opportunities for students through volunteer positions in Student Life activities.
4. Along with First & Second Year Advising, created a co-curricular calendar for the Rome Start program, and developed the first Rome Start LUC Orientation at Lake Shore Campus for second-year Rome Start students, which included Housing Selection and RamblerLink job search and resume building.



## Did You Know:

- On average, students studying abroad consistently reported to spending 15-20 hours a week on coursework.
- Almost 40% of students participated in at least one JFRC community service initiative while in Rome.
- More students utilized campus ministry services such as weekly Mass, Papal Audience, Papal Mass, and Assisi trip during Spring 2014 than Fall 2013.

# Divisional Learning Outcomes

## *Knowledge Acquisition, Application, & Integration*

As a result of participating in Student Development programs and activities, students will gain knowledge and apply lessons from curricular and co-curricular experiences to everyday life.

## *Cross-Cultural Competency & Diversity*

As a result of participating in Student Development programs and activities, students will develop their personal identities, recognize and support the identities that others hold, and apply awareness of these identities to dialogue, engage, and collaborate with diverse communities.

## *Socially Responsible Leadership*

As a result of participating in Student Development programs and activities, students will learn socially responsible leadership by developing the capacity to recognize, resolve, and reflect upon moral and ethical challenges; by demonstrating the ability to work in solidarity with others; and by advancing equitable, sustainable, and thriving communities.



## *Ignatian Values & Spirituality*

As a result of participating in Student Development programs and activities, students will develop an understanding of Ignatian values and deepen their adult spirituality.

## *Practical Skills for Wellness of Mind, Body, & Spirit*

As a result of participating in Student Development programs and activities, students will:

- Identify options to support and maintain positive well-being.
- Demonstrate the capacity to analyze basic health information and services.



# Loyola University Chicago

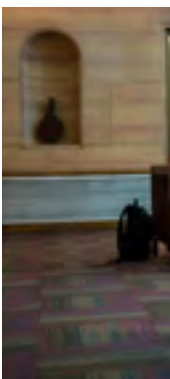


## Enrollment by Racial/Ethnic Category, Fall 2013

	Degree-Seeking First-Time First Year	Undergraduates (both degree and non-degree-seeking)
Nonresident Aliens	87	346
Hispanic	353	1,276
Black or African American	75	358
White	1,484	6,220
American Indian or Alaska Native	2	10
Asian	364	1,140
Native Hawaiian or other Pacific Islander	7	15
Two or more races	112	583
Race and/ or ethnicity unknown	28	220
<b>TOTAL</b>	<b>2,512</b>	<b>10,168</b>

## Helpful Info about Student Life at Loyola

	First-time, first-year (freshman) students	Undergraduates
Percent of out-of-state student (excluding international/ non-resident aliens)	39.5%	33.3%
Percent of men who join fraternities	8.9%	9.4%
Percent of women who join sororities	13.4%	12.1%
Percent who live in college-owned, -operated, or -affiliated housing	84.9%	43.6%
Percent who live off campus or commute	15.1%	56.4%
Percent of students age 25 and older	0.1%	7.9%
Average age of full-time students	18.6	20.6
Average age of all students (full- & part-time)	18.6	21.2





# Statistics 2013-2014

## Undergraduate Full-Time

Arts & Sciences	5,645
Beijing Center	57
Business	1,466
Communications	653
Cont. & Prof. Studies	0
Education	305
Nursing	940
Rome Center	179
Social Work	94
<b>Total</b>	<b>9,339</b>

## Undergraduate Part-Time

Arts & Sciences	321
Business	71
Communications	22
Cont. & Prof. Studies	103
Education	15
Nursing	99
Social Work	7
St. Joseph Seminary	39
<b>Total</b>	<b>677</b>

## Undergraduate Certificate

Arts & Sciences	140
Cont. & Prof. Studies	12
<b>Total</b>	<b>152</b>

## Masters

Arts & Sciences	452
Biomedical Sciences	171
Business	748
Communications	32
Education	407
Law	364
Nursing	314
Pastoral Studies	234
Social Work	706
<b>Total</b>	<b>3,428</b>

## Professional

Law	760
Medicine	604
<b>Total</b>	<b>1,364</b>

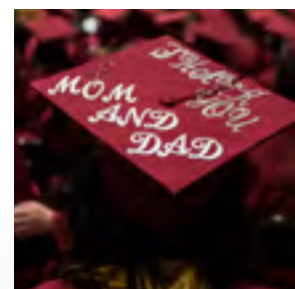
## Masters Certificates

Arts & Sciences	7
Biomedical Sciences	20
Business	0
Education	29
Nursing	24
Pastoral Studies	11
Social Work	11
<b>Total</b>	<b>102</b>

## Doctoral

Arts & Sciences	337
Biomedical Sciences	108
Education	251
Law	5
Nursing	62
Social Work	23
<b>Total</b>	<b>786</b>





## 2014 STUDENT DEVELOPMENT ANNUAL REPORT

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