

LOYOLA UNIVERSITY CHICAGO



2013

Student Development Annual Report



Preparing people to lead extraordinary lives



2013

**Student Development
Annual Report**

FROM THE VICE PRESIDENT



August 2013

Dear Colleagues and Friends:

It gives me great pleasure to share the annual report for the Division of Student Development with you. Together, through collaborative efforts among students, faculty, staff and administrators, we have done more than just retain and support students; we have shaped true learning environments that have enhanced the academic, spiritual, social, and personal dimensions of the campus.

We've accomplished a great deal this past year. Just a snapshot of the highlights include:

- Raised the profile of the athletic program, on campus and in Chicago, by moving into the Missouri Valley Conference.
- Enhanced the "theological reflection" of all Alternative Break Immersions and saw a 100% increase in students on the first year retreat.
- Opened two new residence halls and launched a new leadership learning community which has been wildly successful.
- Increased retention for students of color and first generation students, and established an advisory board for graduate student life at the University.
- Welcomed students to the Arnold J. Damen, SJ Student Center, surely the most significant building at the University since the Klarchek Information Commons.

And there is so much more to do now that our story has been articulated into the Loyola Experience; we are adopting a more streamlined, purposeful and team oriented organizational structure that will best meet campus and student needs. In a new organizational structure, we will:

- Increase attendance at divisional signature programs and sporting events
- Open new facilities at the Water Tower Campus including a new fitness center, wellness center and a new dining venue called LU's Deli. And at Lake Shore campus, two new residence halls, a Green Café, and a new Wellness Center in the Granada Center at Fordham Hall.
- Welcome the return of a newly formatted and energized Family Weekend.
- Through teams and task groups, spend concentrated time on issues such as civic responsibility, student empowerment and engagement, academic partnerships, enhanced marketing and brand identification and incorporating our Ignatian Principles in our work.

As always, this annual report gives all of us a time to pause as we advance student learning and support the environment for student transformation. It is also an opportunity to reflect on the deeper meaning and purposes of our work as we renew our commitments to our students. On behalf of the students, faculty and staff, who engage the University in enhancing our process of transformation - the Loyola Experience, thank you for your support.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Robert D. Kelly". The signature is fluid and cursive, with a large loop at the end.

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



Preparing people to lead extraordinary lives



Re-imagine Update

Spring marked another milestone in the Reimagine Campaign—the completion of Phase 3. On April 3, 2013, the University community gathered for a full day of activities to celebrate the long-awaited grand opening of the Arnold J. Damen, S.J., Student Center. The Damen Student Center houses a 125-seat cinema, new dining facilities, meeting rooms for student organizations, a sports lounge and gaming area, and dedicated prayer spaces for Loyola's various faith communities. In the short time since its opening, the Damen Student Center has revitalized campus life, making it easier for students to get involved and building community. The first three phases of the Reimagine Campaign have been wildly successful. The new spaces allow us to support the holistic development of our students in a manner consistent with our Jesuit Catholic tradition. Phase 4 of the campaign, the 20,000 square-foot Halas addition, is well underway and on schedule for completion in May 2014. Conceptual design for Phase 5 (Centennial Forum) has been completed in conjunction with the feedback from the steering committee, and further design efforts will resume at a later date.

The Division of Student Development would like to thank Kana Wibbenmeyer, assistant vice president for facilities, and Wayne Sliwa, senior project manager, for their tireless efforts to actualize the vision set forth in the Reimagine Campaign. As a result of their leadership, every phase of the campaign has been completed on-time and to the satisfaction of the campus community.



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Departmental Accomplishments



Athletics:

- Moving Loyola Athletics to Missouri Valley Conference
- 2nd place finish in the Horizon League McCafferty Cup (all-sports trophy) rankings was the best overall finish in Loyola history (previous best was tied for fourth).

Campus Ministry:

- A 100% increase in the number of 360 retreat participants and a significant increase in student-athlete participation in retreat programs
- Enhancing “theological reflection” of all Alternative Break Immersions

Campus Recreation:

- Opening expanded fitness facility in Terry Student Center
- Opening climbing wall in Halas Sports Complex

Community Service & Action:

- Increased student involvement in community service (of note: post graduate service)
- Expanded the reach of Loyola into the community with new programs aiding over 1000 students involved in community service on a regular/semi regular basis.

Dean of Students Office:

- Expanded the “Start the Fire” pre-welcome week retreats
- Developed successful Behavioral Concerns Team (BCT) video

Dining Services:

- Successful opening of Damen Dining
- Dining Services Advisory Board with Office of the VPSP

Leadership Development and Second Year Experience:

- Successful opening and operation of Leadership Learning Community
- Developing Second Year Experience retention programs

Off-Campus Student Life:

- Created and supported a successful Commuter Student Council to help non-residential student engage in the greater campus community.
- Developing successful off-campus address collection system, collecting 91% of local off-campus addresses.

for 2012-2013

Office of the Vice President:

- Developing and supporting a culture of care for students and assessment with hires of two Assistants to the Vice Presidents: (a) Director of Assessment (b) Title IX Deputy & Special Projects
- Brainstormed a plan to reorganize the Division for student success and succession planning

Residence Life:

- Opening Bellarmine Hall and Marquette South
- Removing outdated and dilapidated residence halls from housing inventory

Student & Welcome Center:

- Opening of the Damen Student Center

Student Activities & Greek Affairs:

- 800+ programs
- Greek Life raised more than \$80,000 in philanthropy

Student Conduct & Conflict Resolution:

- Thorough revision of the Community Standards (Code of Conduct)
- Greatly enhanced and expanded Title IX Compliance

Student Diversity & Multicultural Affairs:

- Increased retention efforts for our students on the margins (e.g., students of color; LGBTQI [lesbian, gay, bisexual, transgender, queer, and intersex] students, first-generation college students) through mentoring programs and community support initiatives
- Offered undocumented student ally trainings to faculty/staff; created an online resource portal
- Restructuring department to enhance student outreach and support

Water Tower Campus Life:

- Expanded Graduate Student focus, including developing Advisory Board and a structure for social & spiritual programming
- Growth of Labre Ministries in leadership, participation and frequency

Wellness Center:

- Coordinated Community Response Team (CCRT) efforts/Initiatives
- Welcomed TIVO, our Therapy Dog



DSD Committee Reports 2013

The Assessment Committee exists to ensure that the Division continues to expand its assessment initiatives. By convening representatives from each department, the committee aims to ensure a focus on assessment throughout the organization. In 2012-2013 the goal for the committee was for each department within the Division of Student Development to utilize assessment to answer one question that the department has not previously adequately explored.

All eleven departments within the Division of Student development participated in the Assessment Committee's initiative this year, developing assessment findings for twelve previously unanswered questions. Both qualitative and quantitative methods were used and the outcomes will be utilized to make improvements in 2013-2014. The structure of the committee was very beneficial in ensuring that each department was committed to improving the student experience through assessment this year.



With membership from across the Division, the Cultural Competence Group (CCG) is responsible for engaging the members of the Division in dialogue about how the Division will lead the effort in demonstrating its commitment to social justice and diversity. The committee will develop a framework for defining social justice, multiculturalism, accountability, and support towards the goal of deepening the division's commitment to developing culturally competent professionals.

Highlights from 2012-2013

- Expanded the content of the DSD Affinity Groups, enhancing curriculum to include outcome-driven activities and exploration of intersecting identities of race and gender expression.
- Engaged in various assessment initiatives including a divisional assessment of cultural competence needs and interests and ongoing evaluation of the Affinity Groups.
- Four members of the CCG presented on "Advancing the Diversity Dialogue through Affinity Spaces" at AJCU Conference on Multicultural Affairs in Washington, D.C.

The Division of Student Development's Information Technology Committee is charged with collaborating with other areas of the University to support and assist technology-related priorities.

The Division's Information Technology Committee had a moderately successful year. Members of the committee provided ongoing representation to the University's Project Review Board (PRB). Committee members reviewed monthly technical requests and provided important Student Development minded feedback for the PRB. Highlights included having one of the Division's technical initiatives serve as a special project in a Quinlan School of Business ISOM Technical Requirements class. The Committee also provided valuable feedback to ITS for the University IT disaster recovery plan.

Looking to next year, the Information Technology Committee will fold. Technical responsibilities of the committee will be redirected to other areas within the Division.



The Jesuit Education Team (JET) started the 2012-13 year by partnering with the Assessment Committee in presenting at the Division's August In-Service. JET discussed the concept of discernment and pointed out its similarities with assessment. It was this work that fully cemented JET as a key player in these Division gatherings. Having established a place in the agenda for setting the day's topic in the context of Jesuit higher education and/or Ignatian Spirituality, the committee now hopes to be able to do a brief re-cap at the end of the day.

JET also created the "JETStream" – a regular component of the DSDNotes newsletter designed to share quick, fun facts with the Division. Initial responses seem to be positive, but in the 2013-14 year it would be worthwhile to do some assessment regarding the impact (if any) it has on DSD staff.

The membership of the committee this past year was the most representative it has been since inception. Plans are to maintain that level of representation and to create a "membership plan" that asks a three-year commitment of members before rotating off. Leadership of the JET will change for 2013-2014, and the group is poised to continue to make significant strides moving forward.

With membership from across the Division, the Professional Development Group offers a central location for staff members and administrators to find opportunities for involvement and professional development. The PDG is dedicated to the positive development and creation of intellectual, professional, social, spiritual, and cultural growth of student development staff. The committee exists to provide ongoing professional development and staff recognition to members of the Division of Student Development.

The "Fun Committee" was merged with the Professional Development Group, and the combined committee sponsored

a Halloween Event, Holiday Gathering, and is planning a mid-summer event. Two sub-committees, Lunch'N'Learn and End-of-Year Reception and Awards were formed at the beginning of the year, with the committee-as-a-whole responsible for in-services and Fun Committee Events. The August In-Service focused upon the theme of "Assessment through the Lens of the Examen" and the January In-Service focused upon the theme of "Leadership for a Diverse & Changing World."

The Student Development Programming Committee (SDPC) is responsible for ensuring that the division offers a wide range of ongoing programs that promote student growth and exploration while contributing to a vibrant campus life. Lastly, the SDPC ensures that programs offered by Student Development Departments (and their sponsored student organizations) are informed by learning outcomes and the Division's strategic plan.

The SDPC supported several division-wide programs including but not limited to: Homecoming, Weekend of Excellence, and the Grand Opening of the Arnold J. Damen, S.J., Student Center. The SDPC bolstered efforts to foster intentional departmental collaborations that met the varying programming needs of Loyola's diverse student body. Specifically, the SDPC fully deployed the shared online programming calendar (DSDEvents) that facilitated information sharing among departments involved in programming. The SDPC set forth clear academic standards for students holding positions of leadership across the division. In the 2013-2014 academic year, the SDPC committee will develop a shared set of division-wide programmatic expectations and learning outcomes. Lastly the SDPC will provide opportunities for program assessment and sharing of best practices among those directly involved with student programming.

Athletics



Staff Demographics:

60 full-time staff; 4 interns; 2 graduate assistants

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.

Department Learning Outcomes:

Student-athletes will be better able to recognize and effectively communicate in writing and articulate in person the transferable skills developed through athletics participation and experiential learning how being a student-athlete has prepared them to fulfill their postgraduate goals and set them up for success in life by implementing a 4-year career plan that compliments the Loyola experience ("Preparing people to lead extraordinary lives")

Department Highlights:

- Most competitive year in recent decades: 2nd place finish -highest ever- in the conference all -sports trophy; 6 conference titles; 2 conference runner ups; one 2nd place finish; 1 in semi-finals.
- Social justice: Strengthened athletics as a co-curricular program through a national exposure platform for the 50th anniversary of "The Game of Change" and Loyola's historic role in the civil rights movement; provided campus and community unique educational opportunities via events with surviving members of the 1963 Loyola & Mississippi St. men's basketball teams.
- Conference alignment: Moved from conceptual to active participation within a 60-day period to realign conference affiliation that will achieve stronger consistency with institutional mission and vision; enhances the student-athlete experience and student body engagement; and promotes unique differentiating factors of the University.

- Sports performance: Established new medical provider relationship to enhance and integrate medical services with progressive assessments of all student-athletes, along with and personalized training plans with sport nutrition and psychology.
- Jesuit mission integration: All teams now have an assigned sport chaplain; developed cultural immersion experience opportunities for student-athletes in Rome, continuing the department's co-curricular focus of providing opportunities for its student-athletes to experience the global reach of Ignatian values and community service.
- Academic Support: Supplemented academic excellence with restructured academic support programs through increased collaboration with the University's first and second year and college advising staffs and brought in new leadership to sustain and guide anticipated growth in programmatic offerings.

Assessment Findings:

- SA Exit Surveys: 17 of 27 responses (63%) on senior student-athlete exit interviews identified services/programs related to career development on their "wish list" that will be used to develop a 4-year career development plan for assessment and learning outcomes beginning in 2013-14 through 2017-18.
- SA Focus Group with select senior student-athletes, May 2013: Increased student-athlete interaction and networking with alumni and identifying majors that require internships should be targeted areas as strategic initiatives for assessing effectiveness for long term career development.
- UNIV 101: While initial findings appear promising, develop an internal tool to measure the effectiveness of programmatic changes from on-line to customized in-class format for student-athletes that began fall 2012; initiate collaborations with 1st/2nd year advising to develop enhanced survey that can be better utilized for assessment analysis.
- Sports Performance: Overall improved performance and reduction in body fat due to individualized and improved programming. Key findings include: increased body strength ranging from 30-50% in MBB, WVB; Mens & Womens Soccer, Softball; power output up 60% for WVB; vertical jump increased 2-4 inches for MBB and WVB.

"Having the Jesuit mission be a huge part of my education, and even having chaplains involved with our team, has been something I really appreciate about Loyola."

-Gina Valgoi (XC/TF) Senior video



Department Goals:

- Transformative Department: Seamlessly integrate programs into the Missouri Valley Conference. Develop initial baseline data for long term assessment project on conference re-alignment and student-athlete experience.
- Performance-Indoor Practice Space: Provide student-athletes with the practice and competition physical space needed to maximize their sports performance; strive to fulfill goal of implementing short and long term solutions for basketball, volleyball, softball, and track and field, including a court-sport practice facility and field house (moving forward 2011-12 and 2012-13)
- Transformative Education: Enhance transformative/holistic development of student-athletes through coaches trained and applying Jesuit values in their role as coaches and interaction with their teams.
- Transformative Experience: Augment the University's 4-year plan with a customized plan for student-athletes that accounts for the unique challenges of student-athlete participation and time demands to better prepare student-athletes for "life after 4 seasons."
- Integrated and Values Based: Educate and engage faculty and governance groups on the integration of athletics in sociology and social justice into the educational curriculum; expand collaborations/partnerships with academia, chaplaincy, and international cultural immersion opportunities to further promote athletics as a curricular program; increase faculty engagement.



Did you Know:

- Student-athletes graduate at 80% compared to the student body rate of 68%, and that all teams earned over a 3.00 GPA at the end of spring 2013.
- If it weren't for Jackie Robinson watching him play, Jerry Harkness would not have played basketball to captain Loyola's '63 team to an NCAA title.

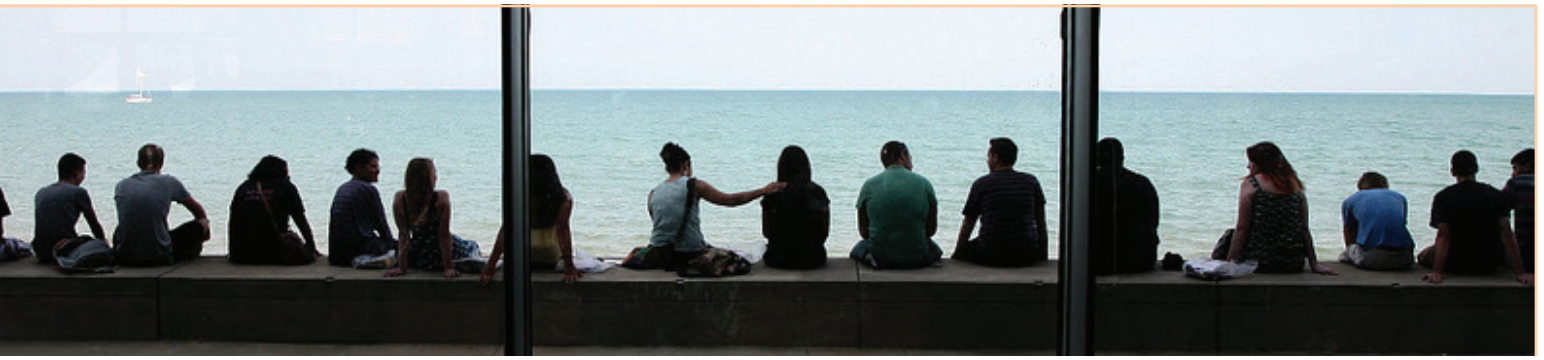


"Loyola is home for me...the family atmosphere these 4 years is an unbelievable experience I will never forget."

-Declan Murray (TF)

Budget Office





Staff Demographics:

2 full-time staff

Mission Statement:

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

Department Highlights:

- Maintain semi-annual budget reviews with the directors of all departments in the Division.
- Assure that funds are used in the most effective way; provide managers with data on the usage of funding for programs.
- Develop divisional standards and guidelines for professional development.
- Develop a new method of allocation of Student Development Fee to various departments and programs, and establish guidelines for funding by the Student Development Fee.
- Implement on-line registration system (Webtrack) for Campus Recreation.

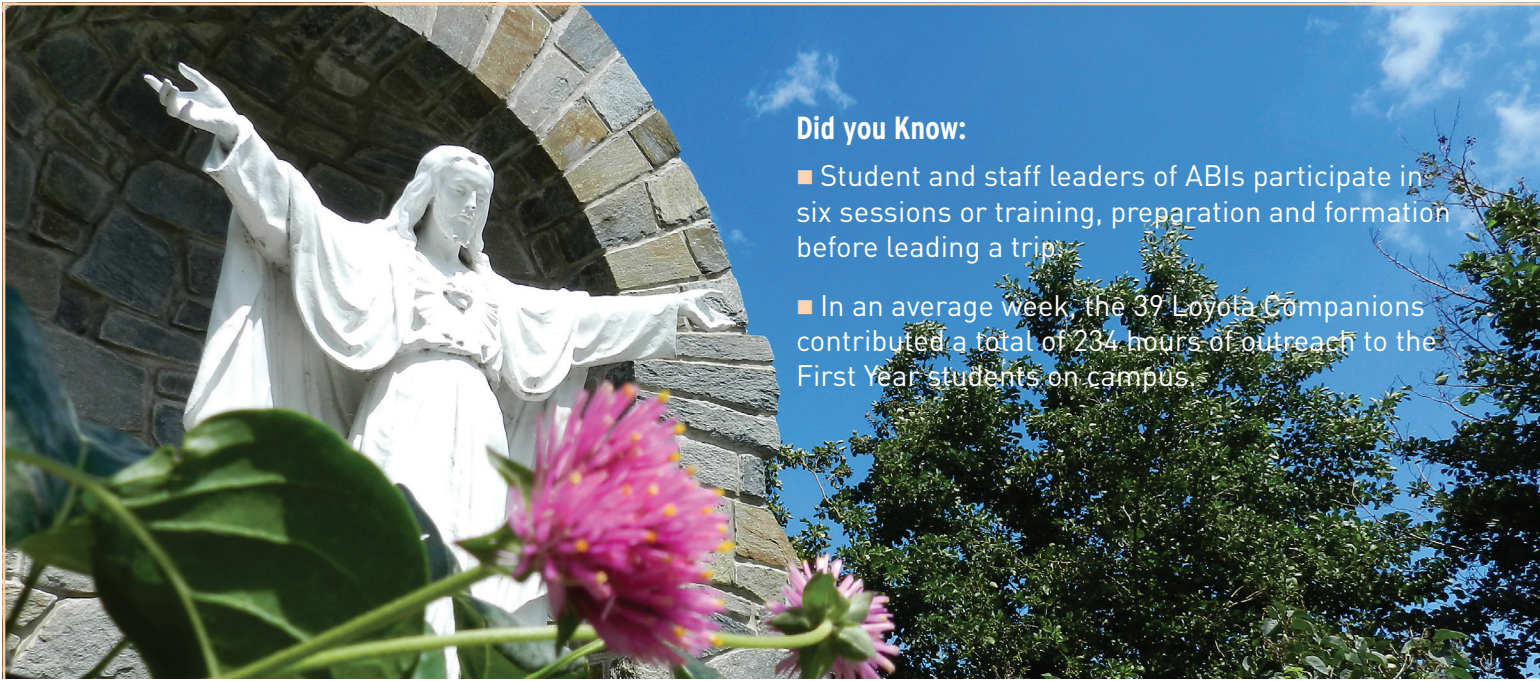
Department Goals:

- To assure that funds are used in the most effective way, provide managers with data on the usage of funding for programs.
- Offer workshops for new budget administrators in the division to educate them about the budget process, financial policies and business procedures at the University.
- Refine the contract review process in the Division in accordance with University policy.
- Work in collaboration with Chicago Transit Authority (CTA) to establish a new process for U-Pass program.
- Work with individual offices on reviewing funding needs for their programs.

Did you Know:

- On average 2,900 students daily use the shuttle bus.
- The Division of Student Development has 15 different departments and offices.





Did you Know:

- Student and staff leaders of ABIs participate in six sessions of training, preparation and formation before leading a trip.
- In an average week, the 39 Loyola Companions contributed a total of 234 hours of outreach to the First Year students on campus.

Campus Ministry



Staff Demographics:

11 full-time staff; 6 graduate assistants; 10 student workers; 8 resident chaplains; 85 seniors who were leaders in campus ministry programs in FY13; 48 Jesuit priests and scholastics support the work of Campus Ministry

Mission Statement:

The mission of Campus Ministry is to assist students to know their faith, practice their faith, and discover the wisdom of another faith tradition.

Department Learning Outcomes:

As a result of their participation in Campus Ministry programs,

- A student will deepen their relationship to God.
- A student will be able to name one or more of the cities that Ignatius lived in.
- A student will be able to name the high holy days of a faith tradition and describe the customary way that members of this faith tradition observe their high holy days.
- A student will be able enter the sacred space of their own faith tradition and at least one other in the manner that is considered sacred and reverent.

Department Highlights:

- The number of first year students making Loyola 360 retreat doubled from 150 to 300, and 95% of first year athletes made a Loyola 360.
- Christian Life Communities (CLCs) stabilized at slightly over 80 students and leadership is increasing for next year.
- 150 students, faculty and staff attended the "Have Faith in Peace" panel discussion as part of the September 21st International Day of Peace.
- Campus Ministry sponsored the first-ever Thanksgiving meal on campus and served over 200 students. The meal was featured in an article in the Chicago Sun Times.
- Agape/Ecclesia sponsored and organized the Loyola Inter-Campus Run. Approximately fifty students and community members ran from Lake Shore Campus to the Water Tower Campus. The effort raised over \$1,000 to build a high school in Africa.

"After an ABI - That's when I realized that social justice is an entire way of life. It's so much more than simply protesting injustice. It's about trusting in God and living the life you preach. It's not some passing fancy."

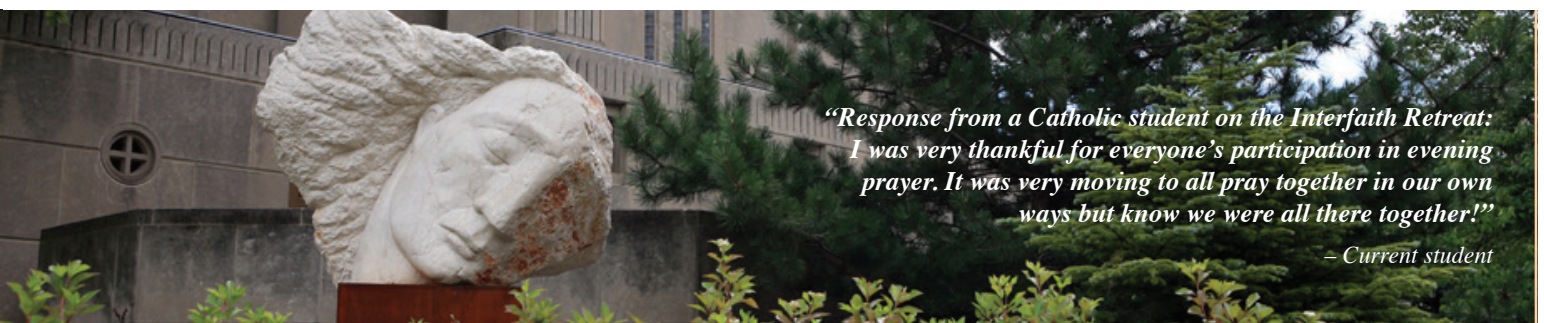
– Current ABI student participant

Assessment Findings:

- Retreat participants represented every academic school and department through various retreat offerings.
- Alternate Break Immersion (ABI) post trip assessment indicated that trips encouraged students to reflect upon personal choices around electronic usage and personal simplicity. Over eighty percent of students surveyed said that "As a result of my experience, I feel encouraged to practice social analysis in relation to issues, I will learn about at home, at Loyola and beyond."
- 100% of attendees of the Interfaith Ally Training pilot program strongly agreed or agreed that they have strategies to talk with peers about religion and privilege.
- 93% of attendants of the "Living the Green Dream" program better understand how choices impact the environment around them.
- In a survey distributed to the 2012-2013 Loyola Companions asking them about their experience of the four pillars of the program all responded that their experience in leadership in this program helped them grow by offering them the opportunity to lead by example. The Companions felt that they were modeling leadership and inviting others to lead.

Department Goals:

- Double the number of students attended the Sophomore Retreat.
- Increase applications to ABIs by 10% and to focus the intentional recruitment of students and staff of color to lead and participate.
- Have 200 undergraduate students attend the Interfaith Ally Program.
- Through the Spanglish CLC, educate the campus community on the cultural faith based practices and celebrations from the Latin American community.



"Response from a Catholic student on the Interfaith Retreat: I was very thankful for everyone's participation in evening prayer. It was very moving to all pray together in our own ways but know we were all there together!"

– Current student

Community Service and Action

Staff Demographics:

1 full-time staff; 1 AmeriCorps VISTA; 1 full-time staff member through Jumpstart partnership; 1 Graduate Assistant; 2 student workers

Mission Statement:

Community Service and Action 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.

Department Learning Outcomes:

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.

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.

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.

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.

Department Highlights:

- The CSA engaged the issue of first-generation and low-income college student access and support. The CSA partnered with Student Diversity and Multicultural Affairs to offer a recurring service opportunity for its STARS program. The CSA also increased community partnerships in which Loyola students support middle and high school academic enrichment and college preparation.

- The number of Loyola seniors committed to post-graduate volunteer service continues to increase. Nearly 40 spring graduates indicated that they will serve full-time. Others are still exploring the opportunity and some current alumni committed to a second year of their current programs. Loyola again was ranked nationally by the Peace Corps as a top source for volunteers.
- Jumpstart more than doubled the number of Loyola students engaged in service to pre-schoolers from last year to this year. Twenty-five Loyola students served 85 pre-schoolers, giving approximately 7500 hours of service. Additionally, these Ramblers provided valuable literacy resources and new books to children and their families.
- Loyola4Chicago added Chicago HOPES for Kids as a new partner and increased the number of volunteers with 3 existing partners, allowing 222 students to commit to weekly semester-long service during the academic year. The number of students serving at the St. Thomas of Canterbury soup kitchen rose to 223 (38% increase), which provided over 1700 service hours (46% increase).
- Hunger Week raised \$6000 for its three beneficiaries in the fall of 2012: The Greater Chicago Food Depository, Share our Strength, and Action Against Hunger. This long-standing Loyola tradition has received new energy as staffing changes have allowed for more staff time to cultivate a highly effective student leadership team.
- Learning outcomes were developed for the four categories of programs offered by the CSA: one-time, on-going, education/advocacy and reflection opportunities. Together with an initial assessment of leadership skills being developed through CSA leadership opportunities, the CSA is poised to enhance assessment efforts in the coming academic year.



“The Ignatian Family Teach-In for Justice inspired me to be more involved in politics and work towards solutions to the problems our society faces.”

-Ignatian Family Teach-In Participant

Assessment Findings:

- Participants in the Start the Fire Community Service Retreat overwhelmingly reported growth in the program's targeted outcomes: 80% or higher reported knowledge of the diversity of local community, understanding of Loyola's culture of service, awareness of how to positively impact the local community, and ability to actively include service in the Loyola experience.
- From a survey distributed in April 2013 to Loyola4Chicago participants, 68% of respondents indicated that by participating in monthly reflections with their volunteer group they gained a better understanding of the issues faced by the populations they served. 61% also indicated that they felt a sense of community and overall better connection to the peers in their group.
- Jumpstart participants report the experience helped them build leadership skills and feel more connected with the community (96%), connected them to campus (86%), and supported their academics (73%). Qualitative reports include individual impact such as, "My participation in Jumpstart has absolutely been a catalyst in my desire to pursue a career in education reform."
- As one of only three programs highlighted in Loyola's annual President's Community Service Honor Roll application, CSA programs reported engaging 1547 students in over 18,000 hours of service, valued at a \$399,007 economic impact.

Department Goals:

- Continue to develop and implement assessment tools based on office learning outcomes.
- Partner with Residence Life to implement a Service and Faith Learning Community.
- Increase student leadership and input in program management and development.
- Enhance CSA programming around justice and advocacy efforts.
- Explore methods through which the CSA can support veteran student outreach currently happening on campus.

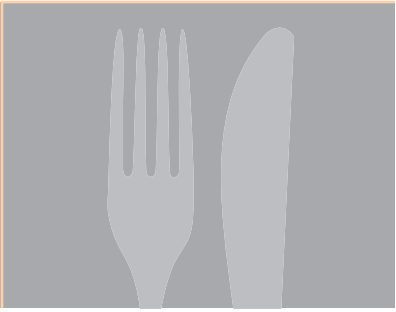


"Jumpstart is life changing. It's incredible to think that 16 little people are so heavily influenced by your presence for a few hours each week. It's even more amazing when you realize the impact they have on you."

-Jumpstart Member

Did you Know:

- Hunger Week celebrates its 40th Anniversary in November 2013. That's a Loyola tradition for generations of students!
- In the annual Community Service Honor Roll application, the CSA reports 5738 students gave 59,550 service hours through Student Development programs!



Dining Services

Staff Demographics:

24 Managers; 214 full-time staff; 5 part-time staff; 5 student staff

Mission Statement:

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

Department Learning Outcomes:

Based on surveys results on price, value and convenience, the introduction to the All-Access Meal Plans will be introduced for Fall 2013. All-Access Meal Plans will offer convenience, flexibility and enhanced dining options.

Based on survey responses, new product mix was introduced.

School Year 2011-2012: 3 unique organics items - 1756 total items sold - \$3320.38

School Year 2012-2013: 105 unique organic items - 18726 total items sold - \$86245.88

Joined in the University pursuit in eliminating the sale of bottled water. The results are as follows:

2011-2012 - 13057 water bottles sold

2012-2013 - 749 reusable bottles sold

Aramark continues to stand by sustainable practices. Here are the results from the South Side Market C-Store.

2012-2013 - 558 reusable bags sold (1075 discounts given for using) = reduced usage of plastic bags.

Departmental Highlights:

- The new Arnold J. Damen, S.J. Student Union is home to Damen Dining Hall and Damen Food Court. The food court offers four popular restaurant concepts, including Bleecker Street, Zoca, Topio's and Burger Studio, plus a variety of fresh grab-n-go options, including Chicago's own Wisepak sushi. Damen Dining consists of a market style restaurant featuring an assortment of choices in an all-you-care-to-eat setting. Dining options include a stone hearth oven for rustic style pizza, a made-to-order deli and grill, international station featuring a wok and Mongolian grill, and full salad bar. With extended hours and a centralized location on campus, Damen's two dining locations are a must.
- Beginning of the Fall Semester of August 2012, Aramark Dining Services and Loyola University Chicago partnered together to offer a fully compostable collection program at Simpson Dining Hall. The results were astounding: The Dining program had a total of 23.4 tons of landfill waste in September 2011 & only 7.9 tons in September 2012 - a 66% decrease.
- Loyola Dining increased their overall engagement and communication with Residence Life and Student Government. The communication greatly improved with the creation of the food service committee called the Cuisine Team. The dining service team met regularly with the RHA board, the Residence Life Committee, and USGA to strategically enhance programs and respond to the needs of students.
- March 28, 2013 was the closing day of two iconic food establishments, Rambler Room and Lake Shore Dining on the Lake Shore Campus; both popular gathering spaces were special to our students and alumni.

"I just want to take the time to say "Thank you." I don't know how much I can say it but I do appreciate you and your team hearing out student concerns as well as my own. The soup today was so delicious and I do appreciate you making it for me and others. I also want to acknowledge the staff you have and how caring they are. I love chatting with them and just seeing them. It amazes me all the time. I can't say it enough - Thank you"

- Crystal Norwood





Assessment Findings:

- Participation decrease in Residential dining due to outdated facilities and lack of food variety. Participation increased drastically with the April 3rd opening of the Damen Student Center by 53%.
- A survey was conducted with students, faculty, and staff to determine overall performance ratings on various attributes of the dining program. Of the 1,422 respondents, 39% said that it is very important for Dining Services to purchase items locally.
- Overall satisfaction score for the Rambler Room was 4.80 with the biggest opportunity to improve scores in price/value, and the availability of healthy options. As a result, Damen Food Court opened in April 2013.
- Food variety was one of the lower scored overall at 3.89 in the Dining Styles survey. The score was slightly higher at Lakeshore at 3.89. Consistent execution of menus was heard as an opportunity from the interviews.

Department Goals:

- Complete facility and programmatic planning in preparation for de Nobili Hall, Engrained Café and Lu's Old Fashioned Deli and Pub.
- Increase customer engagement with managerial presence in all food service locations.
- Actively partner with CUERP and sustainability groups on campus, supporting an entirely local and sustainable menu for Engrained, A Green Café.
- Enhance retail services by implementing extended hours of operation and broader selection of vegan and vegetarian items.
- Implementation of All-Access Meal Plans to replace traditional meal plan offerings. All-Access Meal Plans will optimize consumer flexibility, choice, and convenience.

Did you Know:

- Aramark's Resident District Manger, Amy Trujillo won the Staff of the Month March 2013 for both Loyola University Chicago and the GLACURH region sponsored by NRHH (The National Residence Hall Honorary)
- Catering services stands by sustainable practices: All disposables used by catering services department are compostable. Bottled waters are no longer sold in the catering department.



"I saw numerous members of your (catering) staff at multiple events over the weekend, and they ALWAYS had smiles on their faces. Please convey my thanks to your ENTIRE crew."

- Ann Marie Morgan, Associate Dean of Students - WTC

Staff Demographics:

21 full-time staff; 12 graduate staff (assistant resident directors); 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.

Department Learning Outcomes:

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.



Residence Life

Department Highlights:

- Continued progress toward a residence life program that is a model in the profession. Significant progress made in the areas of: facilities, occupancy, programming, staffing, systems, and training.
- The number of residents participating in the Learning Communities increased across the board:
 - First-year students participating in LCs increased from 299 to 364 (excludes Honors)
 - Upper class students (primarily sophomores) increased from 37 to 71
 - Transfer students increased from 19 to 58
- Technology initiatives continued to grow and shape throughout the year, including:
 - Implemented, and continue to enhance the Executive Housing Dashboard.
 - Incorporated LUC's ePortfolio into RA Selection process.
 - Continued to improve the eRCR, room selection, furniture requests, etc.
 - eRelease process provided efficiency and oversight to the exemption and release process.

- Implemented 1,492 programs by Residence Life programmers. Attendance totaled 19,099 at these programs, many of which focused on the departmental values of Community and Care. Expanded tutoring into the residence halls for 2012-2013.
- Resident Chaplain program continued to grow and develop through combined efforts of Resident Chaplains, Campus Ministry, and Residence Life.
- Opened three newly renovated residential spaces for primarily sophomore residents (Bellarmine, Marquette South, and Messina). Also completed the new community space for Fairfield Hall.

"I would recommend living on campus to everyone...the experience of living with and interacting with a diverse group of people is invaluable to future success. Living on campus also allowed me to create lasting friendships."

– Second-Year Student

Assessment Findings:

- We continue to improve our standing in the EBI Benchmarking results. Of all participating institutions, we are in the top third for overall performance. We rank in a similar way within our Carnegie classification and when compared to our "Select 6" institutions.
- EBI results continue to show our two main opportunities for improvement in the residential experience are dining experience and academic support themes (study skills, time management, cognitive complexity).
- First-year Learning Community participants reported in the LC survey:
 - 55% indicated participation in the LC helped increase their confidence in their academic abilities.
 - 63% indicated participation in the LC contributed to them feeling connected at Loyola more quickly than their non-LC peers.
 - 65% indicated participation in the LC contributed to personal development.
- EBI results continue to show our residents see two of our highest performing areas are: hall staff performance (especially Resident Assistants) and creating safe, open environments for residents.

Department Goals:

- Successful completion, opening, staffing, and programming for de Nobili and San Francisco - especially as it relates to collaboration with the Institute for Environmental Studies (IES).
- Develop a pedagogically and developmentally sound training model for our student leaders (staff, RHA, hall councils, etc.).
- Establish departmental 5-year strategic plan and 10-year master plan that support and integrate divisional and institutional plans, goals, and aspirations.
- 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.
- Revise departmental emergency operations plan (EOP) to align with Loyola's plan and NIMS guidelines for crisis response.

Did you Know:

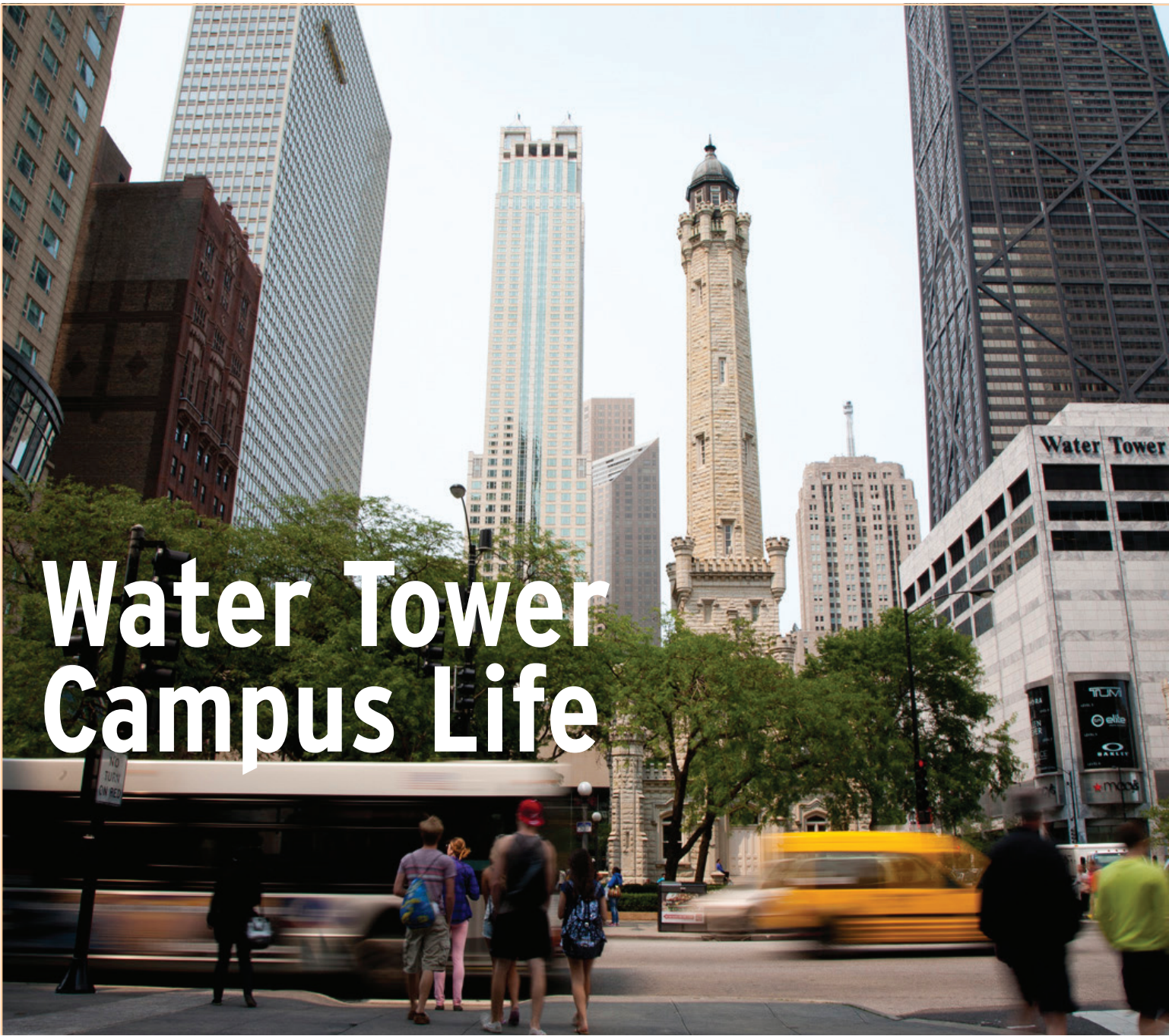
- Over 90% of the Resident Assistants had a fall G.P.A. over 3.0.
- Res Life's Housing Assignments Team was able to reach 4,521 unique visitors via Facebook this year.



"The people in this building are truly awesome; I couldn't have been more blessed with the staff here."

– First-Year Student





Water Tower Campus Life

Staff Demographics:

3 full-time staff; 2 Chaplains (1 full-time, 1 part-time);
1 Graduate Assistant; 1 Office Assistant; 10 Student Workers

Mission Statement:

Water Tower Campus Life is a collaborative unit building community at Loyola University Chicago's dynamic, urban campus in the heart of Chicago. We provide and promote transformative and diverse experiences that empower students to live out our Jesuit values. WTCL facilitates student formation integrating intellectual, spiritual and social development. We provide outreach to upper-class, graduate and professional students through a variety of programs, services and advocacy efforts.

Department Learning Outcomes:

Graduate students will be able to . . .

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

Department Highlights:

- WTC Block Parties included division partners and neighboring businesses to make a more holistic program, provide greater access to our resources for students, and create a more cohesive community event.
- Focusing more deliberately on the graduate student experience, we offered “First Friday” socials, a targeted Homecoming event, a graduate student retreat, faith-sharing groups, a monthly service opportunity, and focus groups. Further regular meetings with graduate program directors in each school allowed for greater communication and collaboration.
- The 2nd Annual Urban Issues Summit saw twice as many participants, addressing the topics of violence prevention and community restoration.
- Labre Homeless Ministry continued to grow in its 5th year at WTC. Given the increasing number of interested students, we decided to expand to a second day for special groups wishing to participate, e.g. student organizations and athletic teams. The leadership team has grown from 5 students to 15.
- Renovations began in the Terry Student Center to create space for a Fitness Studio and a Wellness Center, as well as new space for the bookstore and dining.

Assessment Findings:

- Focus groups assessing the graduate student experience indicated that students are seeking . . .
 - more opportunities for interdisciplinary social networking
 - dedicated space
 - a voice in decisions made that effect the graduate student community
 - further, graduate students shared feeling very little connection to or affinity for the greater University.
- Focus groups of Baumhart Hall residents indicated that the kind of student most likely to have a positive experience living at WTC is someone who . . .
 - Is not particularly interested in a “traditional, rah-rah” campus experience.
 - Desires a quieter, mature, independent environment.
 - Is seeking to be immersed in downtown Chicago.
- 500 overall students have participated in Labre this year with more than 80% coming more than once. Over the course of the year, the students engaged with approximately 75 homeless men and women.
- The 7 p.m. Sunday liturgy served a community made up of (primarily) graduate students, neighbors, alumni, undergraduates and faculty/staff. 80% of this worship community stated that the liturgy helped in growing deeper in faith, with 74% developing a deeper understanding of Ignatian spirituality.

“Graduate focused programming has helped me feel like a valued member of the university community and has enhanced my academic and social experiences here at LUC.”

– Current undergraduate student

Did you Know:

- Labre leaders sharpened presenting skills when they spoke about the ministry at a professional conference hosted by the Quinlan School of Business.
- Students who work as part of WTCL’s Core Team have the opportunity to build a portfolio of promotional materials and design work.

Departmental Goals:

- In consultation with The Graduate School, develop a WTC-based graduate student organization that will serve as forum for discussion, program development and problem-solving.
- Develop and implement a Graduate Orientation session focusing on the wider University mission, resources available and relationship building.
- Work with partners across the Division of Student Development to identify areas of collaboration in serving our graduate and professional student population.
- Increase participation in the Faith Formation programs for Graduate Students [e.g. faith sharing groups for men and women, Bible study, Jesuits on Tap, and 7 p.m. liturgy].
- Invite even wider participation in Labre Ministry, including expansion to a regular 3rd route on a weekly basis.



“When we participate in Labre we recognize the divine in people who are typically ignored. This semester, I’ve been struck by how many strangers, just passing through Michigan Avenue, noticed us.”

– Current undergraduate student

Staff Demographics:

26.48 full-time mental health, medical and health education professional and support staff; 1 half-time grant-funded graduate assistant; 8 student workers; 6 unpaid clinical psychology graduate student counselors ; 2 unpaid social work interns; Therapy dog

Mission Statement:

The Wellness Center (WC) 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.

Department Learning Outcomes:

The Wellness Center has three overarching learning outcomes:

1. Students will identify risk reducing behaviors that promote a healthy community.
2. Students will be able to demonstrate health literacy.
3. Students will demonstrate self-care skills that promote optimal health to enable academic success.

Learning outcome 2 has been assessed this year, as per our assessment plan.

Department Highlights:

- The WC experienced a 23% increase in direct student contacts this year. Clinical visits were 18,972 (13,513 medical and 5,459 mental health) with 6,934 student contacts in outreach. A total of 280 outreach programs. Webpage analytics revealed 30,380 unique visits to the Wellness Center webpage with 947 followers on Twitter and 361 fans on Facebook.
- Tivo, Loyola's first therapy dog, was welcomed. Through his signature program, Talk with Tivo, WC staff provided 391 student contacts. Tivo lives in Campion Hall with Associate Provost who collaborates with the WC in providing after hours campus outreach. Tivo has 335 Facebook fans and been featured in the Chicago Tribune and Inside Loyola.
- Professional staff collaborated with Academics and provided over 150 hours of education, mentoring and training for clinical students (graduate clinical psychology, dietetics, health marketing and health systems management) and supervision of service learning projects.
- The inaugural year of the Wellness Learning Community had many positive aspects. The Wellness Center worked closely with Campus Recreation and Residence Life to create meaningful experiences for over 100 first and second year students. Foundational documents and learning outcomes were developed, and consultation was offered to student leaders.
- The WC successfully launched Student Health 101, Loyola's online health and wellness magazine. It was accessed 5,660 times, with at least 10 pages read each time. 68% of students polled responded that they had seen or read something that caused them to want to get involved on campus, ask for help, take advantage of campus resources, or otherwise improve their health.

- The tenth annual Wellness Fair was attended by 850 students. Two student learning outcomes of the program (Students will be able to restate where the Wellness Center is located and identify Wellness Center services) were assessed. Surveys were completed (response rate = 21%), and findings were that both learning outcomes were met.

Assessment Findings:

- AlcoholEdu for College continues to be an effective primary prevention tool. Seventy-five percent of first-year students (n=1520) completed the online survey. AlcoholEdu for College helped students establish a plan for responsible decisions around alcohol (86%) and had a clear understanding of consent (88%).
- Students who participated in BASICS, a brief alcohol intervention for sanctioned students, were invited to complete an anonymous survey a week after the intervention. 67% of respondents (n=18) later reflected on the content, 83% agreed that BASICS raised issues about drinking they had not considered before; and 72% thought other students could benefit from BASICS.
- Calls to the Sexual Assault Advocacy Line have increased 63% this year. The number of trained medical advocates on campus has also significantly increased (from 5 to 23), giving more support for survivors at the University.
- Twenty-two Wellness Advocates (WA) participated in the National Peer Educator Study, which assesses how their peer education experience affected their learning. The findings (response rate =40%) show that as a result of being a WA, civic engagement, knowledge acquisition, interpersonal competence, intrapersonal development, and practical competence were increased.
- Of the 87 Residence Assistants (RA) who were trained by the WC, 40 completed a survey to assess whether learning outcomes for mental health training were met. As a result of the training, all RAs became familiar with Wellness Center services (100%), knew how to refer students (90%), grasped basic counseling skills (100%), and could restate self-care skills (97.5%).

Department Goals:

- Launch Wellness Center services at Water Tower Campus.
- Re-evaluate and Re-align Wellness Center's 5 Year Strategic Plan.
- Collaboratively address current space constraints and increased student usage of WC's services.
- Re-design and update website

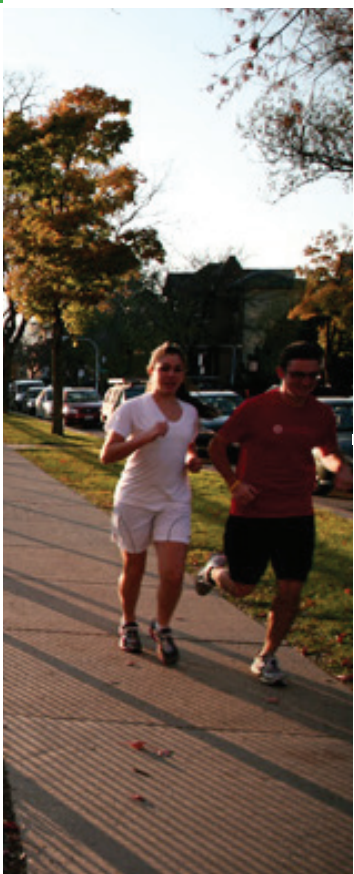
"It was really helpful immersing into a new technique. It was a great learning experience and learning with a group was really successful."

– Mindfulness group participant



“I learned that while doing a group project I should be patient, listen to others, while still voicing my own opinion on a subject. I learned that if I stretch every day I can gain flexibility.”
-Student Health 101 reader

Wellness Center



Did you Know:

- WC supported students in forming a campus chapter of Active Minds a student organization that provides mental health peer advocacy and education.
- Our student workers implemented a well-received “Take what you Need” interactive self-esteem campaign.





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.

From the Associate Vice President and Dean of Students



*Jane Neufeld
Associate Vice President
and Dean of Students*



*Kenechukwu (K.C.) Mmeje, Ed.D.
Associate Dean of Students*

August 2013

Dear Members of the Loyola University Chicago Community:

Student Life had a very successful year. Some of the highlights include:

- Successful opening of the Arnold J. Damen, S.J. Student Center Grand Opening on April 3rd, 2013.
- The Commuter Student Council (CSC) celebrated its first full year as a sponsored student organization.
- The Community Standards (formerly known as the Student Handbook) was reorganized resulting in a simpler, more student-friendly document.
- The Greek Standards and Awards Program (GSAP) were developed, recognizing actions and policies of an ideal chapter.
- Student Activities & Greek Affairs (SAGA) led Homecoming planning efforts in partnership with Alumni Affairs.
- Student Diversity and Multicultural Affairs partnered with the Center for Urban Research & Learning (CURL), to offer undocumented student ally trainings to nearly 250 faculty, staff, and graduate students.
- Creation of a Second Year Experience (SYE) office to better meet the needs of our sophomore students.

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

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

A handwritten signature in black ink that reads "Jane Neufeld".

A handwritten signature in black ink that reads "Kenechukwu Mmeje".



Campus Recreation

Staff Demographics:

8 full-time staff; 1 graduate assistant; 206 student staff

Mission Statement:

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

Department Learning Outcomes:

As a result of actively participating in Campus Recreation programs, students/student employees will be able to

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

Department Highlights:

- The Campus Recreation Department successfully recruited and hired a new Aquatics and Special Events Coordinator and a new Intramural Sports and Club Sports Coordinator.
- Ramble Outdoors began operation of the outdoor equipment rental program in the Halas Recreation Center.
- The Campus Recreation Department increased the opportunities for the fitness staff to engage in continuing educational opportunities. Campus Recreation assisted two students in attending the NIRSA/ACPA National Conference. Both were offered and accepted Graduate Assistantships to Ohio University and Marshall University respectively.
- The Campus Recreation Department has revised and launched a new and improved Department website.
- The Campus Recreation Department revised Halas Recreation Center Membership and Facility usage policies and procedures.
- The Campus Recreation Department aquatics area saw an 8% increase in usage from last academic year, despite being closed one month before the academic year ended.

Assessment Findings:

- 96% of survey respondents reported using the Halas Recreation Center.
- 88% of survey respondents reported that maintaining a healthy lifestyle will remain important after graduation as a result of participating in programs at the Halas Recreation Center.
- 81% of survey respondents reported that it was moderately to very important that they maintain a healthy lifestyle prior to enrolling at this University.
- 96% of survey respondents reported that they use the Halas Recreation Center 1 to 5 or more times per week.
- 95% of survey respondents reported that they were able to find the information that they were looking for on the Halas Recreation Center web page.

Department Goals:

- Begin operation of the rock climbing wall with a trained and competent staff in summer 2013.
- Create a policies and procedures manual for the Loyola University Chicago Campus Recreation Department's Intramural Sports program.
- Create a comprehensive schedule of fitness classes for the Water Tower Fitness Studio.
- Revise and develop Loyola University Chicago Campus Recreation Department's Club Sports travel (risk management) policies and procedures.
- Continue to collaborate with Loyola University Chicago Student Centers to create operational policies and procedures for the Halas Addition and the new West Quad.
- Create a Campus Recreation Advisory Board.

“Working campus recreation has been one of my most valued college experiences. Being a group fitness instructor has given me the opportunity to help and motivate my fellow peers to lead a healthy lifestyle.”

—Current student

“Working for the Halas Recreation Center these past 3 years has been an extremely rewarding experience. I cannot express in words how much they helped me learn, grow and make an overall impact on my life.”

—Current employee at HALAS



Did you Know:

- During the Spring Semester, 13 elliptical trainers located in the lower level of the Halas Recreation Center turned a total of 41.9 million rotations.
- The Halas Recreation Center had over 206,000 visits during the 2012-2013 academic year.

Damen Student Center and

Staff Demographics:

Staff Demographics: 4 full time staff; over 40 student staff members

Mission Statement:

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

Department Learning Outcomes:

Provide examples of how the Damen Student Center (DSC) enhances the social and personal wellness of their overall college experience.

Identify at least two ways in which they established and/or strengthened partnerships with the various staff and departments located the DSC.

Identify examples of how the DSC serves as a hub for resources that are useful to patrons of the facility.

Provide an example of how the programs and services offered help foster community development and engagement among multiple areas.



“Totally in love with the gorgeous @LUC_Damen. Am I allowed to just live there? Pretty please? #hellodamen”

*– student testimonial on Twitter
(Damen Student Center Grand Opening)*

Department Highlights:

- The department successfully navigated through a professional staff employment search that resulted in the hiring of a new Program Coordinator for the Damen Student Center. The program coordinator will serve the department as the advisor for the Department of Programming ((dop)) and as the primary point of contact for the department’s student employment program.
- The department coordinated and developed action plans for the moving of several University departments (professional and student organization based) into the Damen Student Center. The transition of these departments into their new space took several months, but was completed by late March 2013.
- The entire department (professionals and student employees) was essential in the planning and execution of the Arnold J. Damen, S.J. Student Center Grand Opening which occurred on Wednesday, April 3rd, 2013. This was a full day of programming in the new space which was very well received by the Loyola community.
- 3 members of the Damen Student Center student staff were recognized in the Spring 2013 as new members of the prestigious Maroon and Gold Society.
- The department worked extensively on its branding and media (social, web, etc.) presence at the University. This involved the successful transition into the new website format, the creation and development of social campaigns (Facebook, Twitter), and the partnership with Marketing and Communications on developing plans for communicating with the University community.
- The departmental student staff cumulative GPA was 3.25, which stays consistent with our student staff GPA’s for the past 2 academic years.



University Welcome Center

Assessment Findings:

- According to the annual student staff satisfaction survey, completed in Spring 2013, of the 32 respondents, 100% of student employees indicated that as a result of their employment with the department, that they are “highly satisfied” with their employment experience with the department.
- The cumulative GPA of the department student staff was a 3.25 (averaging Fall and Spring (pre-final exams). The cumulative GPA for student staff in 2011-2012 was 3.23.
- As indicated in the annual student staff satisfaction survey, of the 32 respondents, 90% of respondents indicated that as a result of their employment with the department, that they gained a better understanding of what it means to be culturally competent (as defined in the Division of Student Development Professional Staff Performance Evaluation).
- According to the annual U-Pass Satisfaction Survey, distributed after the Fall 2012 semester, over 95% of respondents (414 random responders) reported that they found the U-Pass to be either “valuable” or “significantly valuable” to their cumulative Loyola experience.

Departmental Goals:

- To continue to create a welcoming, safe, clean, and resourceful environment in the facilities that we manage: Damen Student Center, Centennial Forum, and University Welcome Center.
- To develop and foster partnerships across the University which include, but are not limited to, academic services and faculty departments, and Division of Student Development colleagues and departments.
- To collaborate with the Department of Campus Recreation on establishing policies and procedures for the Halas Sports Center Addition and the West Quad area, set to be completed in Spring 2014.
- To 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 that we have a management presence.
- To implement a consistent model of assessment in all of the programs that we provide (student employment, building satisfaction, [(dop)], customer service, etc.).

“I recently waited at the University Welcome Center, which was staffed by Ms. Carrol Lindsay. She is one of the most pleasant individuals I have ever met and observed. She is very efficient, very welcoming, and very professional.”



Did you Know:

- The Damen Student Center features a 50% Green Roof, a natural ventilation system in all spaces, and a daylight harvesting system making it LEED Silver Certified.
- The new Damen Student Center is named after Father Arnold J. Damen, S.J. Father Damen was the founder and first president of Loyola University Chicago





Off-Campus Student Life

Staff Demographics:

2 full-time staff; 3 student workers during the Spring semester;
1 graduate-level unpaid intern during the summer.

Mission Statement:

The Off-Campus Student Life Office (OCSL) supports Loyola's non-residential student populations – commuter and off-campus students. OCSL supports off-campus students by strengthening the relationship between our 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.

Department Learning Outcomes:

1. Off-Campus Students will gain knowledge about Loyola's Good Neighbors Policy and Chicago's Residential Landlord Tenant Ordinance and will be able to identify 3 rights and responsibilities as new tenants.
2. Off-Campus Students will be able to demonstrate 3 positive behaviors that make them good neighbors.
3. Commuter Students will be able to identify three ways that they can connect with the on-campus and commuter community.
4. Commuter Students will be able to identify 3 resources, programs or events provided by OCSL.

Department Highlights:

- In August 2012, Off-Campus Student Life participated in the "Start the Fire" retreat program. Staff Coordinated hired and trained three commuter, upper-class students to take ten commuter students to the Loyola University Retreat and Ecology Campus. The retreat was a great success and the department will be participating in Start the Fire in 2013.
- Prior to start of the Fall semester ITS and OCSL implemented the Local Off-Campus Address Collection initiative. Through this initiative approximately 91% of Loyola's non-residential students submitted their Local Off-Campus Address through LOCUS.
- OCSL completed its fifth year of Off-Campus Living Seminars. The seminars are peer-led informational sessions that help to prepare students for the transition from on-campus to off-campus living. This year saw more than 1030 (up from 915 in 2012) attendees. Additionally, the 5th Annual Off-Campus Housing Fair welcomed 27 landlords and approximately 350 student attendees
- The Commuter Student Council (CSC) celebrated its first full year as a sponsored student organization. The Council co-sponsored the Fall and Spring Commuter Student Appreciation Days and saw several of its members transition into on-campus leadership positions in Loyola's Residence Life Office and the First & Second Year Advising Office.

"Thank you so much for your quick response and help with our crazy landlord problem. We cannot express enough how much we appreciate the time, energy and advice you gave us."

- Off-Campus Student

"I liked getting to know other people in the same boat as me and being able to talk with the upper-class students leaders that have already been through the system and know the tough points and how to get around them."

- STF Attendee

Assessment Findings:

- An assessment of past-attendees of the Off-Campus Seminars (2009-2012) indicated that the majority of students (71%) found the content of the Off-Campus Housing Guide to be a helpful resource after attending a session (n=385).
- The assessment of past attendees indicated that many students prefer the in-person format of the Off-Campus Living Seminars because it provides an avenue to ask their peers questions about the procedures, personal experiences and expectations of the off-campus housing transition.
- In an assessment of the 2013 Off-Campus Seminars out of eleven main topic areas participants ranked #1 – Tenant Rights (48.48%), #2 – Checklists of what to look for in an apartment (46.06%), and #3 – Understanding a lease (43.03%) as the most valuable seminar topics (n= 201).
- The assessment of the 2013 Off-Campus Seminars indicated that 94.74% of Loyola students search for apartments between March and August with peak search months being May and August, however the majority of student leases (65.96%) begin their lease in June.

Department Goals:

- During the 2013-2014 Academic year, OCSL will continue to grow the retreat options for non-residential students – specifically, by expanding the offices' Start the Fire retreat, encouraging more commuter students to attend Loyola 360 and to explore a commuter specific, mid-year retreat.
- OCSL will implement a monthly programming series that will aid commuter students in developing a sense of community and connecting to the greater Loyola campus community.
- Off-Campus Student Life will expand outreach to different special populations, including athletes, students studying abroad, and specific student organizations, to make attending the Off-Campus Seminars more convenient and to better be able to address the unique needs of these communities.
- Off-Campus Student Life will develop a series of programmatic initiatives to make existing campus programs more accessible to the non-residential student populations.
- Off-Campus Student Life will work to formalize a relationship with Lakeside Management, Loyola's off-campus residential management area, to provide students with safe, high-quality housing options near Loyola's campuses.
- Develop a monthly, formalized communication plan for non-residential students to address their needs throughout the academic year.



Did you Know:

- Student-submitted address information indicates that approximately 1/3 of students living off-campus live in Edgewater and 2/3 in Rogers Park.
- OCSL's weekly "Joe-n-Go" program, which gives free cups of coffee to students, served over 800 cups of coffee during the year!



“It provided an opportunity to work collaboratively with others toward a goal in something that we were not particularly interested in but resulted in us understanding the deeper value of our actions.”

- Restore LUREC participant

Office of Student Conduct

Staff Demographics:

3 full-time staff; 1.5 graduate assistants

Mission Statement:

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

Department Learning Outcomes:

1. Students who engage the student conduct system will be able compare and contrast demonstrated ethics, aspirational ethics, and community ethics.
2. Students who accept responsibility for violating the Community Standards will be able (a) to identify harm done to self, others, and the community, and (b) to propose at least one method of repairing that harm.
3. Students who use conflict resolution services will be able to develop an action plan that uses two or more conflict resolution skills.

Department Highlights:

- Comprehensive reorganization of the Community Standards (formerly “Student Handbook”), resulting in a simpler, more student-friendly document.
- Enhanced strategic integration of conduct process with Department of Residence Life, resulting in more efficient turnaround for conduct cases.
- Successful deployment of additional sanction options, including a values workshop, online webinar for illicit file-sharing, and “Restore LUREC” restorative service experience.
- Enhanced training and ongoing support for conduct administrators and the Student Community Board, including conflict resolution skills training, restorative justice training, and mediation training.
- Successful management of over 1,200 student conduct cases, including numerous “critical incidents” involving in-depth investigation and adjudication (e.g. hazing, distribution of drugs, sexual misconduct).
- OSCCR staff presented a half-day workshop on Cultural Competence in Student Conduct Administration at the 2013 annual conference for the Association for Student Conduct Administration (ASCA).

Assessment Findings:

- Most students who participated in the Restore LUREC sanction reported that as a result of participation they identified and reflected upon the harm caused by their decisions (average 3.575/5.0 Likert; survey administered to 42 participants with 40 responding).
- The Annual Retreat remains effective in preparing the Student Community Board (SCB) for their role in adjudicating cases of peer misconduct. Of the 9 participants surveyed, all 9 "agreed" or "strongly agreed" that the retreat:
 - improved sense of community
 - improved confidence in hearings
 - improved understanding of policies
 - improved understanding of The Student Promise
- Overall, students who are documented for misconduct generally do not re-offend. The recidivism rate (2 or more incidents) for 2012-2013 is 30.3%. Further analysis will be conducted in 2013-14 to explore causation. (Data collected from statistical report generated through ADVOCATE database.)

- Further assessment was conducted about students' understanding of the policies and procedures at Loyola, but data is not yet available. We are presently awaiting results and analysis from a 3rd party vendor.



& Conflict Resolution

Departmental Goals:

- Develop and implement a comprehensive set of conflict resolution services, including mediation, conflict coaching, facilitated dialogue, and restorative conferencing.
- Develop and publish a student-facing document explaining the OSCCR's commitment to cultural competence.
- Achieve an average "time-to-close" of 10 business days or less for all incident reports.
- Publish the Community Standards (Code of Conduct) online in an interactive format that achieves a 75% or higher overall satisfaction rating among users who access the website.
- Prepare a comprehensive brand/marketing plan for all student conduct and conflict resolution services to be launched in Fall 2014.

Did you Know:

- The OSCCR staff are trained and experienced in mediation, restorative justice, conflict coaching, and "council" (facilitated group dialogue)
- The OSCCR, with the help of campus partners, handled over 1,200 reports of alleged student misconduct in 2012-2013

"I graduated this past spring from Loyola. I feel like I owe a lot of that to [the OSCCR] with how you handled my situation freshman year and helping me get my life as a student on the right track... Thank you."

-Recent Alumnus



Student Activities



"Thank you for all your help coordinating this event and for all your support and question answering along the way. You were hugely instrumental in this event and we can't thank you enough!"

- Best Buddies, Friendship Walk



& Greek Affairs



Staff Demographics:

5 full-time staff; 2 graduate staff; 1 summer graduate intern;
5-7 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.

Department Learning Outcomes:

As a result of actively engaging in Student Activities & Greek Affairs umbrella programs (Special Events, Registered/Sponsored Student Organizations, and/or Sorority & Fraternity Life), undergraduate students will be able to...

1. Identify at least three leadership skills they developed through their curricular group experiences.
2. Explain how their engagement with programs resulted in greater personal connection to campus life.
3. Give an example of how their involvement in 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.

Department Highlights:

- Created and implemented a Sorority & Fraternity Life chapter recognition and assessment program. The Greek Standards and Awards Program (GSAP) were designed to assist chapters in achieving the highest level of excellence possible in programming and chapter management. The program recognizes actions and policies of an ideal chapter.
- SAGA was successful in moving toward intentional programmatic advisement for registered student organizations. Through the implementation of the activity request form, SAGA outreach was enhanced and deeper student organization leadership development is underway.
- Implemented two phases of the Recognized Student Organization Program overhaul plan. The implementation of new policies, workshops and overall compliance processes addressed risk management exposure and offered enhanced opportunities for students to develop program planning skills.
- The SAGA Department led Homecoming planning efforts in partnership with Alumni Affairs. Due to SAGA creativity and coordination students were key contributors and participants which led to increased Rambler pride among the LUC community. These student driven programs were so successful they are now going to be featured programs for years to come.

"I think that people sometimes take people as great as you all for granted, and I just wanted to let you all know that I really appreciate all you've done!"

- Lauren, ((dop)) event participant

Assessment Findings:

- Student Activities & Greek Affairs focused program assessment efforts on the Department of Programming ((dop)). In mid-February a survey went to 2,152 students and the response rate was 31%. The findings revealed the following:
- 80% of respondents are aware of the ((dop)) and its sponsored activities.
- 75% of respondents report they would like to see the ((dop)) schedule more Chicago events and music concerts.
- Students who have considered but not attended events alone avoid doing so because they are uncomfortable or do not think they will have fun by themselves. When asked what the University could do to make them more comfortable, 64% of respondents who have considered attending alone say there is nothing the University could do to make them more comfortable going alone.
- 78% of Loyola students prefer being notified for an event or activity through email.

Department Goals:

- Stabilize transition and change for all Student Activities & Greek Affairs stakeholders.
- Increase student leadership and input in program management and development. Design and implement an intentional marketing plan for department to bolster the SAGA identity and to support specific outreach efforts.
- Build and implement a full educational and developmental program for recognized student organizations leaders, advisors and general members.
- Develop a 3-5 year strategic plan for the Sorority & Fraternity Life Program.
- Enrich each program within the Special Events portfolio to enhance student participant's sense of personal connection to campus life

Did you Know:

- The Sorority & Fraternity Life community raised more than \$80,000 for various non-profit organizations during the 2012-2013 academic year.
- The Department of Student Activities & Greek Affairs coordinated/co-coordinated nearly 800 student programs during the 2012-2013 academic year.

Student Diversity & Multicultural Affairs

“[The] interaction with my mentor was extremely effective in supporting my transition to Loyola...[it] helped me better understand student life and gave me confidence to perform well on a daily basis.”

- Student participant of STARS



Did you Know:

- STARS offer a service-learning/leadership experience called STARS LEAD, which engages 12 mentees in service in the Rogers Park community each spring.
- Our monthly Social Justice Dinner Dialogues are opportunities for students to present on/discuss topics of their interest with the campus community.

Staff Demographics:

5 full-time staff, 2 graduate staff, and 5 student interns.

Mission Statement:

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

Department Learning Outcomes:

As a result of participation in programming, services, and training provided through SDMA, students will be able to:

1. Define, for themselves, at least three of the following social identities: race, sex, gender, sexual orientation, religion, socio economic status, age, and ability.
 - a. Through sustained engagement students will also articulate the relationship between social identities and privilege and oppression.
2. Provide examples of how their social identities shape their worldview.
3. Recognize how different worldviews are also influenced by social identities.
 - a. Through sustained engagement students will also apply their learning of various lived experiences to understand perspectives different from their own.
4. As a result of on-going training: Demonstrate skills to interrupt bias behaviors (individual and systemic) that adversely impact marginalized communities.

“Q-Café was an awesome forum for discussion around identity and belonging. I would recommend this to any Loyola student that wants to talk deeper about their identity as a LGBTQI person at Loyola.”

- Student participant of Q-Café

Department Highlights:

- In partnership with the Center for Urban Research & Learning (CURL), undocumented student ally trainings were offered to nearly 250 faculty, staff, and graduate students to equip them to effectively serve Loyola's undocumented student population. A resource portal containing useful information and links to support undocumented students was also created on SDMA's website.
- SDMA's LGBTQI Initiatives expanded its reach at Loyola. 75 faculty/staff and 90 students successfully completed the Safe Space Ally Training to become visible allies for the LGBTQI community, and the recently-established Q-Café program brought together the LGBTQI communities of Loyola and the Rogers Park neighborhood for monthly dialogues and community-building.
- The Men of Color Initiative (MOCI) launched a successful pilot year, connecting 247 first-year and transfer men of color with 37 male faculty/staff of color mentors. Retention rate for the cohort was 87%, with 67 students maintaining consistent engagement with the program throughout the year; nearly all indicated MOCI had a positive impact on their Loyola experience.
- The Students Together Are Reaching Success (STARS) peer mentorship program received a record number of applications from students interested in serving as a mentor for next academic year. Out of 51 applicants, nearly double the number from the previous year, 9 were selected to join the 5 students returning to the position.
- In partnership with Campus Ministry, the Freedom Ride ABI was offered for the fourth year. Complementing the immersion trip through the Deep South was a one-credit seminar course offered through the UNIV102 program, in which students engaged in a semester-long exploration of civil rights history and current-day social justice movements.
- Loyola University Chicago Empowering Sisterhood (LUCES) provided 18 successful opportunities for women of color on campus to build community and cultivate leadership efficacy. Events included monthly gatherings, a mentorship program, affinity dialogues, socials, collaborations with other student organizations, and an end-of-the-year celebration.

Assessment Findings:

- STARS mentors and mentees are assessed academically at the end of the year. For mentors (n=14), the mean GPA was 3.463, with standard deviation of 0.200; for mentees (n=68), the mean GPA was 3.033, with standard deviation of 0.561. In addition, the mentee retention rate at the time of this report is 85.3%.
- Participants in Safe Space Ally Trainings to support LGBTQI students completed an evaluation after the training session. Of 160 total participants, 100% felt better equipped to be an ally, 98% better understand how privileged identities impacts their role in being an ally, and 92% gained new skills to interrupt negative behavior and language targeting the LGBTQI community.

- The retention rate of MOCI participants at the time of this report was 87%, with an average cumulative GPA of 2.91. 55 of the 67 highly active participants completed a program evaluation at the end of the academic year; 100% felt MOCI had a positive impact on their experience at Loyola, and 97% want to remain involved with MOCI in their second year on campus.
- As a result of attending the undocumented student ally trainings, over 90% of participants better understand the complexities and barriers that this student population faces, and as well as the resources available for undocumented students at Loyola. 85% of participants believed the trainings helped them understand their role as an ally for undocumented students.
- Attendees at each of LUCES' monthly gatherings are asked to evaluate their experiences. Collectively, 100% of participants feel that LUCES provides a safe space to validate, nurture, and develop their identities as women of color. In addition, 95.4% believe the information presented during gatherings is helpful, and 98% strongly look forward to future gatherings.

Department Goals:

- Develop and enhance initiatives to support and serve the undocumented student population on campus, at the departmental, divisional, and institutional level.
- Develop and enhance initiatives to support and serve the Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, and Intersex (LGBTQI) population on campus, as well as provide involvement opportunities for allies of the community.
- Develop and enhance opportunities for students to reflect upon and explore intersections of identity, including racial/ethnic affinity spaces for women of color in LUCES and a dialogue group for queer and transgender students of color.
- Explore potential options for expansion and growth of the Students Together Are Reaching Success (STARS) program, including sophomore retention, alumni engagement, and other capacity-building components.
- Launch the peer mentorship component of the Men of Color Initiative (MOCI), while continuing to develop and assess the impact of the program on the retention and persistence of undergraduate men of color at Loyola.
- Refine the high school outreach components of the Empowerment Pipeline program, to more effectively facilitate the college-going efficacy of local high school students of color and prospective first-generation college students.



Leadership Development

Staff Demographics:

3 full-time staff; 1 graduate staff; 2 temporary graduate interns; 2 student staff; one Peer Leadership Team

Mission Statement:

The mission of Student Leadership Development and Second Year Experience (SLD&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.

Department Learning Outcomes:

- 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).
- 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.
- As a result of participating in Second Year Experience programs, students will articulate increased readiness to make commitments to a vocation and/or major.
- 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.

Department Highlights:

- In its 1st year, we reached our capacity of 63 students in the Leadership for Social Change Learning Community, with a waitlist of interested students. In collaboration with the Higher Education program, created a new service-learning class that was taught in spring 2013. We are still reviewing end of the semester data, but initial reviews indicate that the learning outcomes were met.
- Second Year Experience hosted the 1st Sophomore Celebration, recognizing the halfway point for students in their Loyola experience. Just fewer than 200 sophomores attended, where they enjoyed brunch and were welcomed to their major school/college by over 70 advisors, staff, junior and senior students. Students also received their second key, the commitment key, for declaring their major.
- The Peer Leadership Team co-facilitated 6 of the 28 “workshops by request” and was responsible for a one-day conference, the Student Leadership Institute, which was coordinated by a graduate assistant previously. Not only did students take a larger role facilitating workshops and the SLI this year, but SDMA and SLD also introduced a peer facilitator role for The People’s Institute (a weekend program on leadership and social justice).
- During the first week of classes, Second Year Experience raised awareness of its programs and resources by sponsoring welcome back activities for sophomores. Among these activities were the Welcome Back BBQ, and the Second Year Intramural Cup (co-sponsored by Residence Life and Campus Recreation). These events connected a total of 180 sophomores to our office.
- From July 25 – 29, 2012, with support from the Office of the VP and 11 DSD departments, LUC sponsored 28 students to attend the National Jesuit Student Leadership Conference. Staff advisors supported students who presented workshops, and facilitated pre- and post- conference communication and meetings with students. LUC won the video contest.
- After conducting an audit of programs that could support sophomores, and meeting with the Second Year Experience Committee, the Second Year Update electronic newsletter was created. The SYU was sent every 2 to 3 weeks to second-year students to inform them about programs, opportunities, and issues relevant for sophomores.

Did you Know:

- Next year, there will be 7 Peer Leadership Team members instead of 5, and PLT members will take a greater role facilitating workshops.
- We will be hosting sophomore suppers for specific majors next year, as well as one in partnership with Catholics on Call.

& Second Year Experience

Assessment Findings:

- After the LEAD for Change program, 29/39 participants responded to a survey. On a 5-point Likert scale, mean responses were: I learned about my personal leadership strengths and styles = 4.6. I developed leadership skills such as networking, communication, and teamwork = 4.7. I explored my personal values as they relate to leadership = 4.9. I feel more confident about my abilities to engage in leadership = 4.8. I recommend the program = 4.8.
- There were 28 leadership development workshops/ programs facilitated by request for departments, student organizations, and classes, reaching 590 participants. For each “workshops by request” the SLD staff met with either the student group leader or department staff member to design a workshop to best meet their needs. In addition, four workshops were conducted by SYE for RAs in residence halls for second-year students.
- 2 graduate students conducted 3 focus groups and administered an online survey about the Leadership Development Certificate Program. We found that (a) personal encouragement to participate (from staff and students) was more effective than advertising, (b) students suggested better promotion of the program, and more explicit communication about the benefits of participating, (c) students wanted the program to be expanded.
- In a survey completed by 60 students, 53% stated that after attending the Sophomore Celebration, they became more excited to return to Loyola in the fall, and 60% look forward to re-connecting with their advisor to talk more about their major. Students stated that they were motivated to attend to get their commitment key, to celebrate being half-way to graduation, because friends invited them, and to meet their college/school advisors.
- In a survey sent to rising sophomores, students indicated their interest in attending various events, which will inform SYE program planning. Programs with potential for students to build relationships with peers (specifically, peers in their majors) were most highly rated. The Second Year Update electronic newsletter will continue, because 89.29% of respondents indicated that this was the best communication format to use.

“I got to meet with my new adviser and tell her what I was looking for in my college experience and what my journey to my major was. I believe it helped us establish a great start to a wonderful working relationship.”

- Student at Sophomore Celebration

Department Goals:

- Increase attendance of Halfway to Graduation Ceremony (called “Sophomore Celebration in 2013) to 300 students, and include faculty participation. Feedback from the 2013 survey will be incorporated to improve the event, as will ideas from the Sophomore Celebration planning committee.
- Work with Institutional Research and other partners to gather and share information specifically related to the second year experience at LUC, to inform the work of SYE and colleagues within the division.
- Offer at least four welcome back programs specifically for second-year students during Welcome Week, to help students connect with SYE and to build excitement about their second year.
- Increase student attendance at the Student Leadership Institute to 100 students. In addition, continue the trend of having experienced student leaders facilitate most of the concurrent workshops.
- Through a restructuring of student leadership roles within Leadership Development and Second Year Experience, increase the level of preparation and experience Peer Leadership Team members receive to support their facilitation of a higher percentage of “workshops by request” than in previous years. This should also allow us to increase the number of “workshops by request” that are facilitated, specifically for student groups.

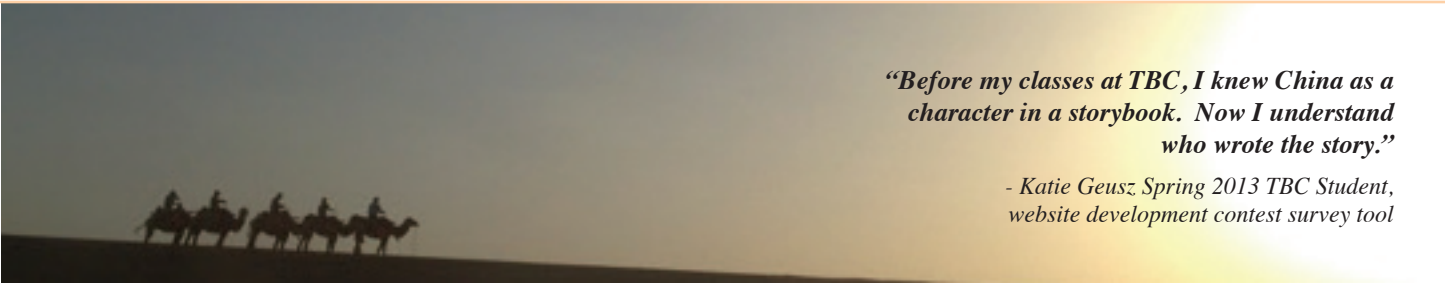




The Beijing Center for Chinese Studies

Did you Know:

- TBC is a private non-profit organization accredited by Loyola University Chicago and housed at the University of International Business & Economics in Beijing, China.
- By studying at TBC you have an opportunity to study China in China with a diverse group of students. In the spring 2013 TBC hosted over 60 students studying 33 different majors and entering China on passports from 9 countries.
- Many Loyola University Chicago students self-report that once they consider all costs (tuition, housing, flights, and living expenses) they actually spend less money per semester in China than they do in the US.



“Before my classes at TBC, I knew China as a character in a storybook. Now I understand who wrote the story.”

*- Katie Geusz Spring 2013 TBC Student,
website development contest survey tool*

Staff Demographics:

3 full-time staff; over 30 student workers

Departmental Mission Statement:

The Student Development team aspires to provide a holistic, inclusive, and immersive student experience through services and initiatives which inspire and support student engagement in obtaining mutual understanding between China and other cultures.

Department Highlights:

- Conducted a division-wide reorganization effort, organizing the responsibilities of the division into 9 functional categories: Administration & Logistics, Human Capital Development, Physical Space & Technology, Student & Community Development & Immersion, Emergency Preparedness & Response, Student Rights & Responsibilities, Coordination Across Units, TBC Network Development, and Fiscal Management. We reorganized both the human capital structure and our budget allocations to coordinate and support these functional areas.
- Conducted a mission-focused evaluation of our divisional budget, reducing the divisional operating budget by 28% while simultaneously increasing funding for student development & cultural immersion opportunities. Increased student satisfaction and obtained highest retention rate in the 15 year history of the organization.
- Collaborated with LUC's Office of Student Conduct & Conflict Resolution to create a TBC Code of Conduct, which provides to students for the first time a comprehensive written statement of behavioral expectations and rights while studying at The Beijing Center for Chinese Studies.
- Introduced a significantly amplified student development & cultural immersion offering. Notable additions include a 2-hour cooking class at a cooking school in a traditional Hutong neighborhood, celebration of mid-Autumn Festival, implementation of a cross-cultural "Turkey Bowl," increased volunteer and community service opportunities, large-scale Beijing scavenger hunt program, reoccurring China-based movie, trivia & game nights, and visiting the Laoshe Teahouse.
- Eliminated gendered language in student development print and on-line materials.
- Completed a renovation and redecoration of both student community spaces in the residence hall including a large 2-room study lounge and a 2-room community development lounge.

- Overhauled the scholarship program for students who study with TBC for two or more terms; external funding was increased from \$5,000 to \$8,300 annually.

- Achieved the highest retention rate of students returning for additional terms of study with TBC in our 15 year history.

2013-2014 Department Goals:

- A TBC Alumni, Family & Friends excursion to Taiwan to celebrate the 15th anniversary of TBC is planned for December 2013. Launching a new re-entry effort which, starting from the first week of the semester, will prepare students for their re-entry into their home country including skills for working with reverse culture shock and learning how to frame their lived experience in China for various purposes including job interviews.
- Implementation of an overhauled Chinese roommate program which included assessment, benchmarking, creation of new position descriptions & recruitment materials, adjusted selection process, development of comprehensive training and development program, increasing funding and support for activities planned by Chinese roommates, intentional appreciation of Chinese roommates, and increased opportunities for foreign students to live with a Chinese roommate.
- Create division-wide student learning outcomes for TBC's Division of Student Development. Create assessment tools that align with assessments currently conducted by LUC.
- Collaborate with recent TBC alumni to create webpages to assist prospective minority students in gaining insights into what others have personally experienced while studying in China. Webpages are currently in development to share recent experience of alumni who identify as gay, female, and persons of color.



John Felice Rome Center

Staff Demographics:

2 full-time staff; 6 graduate Student Life Assistants

Department Mission Statement:

The JFRC Office of Student Life enhances the 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.

Department Learning Outcomes:

- Channel intercultural competency within students during their time at the John Felice Rome Center.
- 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.
- 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.

Department Highlights:

- Among 23 study trips offered during 2012-2013, three new trips were introduced.
 - Northern Greece and Turkey – a 10-day Spring Break trip that followed in the footsteps of Alexander the Great and included a visit to Kavala, Mount Olympus, the Tomb of Philip II of Macedonia (father of Alexander the Great), the Blue Mosque, and Princes' Islands.
 - Pilgrimage to Ignatian Spain – a three-day pilgrimage to sites of significance in the story of St. Ignatius Loyola in the cities of Barcelona and Montserrat. This trip was the culminating experience of Ignatian Heritage Week at the JFRC.
 - Serbia and Bosnia Post-War Perspectives: Past, Present, and Moving Forward – this seven-day trip included time in Belgrade, Sarajevo, and Mostar. In addition, students visited with a local Imam for a conversation about Islam and had conversations with US diplomats in Belgrade and Sarajevo.

- New on-campus programming initiatives included:
 - First ever JFRC olive harvesting and oil making generating 70 liters.
 - Ignatian Week held in the Spring semester allowing students to follow in the steps of St. Ignatius in Rome and included presentations by renowned Jesuit scholars and members of the Jesuit Refugee Service.
 - Environmental Student Alliance promoting reusable water bottles on campus.
- New off-campus student programming initiatives included:
 - Private visit to the Capitoline and Mayoral office of Rome, promoting local civic engagement.
 - Expanding Balduina neighborhood clean-up initiatives including Monte Mario park reserve and tree-planting ceremony with the Mayor of Rome.
 - JFRC students participated in United States – United Nations Hunger Run held in October and raised over \$500.
 - First visit to Mosque of Rome during Interreligious week
 - First JFRC group visit to the World Food Programme to meet Director, Ertharin Cousin
 - Participation in first-ever TEDx Rome Conference on Religious Freedom
- Increased student wellness services by doubling counselors' campus office hours while also expanding relations with local mental health professionals creating a support network particularly in times of crisis or emergency.
- Doubled family home stay opportunities for students.

Office of Student Life

Assessment Findings:

- Fall 2012 orientation survey; 177 distributed in September 2012, 34 completed (19% completion) surveys indicated 86% of students rated the orientation at the start of the semester as above average or exceptional. Programs within the orientation such as a visit from the US Vice Consul was 68% above average or exceptional, dinners in the neighborhood were 78% above average or exceptional, and a visit to the Colosseum and Roman Forum was seen as 82% above average or exceptional. The weekend orientation trip to Arezzo, Sansepolcro, Cortona, and Lago Trasimeno received a 79% exceptional review. Students surveyed particularly enjoyed dining with faculty and staff members, support from Student Life staff, and the Mass of the Holy Spirit.
- Two hundred Spring 2013 orientation surveys were distributed in January 2013 and 38 were completed (19% return rate). The surveys indicated the following results: 81% of students rated the orientation above average or exceptional. Highlights of the orientation included the day trip to Viterbo that had a 68 above average or exceptional review, the Italian Survival Classes that had 73% above average or exceptional, and the neighborhood dinner with 82% above average or exceptional. The weekend orientation trip to Herculaneum, Sorrento, Paestum, Reggia di Caserta, and Montecassino was reviewed as 84% above average or exceptional.

Department Goals:

- Make better use of neighborhood Rome community and educational institutions to create a solid network of community service and spiritual experiences for students.
 - Develop regular working relationships each semester with Polo Culturale Monte Mario, RomaNatura, Noi x Roma, RetakeRome, etc.
 - Initiate and develop relationships with local Balduina neighborhood parishes and elementary schools.
 - Initiate and develop relationships with Italian Roman universities (LUMSA, LUISS, PIO X, Università di Roma – Foro Italico, Sapienza) to provide opportunities for true dialogue and cultural exchange with Italian students.
- Improve student on-campus living experience and continue to increase wellness services by adding professional development opportunities for staff and faculty to enrich living/learning environment.
- Foster closer alignment between coursework and study trips and student life activities for greater educational integration.
- Work toward the creation of a learning community focused more intently on linguistic and cultural immersion, and community service and social justice.



“Thank you (J-Force) for being everything I did not expect you to be...thank you for organizing the clean-up of Monte Mario park and the visits to Santa Maria in Trastevere. Both of these experiences remind me of your commitment to our well-being and the well-being of the general Roman and world-wide communities.”

- Message from Fall 2012 semester student left in administrator's mailbox at end of semester

Did you Know:

- The level of participation in at least one University-sponsored study trip in Fall 2012 was nearly 70%, in Spring 2013 participation reached 75%, and in both summer sessions participation 100%.
- As many as 50 JFRC students each semester have an opportunity to tutor in the homes of local Roman families. This opportunity not only helps students earn some extra spending money, but it also leads a more profound immersion experience and lasting relationships with the families.

Mission Statement:

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

Message from Director, Dr. Bridget Kelly:

The master's program continues to be robust and one of the largest programs in the School of Education that draws from a national pool of students. In 2012 we welcomed the first-ever cohort of all men of color to our doctoral program. It saddens me to write my last message as director of the program. After three years of service, it is time to pass the reins onto another faculty member. As of July 1, 2013, Mark Engberg became the Program Director. The future is very bright indeed.

Faculty Highlights:

- QiYan Poon joined the faculty in the higher education program as Assistant Professor. She finished the year with publications, a new course that students remained on the waitlist for called Critical Social Theory, and service and presentations all across the country.
- John Dugan and Mark Engberg successfully went up for tenure and were promoted to Associate Professor in March 2013. John also served as Co-Chair of the ACPA (American College Personnel Association) Program in 2013
- Terry Williams served as Interim Dean of the School of Education for six months while a national search for a new dean was conducted.
- Bridget Turner Kelly was honored as Diamond Honoree for ACPA in 2013.

Student Highlights:

- Gabe Loreda is the recipient of a national award - the ACPA Commission of Housing & Residential Life's Outstanding Graduate Student Staff Member.
- Brian Houze is the recipient of the Outstanding Masters Student from ACPA's Commission for Student Involvement.
- Symone Simmons received two awards this year: NASPA's Region IV Rising Star Award for Graduate Students & New Professional and NASPA's Outstanding Graduate Student Award from the LGBTQ Knowledge Community.
- Virginia Koch, 2012 Ph.D. graduate of Higher Education received a national recognition award for her dissertation from Phi Delta Kappa.

Assessment Findings:

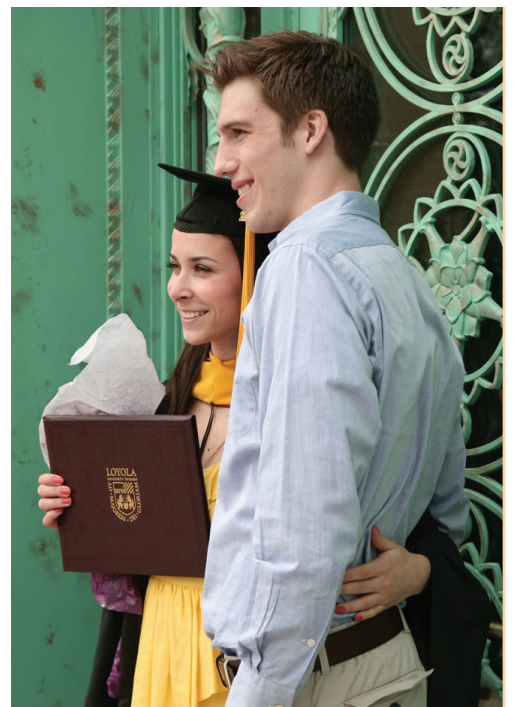
- 41 M.Ed. graduates received degrees in December 2011 (11), May 2012 (27), and August 2012 (3)
- 32 responded to the placement survey. (23 of 32 had positions at the time of the survey.)
- 18 graduates reported finding new employment in the field.
- 4 graduates reported remaining in positions held at time of graduation.
- 1 graduate reported remaining in positions held at time of graduation and searching for new employment.
- 0 graduates accepted a position outside the field of higher education.
- 9 graduates were searching for employment at the time they completed the survey. (Source: Placement Report from 2012)

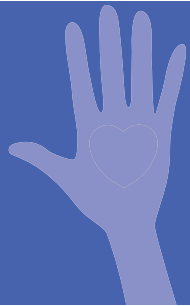
Goals:

- End the year with first graduates of Master's program in International Higher Education.
- Successfully implement new doctoral seminar for cohort entering in Fall 2013.
- Conduct new e-portfolio system for all graduates from master's program in May/August 2014.



Higher Education Graduate Program





Thank You's

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 Faculty Athletic Advisory Committee
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 Kevin Smith, Information Technology Systems
 Glen Chun, SJ, Society of Jesus
 Maria Guzman, CURL
 Samuel Attoh, Graduate School
 Brian Keiller, First/Second Year Advising
 Heather Mc Nitt, Facilities Management
 Wayne Sliwa, Facilities Management
 Susan Yanek, Purchasing
 Patricia Mooney-Melvin, Faculty
 Jorene Richards, Human Resources
 Tim Cunningham, Campus Safety
 Mark Bosco, SJ, Society of Jesus
 Amanda Hitterman, LUREC
 Kathleen Maas-Weigert, Gannon Center
 Robert Fine, Campus Safety

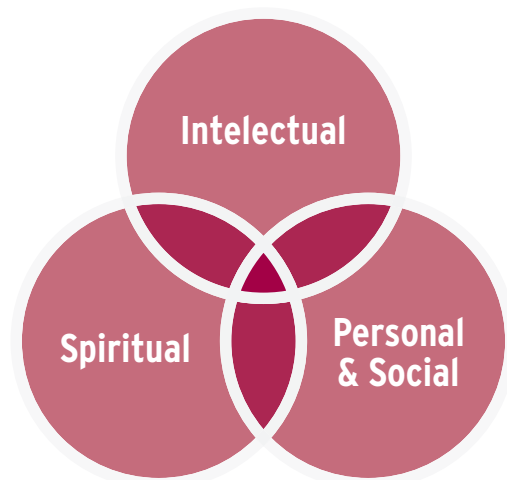
Phyllis Kempton, Lakeside Management
 Peter Buhl, Lakeside Management
 Bobby Dunlap, Annual Giving
 Dan Gould, Alumni Relations
 Gina Lettiere, Office of Sustainability
 Walt Slazyl, ITS
 Gregory Biskoski, ITS
 Terri Thomas, First/Second Year Advising
 Ben Correia, Higher Education Research Assistant
 Second Year Experience Committee Members
 Kathleen Getz, Ph.D., Quinlan School of Business
 Clifford Schults, Ph.D., Quinlan School of Business
 Mary Bird, School of Law
 Justin Daffron, SJ, Provost's Office
 Janet Sisler, Gannon Center
 Shauna Conley, Facilities Management
 Bill Curtin, Facilities - Environmental Services
 JFRC English Language School - Nicole Bubalo and
 Denise Feniello

Strategic Priorities

A Sneak Preview at Areas of Emphasis for 2013-2014

In May of 2013, the Directors Group spent time at LUREC reflecting upon the year and refreshing our divisional strategic plan for the next few years. We generated 5 areas of emphasis that include:

- **Academic Partnerships:** Student learning is central to supporting students' journey to graduation. The Division of Student Development will work more purposefully to strengthen the curricular and co-curricular connection in partnership with faculty and academic partners. This includes, but is not limited to, establishing systemized and formal plans for connecting with faculty.
- **Incorporation of Ignatian Principles:** Our Jesuit values (e.g., cura personalis, magis, discernment, faith that does justice, etc.) provide context for the work we do. We will work to incorporate assessment initiatives to help identify and learn ways in which departmental programs and services incorporate Ignatian principles in their department. Each department will also play a more active and visible role during the planning and implementation of Ignatian Heritage Month.
- **Student Empowerment and Engagement:** We will focus on students' capacity to effectively create positive change, thereby preparing them to live extraordinary lives as engaged, responsible citizens. In order to support this broader vision, we will promote and sustain a culture in which students are invited to voice their opinions about institutional and departmental decisions, and are encouraged to engage as active members of the Loyola community. Efforts will be made to involve more students in programs designed to build a sense of belonging and contribute to leadership development. Thus, these efforts would promote campus involvement that leads to increased engagement in the greater Chicago community and beyond.
- **Civic Responsibility:** We will work together under the common goal of "advancing the Loyola community towards becoming engaged and reflective citizens for a just world." The focus on civic responsibility would speak directly to four of the five "hungers" identified in the document, Transformative Education in the Jesuit Tradition: Hunger for Integrated Knowledge, Hunger for a Moral Compass, Hunger for Civic Participation, and Hunger for a Global Paradigm.
- **Enhanced Marketing and Brand Identification:** In an effort to streamline all marketing and means of communication to students, other departments, and to faculty, we will invest resources in developing a centralized brand for both internal and external communication. This includes the implementation of current technology, such as an app for smart phones that is managed by the Division of Student Development for current events, resources, and a vehicle for communication.



Conceptualizing the Loyola Experience

Loyola University Chicago

Top 10 Majors, Fall 2012

Major	Count
Biology	1,634
Psychology	1,091
Nursing	756
Political Science	395
International Studies	311
Finance	309
English	305
Advertising/Public Relations	287
Accounting	277
Criminal Justice	261



Enrollment by Racial/Ethnic Category, Fall 2012

	Degree-Seeking First-Time First Year	Total Undergraduates (both degree and non-degree-seeking)
Nonresident aliens	40	254
Hispanic	232	1,141
Black or African American	49	353
White	1,314	6,101
American Indian or Alaska Native	4	14
Asian, non-Hispanic	163	985
Native Hawaiian or other Pacific Islander	4	12
Two or more races	181	504
Race and/or ethnicity unknown	16	359
TOTAL	2,003	9,723

Statistics for 2012-2013

Enrollment Data, Fall 2012

Undergraduate Full-Time

Arts & Sciences	5,499
Beijing Center	64
Business	1,355
Communications	562
Cont. & Prof. Studies	6
Education	344
Nursing	852
Rome Center	177
Social Work	93
Total	8,952

Undergraduate Part-Time

Arts & Sciences	339
Business	67
Communications	29
Cont. & Prof. Studies	102
Education	11
Nursing	51
Social Work	6
St. Joseph Seminary	38
Total	643

Undergraduate Certificate

Arts & Sciences	110
Cont. & Prof. Studies	18
Total	128

Masters

Arts & Sciences	525
Business	762
Communications	17
Education	414
Health Sciences Div.	178
Law	356
Nursing	319
Pastoral Studies	235
Social Work	721
Total	3,527

Masters Certificate

Arts & Sciences	6
Business	2
Cont. & Prof. Studies	94
Education	24
Health Sciences Div.	12
Nursing	39
Pastoral Studies	10
Social Work	25
Total	212

Doctoral

Arts & Sciences	352
Education	230
Health Sciences Div.	118
Law	7
Nursing	66
Social Work	31
Total	804

Professional

Law	855
Medicine M.D.	599
Total	1,454

UNIVERSITY TOTAL 15,720

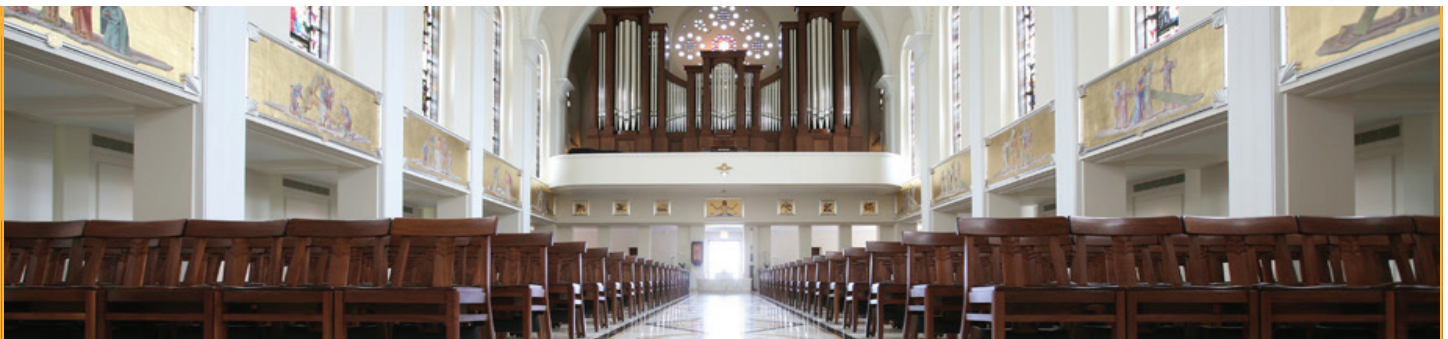


Helpful Information about Student Life at Loyola

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude international)	40.1%	34.1%
Percent of men who join fraternities	7.1%	8.6%
Percent of women who join sororities	13.5%	13.1%
Percent who live in college-owned, -operated, or -affiliated housing	92.4%	41.2%
Percent who live off campus or commute	7.6%	58.8%
Percent of students age 25 and older	0.0%	8.9%
Average age of full-time students	8.5	20.7
Average age of all students (full- and part-time)	18.5	21.4



Preparing people to lead extraordinary lives



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