

2015

2015 | STUDENT DEVELOPMENT ANNUAL REPORT



Preparing people to lead extraordinary lives

LOYOLA UNIVERSITY CHICAGO

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2015 | STUDENT DEVELOPMENT ANNUAL REPORT



FROM THE VICE PRESIDENT FOR STUDENT DEVELOPMENT

September 2015

Dear Colleagues and Friends,

The Division of Student Development compiles and distributes an annual report to update our partners and colleagues about significant changes and accomplishments of the past year. It is an opportunity to take stock of the year and recommit ourselves to making further progress in the coming years. This past year was filled with reasons for celebration and recognition.

We continue to be grateful for our students, the extraordinary staff of the Division, and the abundant blessings we have received. We look to our past with profound thanks, and we look to our future with great anticipation for what is still to come.

Among the many exciting happenings in the Division, we are happy to share:

1. The Dean of Students Office restructured into Student Life & Engagement that includes Student Activities & Greek Affairs, Student Conduct & Conflict Resolution, Student Diversity & Multicultural Affairs, Student Leadership Development, Off-Campus Student Life and Assistant Deans for Title IX and BCT Case Management.
2. Colossus, ((dop))'s signature event with back-to-back artists, was a tremendous success, with Jason Derulo in concert on Friday night, and comedian Gabriel "Fluffy" Iglesias performing Saturday night
3. The Rambler's second consecutive NCAA Men's Volleyball Championship!

As in years past, we have spent the summer re-energizing ourselves to welcome our new first-year and transfer students to campus. Orientations events throughout the summer months have begun introducing students to the traditions of *The Loyola Experience*. Together with our returning students, we will continue advancing student learning and providing supportive and safe environments for student transformation. Throughout the course of the year, we will:

- Unveil and enact our Divisional Strategic Plan 2015-2020
- Revitalize the Division's commitment to our Jesuit, Catholic identity and mission
- Continue our partnerships across the University, around the city, and world toward the realization of the University's new strategic plan, *To Build A More Just, Humane, And Sustainable World*.

As always, we acknowledge and thank all of our collaborators within our campus community – as well as those partners both near and far – for their commitment to our students, our Division, and our University. To you, our reader: Thank you for your interest in learning about the exciting work of the Division of Student Development at Loyola University Chicago.

Sincerely,

Jane F. Neufeld, M.Ed.
Vice President for Student Development





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Preparing people to lead extraordinary lives





THE STUDENT PROMISE

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

Care for Myself

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

Care for Others

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

Care for Community

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



ASSESSMENT OFFICE

DEPARTMENTAL STAFF INFORMATION: 1 full-time, 1 doctoral graduate assistant

DEPARTMENTAL MISSION STATEMENT: The Assessment Office is dedicated to building a culture of evidence in the Division of Student Development, and to the use of data to demonstrate co-curricular learning, to inform decision-making processes, and to bring about continuous improvement to the benefit of students.

2014-2015 DEPARTMENTAL HIGHLIGHTS:

1. Began offering the Assessment Certificate Program in collaboration with colleagues from the Faculty Center for Ignatian Pedagogy, and DePaul University's Student Affairs Assessment Office of Teaching, Learning, & Assessment.
2. Provided extensive evidence of Divisional assessment practice for the Assurance Argument submitted to the Higher Learning Commission during the Reaccreditation Site Visit in February 2015.
3. Reviewed and aligned Departmental learning outcomes with Divisional learning outcomes.
4. Developed and executed an assessment plan for the Weekend of Excellence, an annual University-wide event that occurs in April.
5. Collaborated with the Office of Leadership Development and Second Year Experience to enroll Loyola in data collection for the 2015 Multi-Institutional Study of Leadership.

2015-2016 DEPARTMENTAL GOALS:

- Continue and expand offerings for Assessment Certificate Program to aid in the development of capacity for assessment.
- Incorporate Institutional Review Board application process for large-scale projects.
- Increase sharing of assessment results and findings with internal and external constituencies, using an updated Assessment website as a primary medium for communication.
- Work together with campus partners such Academic Advising, Faculty Center for Ignatian Pedagogy, and School of Continuing and Professional Studies to pilot an assessment of the *First Year of The Loyola Experience: The Four-Year Plan for Student Transformation*.
- Explore data from the 2015 Multi-Institutional Study of Leadership and share findings within the Division and across the University.

DID YOU KNOW?

- **The Assessment Office is one of four key partners for the Assessment Certificate Program, a free professional development opportunity for faculty, staff, and graduate students to build up an assessment skillset.**
- **The Assessment Office co-hosted a summer intern through the NASPA Undergraduate Fellowship Program for a second consecutive year.**



BUDGET OFFICE

DEPARTMENTAL STAFF INFORMATION: 2 full-time staff

DEPARTMENTAL 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 to assure the financial sustainability of all projects. The office ensures close linkage between departments under the Division of Student Development and the University Finance Department.

2014-2015 DEPARTMENTAL HIGHLIGHTS:

1. Maintained financial stability in the Division by continuous monitoring of spending and promptly addressing changes and variances in the operation.
2. Established a number of new policies and procedures in the Division that outline criteria and set limits in regards to various expenditures.
3. Trained staff in the Division on new policies and procedures by attending individual department meetings as well as offered new budget administrator workshops.
4. Organized and led Capital Review team, which resulted in better communication between departments and early detection of problems.
5. In conjunction with the Legal Department, created a number of templates that can be used for most common contracts.

2015-2016 DEPARTMENTAL GOALS:

- Maintain financial integrity in the Division by providing support and information to senior management in the Division.
- Using assessment data of different programs, review utilization of University resources and make recommendations.
- Continue review and development of business policies and procedures.
- Continue training of employees on University and Divisional fiscal policies and procedures.

DID YOU KNOW?

- **There are over 450 budget accounting units in Student Development and 290 of them are student organizations and sport clubs accounts.**
- **University signature events such as Colossus, WTC Block Party, Finals Breakfast and Arch Madness are funded by the Student Development Fee.**



CAMPUS MINISTRY

DEPARTMENTAL STAFF INFORMATION: 17 full-time staff; 6 graduate assistants; 15 student workers; 7 resident chaplains; 2 contracted chaplains; 55 Jesuit priests and scholastics; and 177 student leaders

DEPARTMENTAL MISSION STATEMENT: Campus Ministry invites students to experience, learn, and deepen their understanding of self, faith, and role in the world.

KEY ASSESSMENT FINDINGS & ACTION PLANS:

- All Jesuit Scholastics involved in the Loyola 360 retreat program view it as an important and appropriate retreat for First Year students at a Jesuit Institution. One Jesuit said, "There is something deeply meaningful about what 360 does... Developmentally, there is something very crucial that happens on this retreat. It's called accommodation, meeting people where they are."
- Eighty-nine percent of students in Christian Life Communities (CLC) said they learned more about Ignatian spirituality because of CLC participation, and 95% agreed that they became more aware of God's presence and action in their lives. Both metrics represent an increase from 2014-15.
- Results from evaluations of residence hall Masses led to the cancellation of Masses in the residence halls, with resources redirected to other Ministry programming.
- Nearly 90% of survey respondents agreed that the environment, music, proclamation, and celebration of the liturgy helped deepen their relationship to God. Other results have led to plans to increase involvement of freshmen and sophomores and to inform the worshipping community about the importance of receiving Communion from the chalice.
- Because of their spring ABI experiences, 95% of participants said they feel encouraged to practice social analysis in relation to issues they will learn about at home (at Loyola and elsewhere). Moreover, 97% of students minimized their technology use while on the trip.

2014-2015 DEPARTMENTAL HIGHLIGHTS:

- Increased *Search Retreat* participation by 18% over last year, with 38% of participants being first-generation. Partnerships with Achieving College Excellence and Financial Aid help make this possible.
- Filled all ABI trips and had a robust waiting list. Next year will entail an incremental expansion to continue gauging the balance of reaching capacity with need for funding and/ or staffing.
- Sustained the Interfaith Ally Training by hosting a minimum of two trainings per semester with a goal of reaching 200 students.
- Hired a Muslim Chaplain to address needs of the Muslim student population on campus.



- Collaborated with Department of Theology on new Interfaith Studies Minor.
- Supported 198 participants in CLCs. Participation during the Spring 2015 reached 185 students, a 150% growth since Spring 2014, and 300% growth since Spring 2013.

2015-2016 DEPARTMENTAL GOALS:

1. Develop new expectations for the student leaders as part of an effort to deepen the experience of the Loyola 360 community.
2. Leverage connections with department partners (i.e., Community Service & Action and Sacramental Life) to create more opportunities to practice service activity and deepen participants' understanding of, and engagement with, the CLC mission pillar.
3. Continue to develop new opportunities for participants to connect with other CLC participants and the broader faith community at Loyola.
4. Develop new curricula that invite participants to engage with key meditations from the Spiritual Exercises and thereby deepen their engagement with Ignatian Spirituality.
5. Continue to hone the CLC recruitment and group placement process to increase the number of recruits, the retention rate, and number of overall participants.
6. Increase the reach of student tabling and social media to raise awareness of Catholic liturgy opportunities.
7. Implement an interfaith dialogue series focused on the concept of justice as seen through the lens of religious traditions.
8. Implement a one-day workshop for students on conflict and peacebuilding techniques.
9. Collaborate within Campus Ministry to strengthen interfaith programs with the involvement of other Campus Ministry Staff.
10. Investigate agencies for grant funding of Labre Homeless Ministry
11. Increase outreach to young alumni of Jesuit institutions for participation in WTC 7p.m. Sunday liturgy.
12. Increase outreach to International graduate students.

DID YOU KNOW?

- In 2014-2015, 136 first-generation students were able to attend either Loyola 360, Unwritten, or Search retreat.
- In 2014, Madonna della Strada received four new bronze bells that hang in the tower, finally realizing the dream of Fr. James Mertz, SJ. The combined weight is over two tons and they play a special melody composed especially for Loyola by Steven Betancourt.
- Fr. Jerry Overbeck, SJ leads over 300 participants through the Crypt of Madonna della Strada Chapel. He shares insight about the Chapel's history, theology, and pastoral perspectives. For many participants, Fr. Jerry's tour is the first time entering the Chapel.
- Over half of student volunteers for Labre Homeless Ministry return for a second outing

MESSAGES FROM STUDENTS:

"Attending the Ignatian Silent Retreat was something completely out of my comfort zone, and I am so glad that I took the leap to do it. With the guidance of my incredible spiritual director, I was able to focus on truly being present during the retreat, which in turn allowed me to listen to and understand God's presence... [T]he time I spent in silence... has allowed me to better attend to God and my loved ones in my everyday life."

– Megan Lynch, Loyola Student

"I feel incredibly blessed to call Madonna della Strada Chapel my home here at Loyola. At every liturgy - whether singing in the choir, serving at the altar, or worshipping alongside my friends - I have found a place to belong."

– Angelo Canta, Loyola Student

"Coming to the big city... was a shocking change. It became hard for me to connect at Loyola. [Then], I discovered Labre. What struck me about Labre was how it obliterated the barrier that I struggled with. At Labre, it didn't really matter who you were, there was something greater that connected everyone. I remember the first night... I remember leaving with a feeling of overwhelming love. Labre has... reminded me of the humanity of people... that even though we all have different stories and backgrounds, we are all still human."

– Murphy Sharpe, Labre Student





COMMUNITY SERVICE & ACTION

DEPARTMENTAL STAFF INFORMATION: 1 full-time staff, 1 AmeriCorps VISTA (full-time volunteer through Illinois Campus Compact partnership), 1 Jumpstart Site Manager (full-time staff member through Jumpstart partnership; employed by Jumpstart), 1 graduate assistant, 2 student workers

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

DEPARTMENTAL LEARNING OUTCOMES:

1. Students who participate in one-time CSA programs will articulate an awareness of the importance of service as part of Loyola's Jesuit, Catholic identity.
2. Students who participate in an ongoing CSA program will express a deepened knowledge of the social issue addressed by the partner agency after sustained immersion with the site.
3. Students participating in CSA education/advocacy activities will identify and describe 1-2 systems or structures affecting the justice issue being explored in the activity.
4. By participating in an ongoing 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.



KEY ASSESSMENT FINDINGS & ACTION PLANS:

- Hunger Week student leader learning outcomes were evaluated, modified, and better incorporated into leader application and interview questions, observational assessment, and leader evaluation questions. Outcomes and assessment techniques applied in Spring 2015 recruitment and will be tested through leader evaluations in Spring 2016.
- As reported in Loyola's annual President's National Community Service Honor Roll application, CSA programs engaged 1,299 students in 21,550 hours of service, valued at a \$533,147 in economic impact. Jumpstart and the Service & Faith Learning Community were two highlights in the application.
- Approximately 250 students participated at one of 20 Loyola4Chicago (L4C) service sites during academic year 2014-2015. A Spring 2015 L4C survey indicates that the program helped participants to analyze through a social justice lens, to develop communication skills, and leadership skills. Additionally, 75% of participants deepened their connection between justice, faith, and service.

- Jumpstart saw a 10% increase in the number of students likely to pursue work within the public/community service sector. Jumpstart end of year survey data indicate a strong development of citizenship and social justice awareness among participants. Jumpstart experiences also helped students feel more connected to the community in which they served, and 74% of students indicated that Jumpstart has helped their academic performance this year.

2014-2015 DEPARTMENTAL HIGHLIGHTS:

- In its second year, the Service & Faith Learning Community received praise from its members. A pilot project among campus partners involved students attending worship services and engaging in service at congregations in Rogers Park, Edgewater, and Uptown. Two conference proposals about the project have been accepted, including at Loyola's *Focus on Teaching and Learning*.
- Fifteen students participated at the Ignatian Family Teach-In for Justice in November in Washington, DC. One Loyola student was a main stage speaker and a second student led a networking session. Students met with elected officials on Capitol Hill to discuss immigration reform and environmental justice. A partnership among CSA, Campus Ministry and Student Government of Loyola Chicago funded five participants' participation.
- The 41st annual Hunger Week was held in November. The student Hunger Week team provided educational and fundraising activities for students, faculty, staff, and community members. Events of note were the *Breaking of the Fast* in collaboration with the Muslim Students' Association (300+ attendees); *OxFam Hunger Banquet* (with five student organizations and 60+ attendees); and *Bust It For Justice* arts evening with student performances and guest poets from the Chicago Coalition for the Homeless (100+ attendees).
- The Jumpstart program met its yearly enrollment goal after diligent recruitment and screening by the Loyola Jumpstart Site Manager. Thirty-five members enrolled in the program, filling six student-led teams who serve six Chicago Public Schools classrooms in Rogers Park (Kilmer Elementary School and Jordan Community School). The Jumpstart partnership is in review at this time.

2015-2016 DEPARTMENTAL GOALS:

1. Continue to develop and enhance the Service and Faith Learning Community, with particular attention given to the cross-unit collaboration on congregational partnerships and faith-based advocacy.
2. Increase student leadership and input in program management and development.
3. Enhance CSA programming related to justice and advocacy efforts, with a particular effort to incorporate the First-Year Reading, "Acts of Faith."
4. Address structural and staffing issues in the CSA as grant partnerships evolve and may conclude.

DID YOU KNOW?

- Loyola is a *President's Higher Education Community Service Honor Roll Finalist in Education*, placing us among just 20 US institutions! The CSA Jumpstart program was highlighted!
- The Service and Faith Learning Community engaged in a unique faith-based community project in collaboration with two faculty members, a Center for Experiential Learning staff member, and CSA.

MESSAGES FROM STUDENTS:

"Putting others first and valuing their opinions, has made me grow on a personal level. I feel that I have developed a new perspective of the world."

– Hunger Week Team Member, Reflection

"[Volunteering with low-income youth] opens up discussion about other social issues, like socio-economic inequality and how the kids grapple with it."

– Loyola4Chicago Leader, Team Reflection Summary





RESIDENCE LIFE

DEPARTMENTAL STAFF INFORMATION: 24 full-time staff, 12 graduate assistants, 300 student workers

DEPARTMENTAL 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.

KEY ASSESSMENT FINDINGS:

- Data from Educational Benchmarking, Inc. (EBI) Resident Assessment, students reported very high satisfaction with the performance of their RA. Eight of the nine questions pertaining to this factor of the residential experience rated above the target goal.
- EBI data indicate that students are least satisfied with technology in the residence halls—specifically the internet connection in their room.
- Student data from the EBI survey showed that students feel a high degree of safety in their hall/apartment building and in their assigned room.
- RAs/LCAs who participated in the fall training program assessment report learning the most from *Behind Closed Doors*, a simulation-style training module in which RAs practice their skills in addressing student issues, and the diversity-related activities.
- The Fall 2014 training program assessment was used to make improvements to the Fall 2015 program, and will continue to inform future training/development opportunities.

MESSAGES FROM STUDENTS:

“Before living on-campus I had many worries and fears. I was blessed to find out that my roommates were possibly the best thing about my first-year experience...and I realized that Loyola had given me a family away from home.”

– Maria Marin

“Living in Campion Hall my freshman year was a great experience. I loved being able to walk down the hall, knock on my friends’ doors, and I had the opportunity to get to know so many of my fellow honors students”

– Judy Malas

2014-2015 DEPARTMENTAL HIGHLIGHTS:

1. Completed a major capital improvement project spanning two-years in Fordham Hall. The scope of this project included upgrades to plumbing infrastructure, kitchens and bathrooms, carpet throughout the building, and elevators.
2. Introduced LUCentral (OrgSync) into daily Departmental operations. LUCentral was used for program management and assessment, residence hall/area management, staff recruitment/ selection processes, and facilities/Crew-related requests.
3. Implemented four new affinity spaces in which RA/LCA student staff members can participate. Affinity spaces offered were for male students, female students, white students, and students of color. This accomplishment aligned with the Department’s commitment to cultural competence development.
4. Approximately 250 students applied for RA/LCA positions for the next academic year. Interviews were conducted in the early spring semester and newly hired staff participated in light training at the end of the spring semester and during the summer via online training modules.

2015-2016 DEPARTMENTAL GOALS:

1. Establish new Departmental learning outcomes during the fall semester.
2. Hire new Director and develop a new Departmental strategic plan that aligns with the Division’s new strategic plan and the University’s Plan 2020.
3. Perform a thorough review of EBI data upon hiring of a new Director and the leadership team in order to develop departmental priorities and determine how to improve student learning and satisfaction.
4. Provide heightened focus and attention on documenting departmental standard operating procedures.
5. Incorporate student voice into decision-making by instituting the Resident Assistant Advisory Council (RAAC), collaborating with the Student Government of Loyola Chicago, and more proactively using the Residence Hall Association and hall/area council’s advocacy initiatives.
6. Implement contemporary and relevant marketing and communication strategies about the benefits of living on-campus, housing availability, options, and the application process to students and families.



DID YOU KNOW?

- Residential facilities comprise over 1.1 million square feet of space.
- The residence halls opened for the 2014-2015 academic year at 100% occupancy.



WATER TOWER CAMPUS LIFE

DEPARTMENTAL STAFF INFORMATION: 3 full-time, 1 Graduate Intern, 10 Student Workers

DEPARTMENTAL MISSION STATEMENT: The mission of Water Tower Campus Life is to increase and support the academic, personal, social, and professional growth of all students – with a focus on graduate, professional, and adult students – on Loyola University Chicago’s Water Tower Campus. We are committed to enhancing the student experience and fostering a transformative learning community.

DEPARTMENTAL LEARNING OUTCOMES:

1. Graduate, Professional, and Adult (GPA) students will be able to identify at least 3 activities or experiences in which they have made a connection to Loyola.
2. Graduate, Professional, and Adult students are able to identify and utilize resources at the WTC and within the broader Loyola University community as a result of the GPA Resource Orientations.
3. GPA students feel welcome and supported at Loyola University Chicago.
4. All Loyola University Chicago can identify at least three resources at the WTC.



KEY ASSESSMENT FINDINGS & ACTION PLANS:

- Over 1,300 GPA students participated in a needs assessment for Water Tower Campus Life services and spaces. Resources that would encourage students to spend more time at WTC are availability of a lounge that could house quiet spaces and social gatherings, improved and less expensive food offering, improved workout facilities, and program/ activity offerings (e.g., networking, socials, conferences better geared to graduate, professional, or adult students and their timelines).
- GPA students often said they were unaware of the services and spaces available to them at WTC. Representatives from the schools and departments at WTC are examining ways to be more effective in reaching students to share information.
- GPA students often have to balance family and work responsibilities with their academic obligations. Findings from the GPA needs assessment provide WTCL with data to help guide where stronger partnerships at WTC and across the University can be developed further to the benefit of GPA students.

2014-2015 DEPARTMENTAL HIGHLIGHTS:

- Successful production of large scale annual programs and integration of new program responsibilities. WTCL members produced the President’s Ball, Alpha Sigma Nu Induction, Graduate Assistant Preview Days, two Block Parties, and two Finals Breakfasts.
- Graduate, Professional, and Adult Student programming that saw a dramatic increase in attendance and diversity of disciplines represented.
- The Graduate, Professional, and Adult Council was officially established after three years of research and recruitment. The council has been given a seat on the University Senate.
- Creation of a strong academic/student development partners council to strengthen communication and collaboration in support of our Graduate, Professional, and Adult Student population.



2015-2016 DEPARTMENTAL GOALS:

1. Increase departmental collaborations to support the GPA and WTC student body
2. Support the GPAC initiatives and student voice.
3. Develop a stronger connection to our academic partners to provide even more relevant support to our students.
4. Increase WTCL and GPA resource visibility and awareness throughout the Loyola University Chicago community.
5. Produce a strong five-year strategic plan for WTCL.
6. Collaborate to produce a guideline for the Graduate Student Experience at Loyola University Chicago.

DID YOU KNOW?

- Graduate, Professional, and Adult students now have an official governing body that has a seat on University Senate.
- WTCL supports Graduate, Professional, and Adult students specifically in addition to engaging the WTC community at large.

MESSAGES FROM STUDENTS:

“I would say stress management and other aspects of graduate mental health really concern myself and others [are large concerns for GPA students]. This is a high stress environment and graduate students are often thought to ‘just have it together already.’”

– Anonymous, GPA Needs Assessment

“Campus resources are not usually known about. The only methods of being made aware of events, support, and resources are usually through email and flyers in school buildings.”

– Anonymous, GPA Needs Assessment





WELLNESS CENTER

DEPARTMENTAL STAFF INFORMATION: 30 full-time staff; 1 half-time grant-funded graduate assistant; 6 student workers; 4 unpaid advanced practice graduate nursing students; 6 unpaid clinical psychology graduate student counselors; 3 unpaid social work interns; 1 advanced therapy practicum extern; 14 student volunteer peer health educators (Wellness Advocates)

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

DEPARTMENTAL LEARNING OUTCOMES:

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

KEY ASSESSMENT FINDINGS:

- The Wellness Center experienced a 2.3% increase in direct student contacts this year. Clinical visits were 20,679 (medical 12,506 and mental health 8,173) with an additional 14,875 student contacts and outreach through 324 programs, training, and open groups.
- The Active Bystander training provided by the Wellness Center to all first year students was assessed for effectiveness in 33 sections of UNIV 101 ($n = 1,001$). The question, "Can students identify '3 Ds' (Direct, Distract, Delegate) of Active Bystandership?" was asked one week pre-intervention and one week post-intervention. Results show an increase in identification of the "3 Ds" of Active Bystandership in the post-intervention.
- AlcoholEdu for College continues to be an effective primary prevention tool. There was a 25% increase in overall knowledge post-course. There were significant increases in alcohol knowledge (48%-82%) and risk reduction (56%-92%).
- The Mindfulness Meditation Group was assessed using the perceived stress scale and self-compassion scale. Results indicated that mindfulness meditation positively affected student learning, evidenced by a 100% agreement among students that the program was helpful and enabled students to better manage stress, anxiety, or depression.
- Web Analytics: There were 27,029 unique page views to the Wellness Center website. The Wellness Center has 617 likes on Facebook and 1,364 followers on Twitter. Tivo the Therapy Dog has 879 likes on Facebook.

MESSAGES FROM STUDENTS:

"The Wellness Center has a welcoming and engaging environment that I am lucky to have been a part of. The skills I have gained here will help me in my future career choices."

– Wellness Center student worker

"Working with Tivo for two years was the best job on campus. Interacting with the wellness Center staff also provided me an opportunity to develop professionally."

– Wellness Center student worker

2014-2015 DEPARTMENTAL HIGHLIGHTS:

- Developed and implemented Active Bystander training for students. In partnership with First and Second Year Advising, this intervention was required of all first-year students in the fall. Other students also trained included new sorority and fraternity members.
- Initiated full-time psychiatry services at Lake Shore Campus to supplement the work of our part-time psychiatric consultant, significantly improving access to psychiatric care for many of our patients.
- Developed and implemented a Self-Service Immunization Module that enables students to input their immunization data directly into LOCUS for verification from Wellness Center staff leading to a 29% decrease in registration blocks.
- Counseling staff successfully implemented the Counseling Center Assessment of Psychological Symptoms (CCAPS) measure for all initial psychotherapy visits, strengthening our empirically validated assessment and enabling better tracking of treatment outcomes.

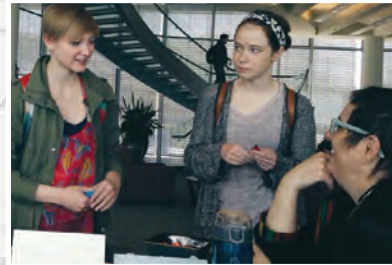


2015-2016 DEPARTMENTAL GOALS:

1. Provide and support institutional sustainability and integration of grant-related gains in policy and program as the campus sexual assault prevention federal grant sunsets.
2. Provide services supporting the launch of Arrupe College initiative through training, consultation, and provision of Wellness Center services to students as needed.
3. Increase public health messaging regarding communicable disease in the college health setting.

DID YOU KNOW?

- The Wellness Center has partnered with the School of Social Work to apply for a multiyear grant to expand suicide prevention outreach activities to targeted, higher-risk populations?
- Tivo, the Wellness Center therapy dog, accompanied by his human counselors, provided over 2,500 canine therapy visits during his popular "Talk with Tivo" sessions at common student gathering spots?





CAMPUS RECREATION (Student Complex)

DEPARTMENTAL STAFF INFORMATION: 7 full-time, 3 part-time, 2 graduate assistants, 170 student workers

DEPARTMENTAL MISSION STATEMENT: The Loyola University Chicago Campus Recreation Department – which consists of Outdoor Experiential Education (OEE), Aquatics, Club & Intramural Sports, and Fitness – strives to provide recreational and social experiences that build community and promote values-based action while preparing people to live healthy and balanced lives.

KEY ASSESSMENT FINDINGS & ACTION PLANS:

1. On the challenge course practical interview applications, 100% of Outdoor Leadership Workshop (OLW) participants mentioned how important and beneficial the welcoming and inclusive community was during the OLW. Similarly, on Challenge Course and Group Development post-program surveys, 94% of respondents agreed that the facilitators created a positive environment that welcomed participation.
2. The 2014-2015 Intramural Survey sent to 2,145 participants showed that 92% of responding participants plan to continue participating.
3. Ninety percent of participants in the Group Fitness Program said they have increased the frequency/duration of their physical activity.
4. A review of follow-up fitness evaluations indicated that all participants in the Halas Recreation Center Personal Training program improved their fitness level in at least one category (weight, cardiovascular endurance, flexibility, stability/mobility, muscular strength/endurance).
5. In the end-of-the-year evaluation, student leaders provided feedback on their experience in their position. Results showed 100% of student leaders learned /developed at least one leadership skill as a result of employment as a student leader. "Increased communication skills" was the most common indicated skill that was developed.
6. Programming for the pool has increased and we see more new users, in 2% in the Learn to Swim program from the surrounding community.

MESSAGES FROM STUDENTS:

"Not only does Ramble Outdoors stick to Jesuit values, they do it in a way that gives people a chance to discover new things about themselves, overcome challenges, and learn and grow within a new environment."

– Anonymous, Outdoor Leadership Workshop participant

"I enjoy the positive attitude of the fitness instructors. Not only are they encouraging but they specifically never place a fitness goal onto the individuals but always encourage people to think about the reasons why they came."

– Anonymous, Group Fitness survey

"I believe what makes club sports so successful is the community of athletes that you join and the friends that you make through it. Club sports offers people a group to feel like they belong to and can make college a lot more enjoyable."

– Anonymous, Club Sports participant

2014-2015 DEPARTMENTAL HIGHLIGHTS:

- OEE increased its on-campus special event programming to include Camp on the Quad, in which 35 Ramblers slept outside on-campus. Developed and implemented the new On-Campus Group Development program, which provides customized team-building/group development program on the Lake Shore, Water Tower, and Health Sciences campuses.
- Increased the number of specialty classes/programs available to participants. Specialty classes included Candlelight Yoga, Aqua Zumba, Yoga Sculpt, Circuit Cycle, Tandem Yoga, Club Spin, and Loyola's Largest Zumba. This was in addition to an 18% increase in regular Group Fitness class participation from 2013-2014.
- Developed a six-week Group Fitness Instructor Training with educational lectures in addition to the practical trainings.
- Enhanced student club officer training by incorporating guest speakers from OSCRR, Alumni Services, Risk Management and Nova Care.
- Many clubs teams had record setting seasons-- Men's and Women's club soccer advanced to the NIRSA Regional for the first time in school history. Men's and women's club volleyball both finished in the top 10 of the national tournament.

2015-2016 DEPARTMENTAL GOALS:

1. Increase overall OEE sustainability and access by developing more on-campus and local engagement opportunities.
2. Develop a sound Campus Recreation orientation program available to all Halas members. This allows interested individuals the chance to learn about the space, equipment, and opportunities within Campus Recreation.
3. Develop a Yoga Instructor Certificate Program and a continuing education plan for the personal training staff.
4. Increase marketing of all intramural and club programs and the number of sport club officer trainings.
5. Certify all Learn to Swim Instructors as Water Safety Instructors through the American Red Cross.

DID YOU KNOW?

- The specialized equipment used at the Rock Wall, on outdoor climbing trips, and at the Challenge Course can support the weight of an 8-ride van (5380 lbs.).
- Loyola was the first university in the nation to install Life Fitness Power Mill Climbers, available in the Halas Recreation Center.
- Loyola students, faculty, and staff walked enough miles on the treadmills inside of Halas to circle the Earth 4.5 times.





STUDENT CENTERS / U-PASS (STUDENT COMPLEX)

DEPARTMENTAL STAFF INFORMATION: 2 FTE, 55 student staff members

DEPARTMENTAL MISSION STATEMENT: The Department of Student Centers, which makes up a significant aspect of the Student Complex Department, seeks to provide program support, services, and amenities for students, faculty, staff, alumni, and guests that foster a welcoming and warm environment. These facilities 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.

DEPARTMENTAL LEARNING OUTCOMES (STUDENT CENTER EMPLOYMENT):

As a result of their student employment experience with the Department of Student Centers...

1. Student staff are able to identify the four key principles of customer service as defined in the FISH Philosophy of Customer Service.
2. Student staff are able to name and explain the importance of at least (3) university departments and their importance to the university.
3. Student staff can confidently describe the impact that the experience had on at least three relationships developed through employment (professional, student-student, faculty, etc.).

KEY ASSESSMENT FINDINGS & ACTION PLANS:

- Of 55 respondents to the Student Staff Satisfaction Survey of Spring 2015, 100% would recommend working for the Department of Student Centers (Student Complex) to other students, friends, and future Loyola University Chicago students. All 55 respondents also indicated that their student employment experience helped develop and strengthen skills related to customer service, teamwork, autonomy, responsibility, leadership, and management.
- In a U-Pass (an arm of the Department of Student Centers) Satisfaction Survey, over 90% of the more than 400 respondents said they were “highly satisfied” or “satisfied” with the U-Pass program in general (customer service, communication, etc.).
- We plan to assess students at a higher frequency in the future. This will allow us to keep up with the demands of our students and others whom we serve. We are also planning a Damen Student Center satisfaction survey that we plan to send to students at large to gather feedback about our services and the support the facility provides.

2014-2015 DEPARTMENTAL HIGHLIGHTS:

- Student Centers (Student Complex) successfully opened the southern wing of the Damen facility in July 2014. The addition features The Den student lounge; Rambler Express café; an information desk; additional Halas Recreation Center space; and the Offices of the Vice President for Student Development, Dean of Students, and Student Conduct and Conflict Resolution.
- Student Centers (Student Complex) successfully executed the support and logistical coordination for over 3,000 individual meetings and events from July 2014–May 2015. This included the set-up and arrangement of over 60,000 chairs and 20,000 tables.
- The U-Pass program successfully distributed, activated, and managed the function of over 10,000 individual U-Passes that cover over 100 academic programs at Loyola University Chicago.

2015-2016 DEPARTMENTAL GOALS:

1. Continue developing an assessment program that efficiently monitors the elements of the Student Center facilities, student employment program, and services.
2. Stay current with higher education facilities trends by attending conferences, networking, and research of the field. This includes increasing efficiency in maintaining our LEED certification for the Damen Student Center and other Student Complex facilities.



DID YOU KNOW?

- The Damen Student Center Cinema showed over 200 free films to the LUC student body. These free films typically included free popcorn or candy.
- The U-Pass benefit allows students to ride the Chicago Transit Authority (CTA) for \$1.07 per day as opposed to \$10 that the general CTA rider would be charged for the same services per day.

MESSAGES FROM STUDENTS:

“Tell me there’s a better job on campus with a better boss, I’ll laugh in your face because it doesn’t exist. It’s crazy how many people I have made connections with from co-workers to customers to professional staff. Huge thanks to the Damen Student Center professional staff for a great 3 years!”

– Student Staff Member





Office of the **DEAN OF STUDENTS**

DEPARTMENTAL STAFF INFORMATION: 6 full-time staff, 1 student intern

DEPARTMENTAL MISSION STATEMENT: You matter here at Loyola. Your goals, potential, and needs are important to us, as these will uniquely define your college experience. From celebrating successes to overcoming challenges, the Office of the Dean of Students (DOS) is here to provide **care** and **support** as you navigate college and pursue the academic and personal goals that are important to you. We offer **encouragement**, **advocacy**, and a **personalized response** when the unexpected happens, and we will always be here to **connect** you with the resources you need to emerge successful.

DEPARTMENTAL SERVICES:

1. Individualized support for dealing with illness, personal emergencies, or other unexpected difficulties.
2. A network of campus resources coordinated by the DOS to address reports of concerning student behavior.
3. Ensuring a prompt, effective, and thorough response to reports of dating violence, stalking, sexual assault, or other gender-based misconduct.



KEY ASSESSMENT FINDINGS & ACTION PLANS:

- After the official launch of CARE service in the Spring 2015, 125 cases were reported and serviced through the DOS.
- The BCT received a total of 224 referrals regarding students of concern between June 2014-May 2015. Types and counts of referrals were 74 academic concerns, 7 disciplinary concerns, 138 general mental health concerns, 73 mental health concerns addressing threat to self or others, and 13 residential concerns.
- For the 2014-2015 academic year, DOS – via the Title IX Deputy Coordinator – assisted with 70 cases. Case types and counts consist of 24 incidents of non-consensual sexual penetration, 15 incidents of dating/domestic violence, 15 incidents of sexual harassment, 11 incidents of stalking, 2 incidents of sexual exploitation, 2 incidents of non-consensual sexual contact, and 1 incident of “other.” Of the eligible (35) cases, over half of students utilized services provided by DOS (via the Title IX Deputy Coordinator).
- Given assessment findings, DOS will actively promote CARE among campus partners throughout the 2015-16 academic year. The DOS will also provide additional training and support for the 20+ volunteer investigators who assist with addressing incidents of alleged gender-based misconduct.

2014-2015 DEPARTMENTAL HIGHLIGHTS:

- Historically, the DOS has always served these students, but without a formalized process. In Spring 2015, general outreach and support for students through the DOS was formalized as “CARE Services,” resulting in 125 referrals in one semester.
- The DOS spent considerable time during the 2014-15 AY refining and documenting standard operating procedures and University protocols, contributing to a more efficient system to deliver critical support in a time of crisis.
- The Office of the Dean of Students contributed in a significant way to the drafting and revision of Illinois House Bill 821, the “Preventing Sexual Violence in Higher Education Act.” This proposed legislation, which Loyola University Chicago supports, would raise the bar for institutions across Illinois in how they respond to reports of sexual violence.



2015-2016 DEPARTMENTAL GOALS:

1. Continue to refine protocols and policies to ensure prompt and effective response to incidents of crisis or trauma among the student body.
2. Promote the services of the DOS more widely to campus partners, including faculty and college/program administrators.
3. Establish and maintain a positive, proactive presence among Loyola’s student body, assuring the community that the DOS is here to provide support, advocacy, and care as difficult situations arise during the college experience.

DID YOU KNOW?

- The ACHA-NCHA study revealed that **87.1%** of college students report feeling overwhelmed by all they have to do while enrolled. Supportive services to help students manage their college experience are essential to help students cope.
- Illinois is one of only two states that require by law that institutions of higher education must have a standing Behavioral Concerns Team (Campus Threat Assessment Team).

MESSAGES FROM STUDENTS:

“Thank you so much for everything you’ve done for me this semester! I don’t think I can thank you enough for listening to me...or helping me figure out how to approach/deal with some of the bigger problems I’ve had to face this semester. You’re actually the best and have helped me out a ton this semester!”

– Sophomore student commenting on support provided by the BCT Case Manager

“Thank you for all your help, I can’t tell you how much I appreciate your compassion and help in advocating for myself.”

– Anonymous student, on CARE Services

“Thank you so much, your response is exactly how I wanted this situation to be handled. I feel very confident and comfortable with Loyola’s ability to handle this kind of incident, and I know I will always find assistance if I should need it... I am, again, so incredibly grateful that this incident is being handled!”

– First-year student, on the DOS response to an alleged incident





OFF-CAMPUS STUDENT LIFE

DEPARTMENTAL STAFF INFORMATION: 2 full-time staff, 4 student workers, 1 intern

DEPARTMENTAL MISSION STATEMENT: The Office of Off-Campus Student Life (OCSL) serves Loyola University Chicago's non-residential student populations: commuter and resimuter students. Through advocacy and programming, OCSL enhances students' connection to campus while strengthening the relationship between our student and non-student neighbors to build a strong community.

DEPARTMENTAL LEARNING OUTCOMES:

1. Non-residential students who participate in Off-Campus Student Life (OCSL) programs and services will know about and understand the various off-campus resources available to them related to transitioning to off-campus living, tenants' rights, safety, and community building.
2. Non-residential students who participate in Off-Campus Student Life (OCSL) programs and services will identify ways to connect to on-campus programs and services that assist them in finding community.
3. Non-residential students who participate in Off-Campus Student Life (OCSL) programs and services will recognize how their engagement in OCSL programs contributes to having a sense of community and peer connection on campus.
4. Resimuting students who participate in Off-Campus Student Life programs and services will identify behavior that is consistent with the *Good Neighbor Policy*.



KEY ASSESSMENT FINDINGS & ACTION PLANS:

- Respondents to a Fall 2014 OCSL needs assessment indicated that the greatest challenge facing commuters was balancing work, school, and social commitments when commuting. An additional challenge commuters experience is feeling connected with the Loyola community
- Commuter respondents reported being involved in on-campus opportunities (e.g., student organizations, Greek life, athletics, student employment, research) at an 84% rate.
- According to nearly half of respondents to the Fall 2014 OCS needs assessment, the greatest challenge transitioning to off-campus living was meeting neighbors/being a part of the neighborhood community. Over a third identified remaining connected to the Loyola community as a major challenge.
- When asked what programs and resources resimuters would like OCSL to offer, 59% of respondents identified tenant rights education, and 52% indicated social programming.
- Assessment findings have led to OCSL's modification of its social programming to focus on peer, campus, and community connection. OCSL is also working to transition off-campus living seminars to an online platform. This adjustment is considerate student schedules and allows for the office to provide more robust information about tenant rights and neighbor relations.

2014-2015 DEPARTMENTAL HIGHLIGHTS:

- Developed and implemented a peer led commuter ambassador program which improved peer to peer outreach and connection efforts for first-year and transfer commuter students transitioning to college life.
- Conducted a needs assessment for commuter and resimuter student populations, which informed programmatic enhancement and development for academic year 2015-2016.
- Worked with campus partners to develop a long-term solution that will increase efficacy and accuracy rates of data collection; specifically local off-campus addresses.
- Worked with campus partners to identify and designate an on-campus commuter space. The Commuter Resource Room (CRR) was brought online in Fall 2014. Nearly 125 commuter students utilize the CRR each week.
- OCSL delivers an annual series of seminars designed to assist students with their transition from on-campus to off-campus living. This year the OCSL accomplished its best rate of attendance on record, 86%.



2015-2016 DEPARTMENTAL GOALS:

1. For students who connect with OCSL to know and understand the resources available to them related to safety, tenants' rights, community building, and transitioning to off-campus living.
2. For resimuting students to have a sense of responsibility as they reside independently in surrounding communities.
3. Commuting and resimuting students can identify University-wide programs and services available to them while residing off-campus.
4. For commuting and resimuting students to connect to on-campus resources and programs to feel a part of the campus community.

DID YOU KNOW?

- Did you know approximately **56%** of Loyola's undergraduate population lives off-campus.
- Did you know Loyola University has students who commute from Wisconsin and Indiana.

MESSAGES FROM STUDENTS:

"Most of my friends are commuters but I know residents, too ... It means a lot. [The Commuter Street Team Meet Up] was the first time I went to a game here on campus. It was so much fun... I didn't have a home before this and now I do."

– C. S., Commuter Street Team Member (2014-2015)

"[OCSL Staff] made this experience with my landlord so much easier. All my family is out of state... It was great knowing I have someone to talk to and not to feel alone."

– R. G., Off-Campus Student (2015-2016)





Office of **STUDENT CONDUCT & CONFLICT RESOLUTION**

DEPARTMENTAL STAFF INFORMATION: 4 full-time staff, 1 graduate assistant, 3 student workers, 1 summer intern

DEPARTMENTAL 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 take ownership of the choices they have made, enforcing accountability, and engaging in open dialogue with community members.

DEPARTMENTAL LEARNING OUTCOMES:

1. As a result of participating in the conduct process, students will better understand the negative ramifications (physical, emotional, legal, community) related to their alleged misconduct.
2. As a result of a conduct hearing, students will learn one or more skills to further develop ethical decision-making, risk-assessment, and self-advocacy.
3. As a result of engaging with the OSCCR, students will have a better understanding of, and commitment to, The Student Promise.
4. As a result of participating in conflict resolution services, students will further develop communication skills, increase confidence to address conflict, and experience increased self-awareness.



KEY ASSESSMENT FINDINGS & ACTION PLANS:

- Based on 2014–2015 incident report data, students who were documented for misconduct generally were not reported for another incident of misconduct in the same academic year. The recidivism rate (2 or more incidents) for 2014–2015 was 14%.
- Through the Values Workshop – in which participants explore and clarify their personal values, motivations, and ethical decision-making skills – participants set goals for increased positive community engagement. Post-workshop survey data revealed that 74% of participants report deeply reflecting on their personal values and what role they play in everyday decision-making. Participants agreed at a 64% rate that the workshop supported a better understanding of how personal decisions affect the greater community.
- OSCCR offers a variety of tools for conflict resolution that foster learning experiences and restore peace to the Loyola community in a manner that promotes dignity, respect, and care, through a transformative experience that restores relationships. OSCCR services include conflict coaching, facilitative mediation, peace circles, and restorative justice circles. Data collected after mediation experiences showed 77% of participants were able to reach a mutual agreement to resolve the issue; 65% of participants suggested that they would have been unable to resolve this conflict without mediation.

2014-2015 DEPARTMENTAL HIGHLIGHTS:

- Enacted a new curriculum and syllabus for the leadership development and training of the Student Community Board (SCB; a group of undergraduate students selected by OSCCR to hear cases of alleged misconduct within the Loyola community on a peer-to-peer level). The curriculum provides a developmental experience for SCB members that focuses on cultivating and refining personal values, navigating group dynamics, and fostering community engagement in order to create a positive impact on the Loyola community and beyond.
- Formalized conflict resolution services by implementing a web-based request/referral form and incorporating conflict resolution interventions as a viable and appropriate hearing outcome and alternative to the traditional conduct process.
- Collaborated with the Office of the Dean of Students to revise and deliver improved guidelines for on-campus demonstrations that better fosters an inclusive environment that supports our role as a “marketplace of ideas” where freedom of inquiry and open exchange of conflicting viewpoints are generally supported and encouraged.



2015-2016 DEPARTMENTAL GOALS:

1. Establish a group of knowledgeable and skilled peer ambassadors to facilitate conflict resolution trainings and services, as well as promote and encourage The Student Promise.
2. Develop an industry-leading conduct process to address Title VI issues (misconduct motivated by race, color, or national origin) and other bias-motivated misconduct informed by the U.S. Department of Education Office of Civil Rights standards for Title IX investigations and adjudication.
3. Develop and execute a departmental assessment plan that identifies the impact and effectiveness of the administrative hearings and sanctions in the student conduct process.
4. Benchmark policies, procedures, and interventions against peer and aspirational institutions

DID YOU KNOW?

- The Office of Student Conduct and Conflict Resolution is partnering with the Office of Off-Campus Student Life to implement a restorative justice process through which students and other Rogers Park residents will come together to respond to and prevent neighborhood disturbances.
- During academic year 2014-2015, students completed 2,870 hours of sanctioned restorative service to the benefit of non-profit organizations all over the world. Members of the Student Community Board volunteered with the “Hello! Howard Community Garden” to support A Just Harvest’s initiative to fight hunger and poverty.

MESSAGES FROM STUDENTS:

“SCB was a great experience, and it really did help me to learn more about myself, and also forced me to take more leadership roles than I had been used to, so it really made me take on more responsibility.”

– Student Community Board member

“I looked [the sanctions] over and feel as if they are going to be extremely helpful in moving forward as an adult. I really feel that this is a great opportunity for me to take ownership of my life again as well as give me the ability to do the things that I need to be doing for a path towards success.”

– Student response to sanction letter

“I of course wish I had not met you under the circumstances however I have thought a lot about our talk and I guess I have my own morals and thoughts of who I want to be and sometimes when we get busy we forget to stay grounded. I think taking a step back and realizing that helped a lot. So I want to say thank you.”

– Student email





STUDENT ACTIVITIES & GREEK AFFAIRS

DEPARTMENTAL STAFF INFORMATION: 7 full-time staff, 3 graduate assistants, 2 graduate summer interns, 1 graduate intern, 5 student workers

DEPARTMENTAL MISSION STATEMENT: The mission of Student Activities & Greek Affairs is to offer opportunities for students to connect, learn, and engage beyond the classroom. Through shared experiences students gain a greater sense of self and community to foster positive social change.

DEPARTMENTAL LEARNING OUTCOMES:

1. Identify at least three practical leadership skills they developed through their co-curricular experiences.
2. Explain how their program engagement has resulted in a greater personal connection to the Loyola community.
3. Give an example of how their involvement in co-curricular experiences contributed to an awareness of personal identities.
4. Identify two ways in which they positively affected the Loyola, Chicago, and global communities through their engagement activities.

KEY ASSESSMENT FINDINGS & ACTION PLANS:

- Assessment data from two focus groups—one group with students who attended one or less Welcome Week events, the other group with students who attended two or more Welcome Week events—revealed that students’ primary motivation for attending Welcome Week programming was to meet their peers and to find a personal connection to Loyola.
- Students who attended two or more Welcome Week programs articulated a better understanding of available campus resources for personal and academic development than those who attended one or no Welcome Week events.
- Students who have part-time or full-time work obligations, live off-campus, and/or limited prior experience with Loyola University Chicago (i.e. non-attendance at new student orientation) were less likely to attend Welcome Week programming than our non-employed, residential students. We will implement an ASK Me Table to accommodate students who might work or live off-campus, and are unlikely to attend traditional Welcome Week Events.
- Students who attended two or more Welcome Week programs displayed a higher appreciation and connection with at least one faculty/staff member than those who attended one or no welcome week events.

MESSAGES FROM STUDENTS:

My Sorority & Fraternity Life (SFL) experience... has provided me with leadership experiences that have helped me develop, both personally and professionally, to become the woman I am today. Being able to have an organization that provides outlets for leadership, community service, and professional development, while providing a sense of community, has been the highlight of my Loyola experience."

– Student comments for the SFL Strategic Plan Companion Document

I enjoyed the times where we as students could facilitate the dialogue and come up with the topics of discussion. It allowed for us to be creative and original in our thinking and share our experiences in Greek life.

– From the Greek Leadership Retreat Satisfaction Survey

I liked the deep circle conversation on Saturday night, where we could be open and honest with one another. It was great to see that the Greek community united, and I feel closer than I ever have with any organizations.

– From the Greek Leadership Retreat Satisfaction Survey

- Students articulated a strong desire to explore the neighborhoods within Chicago and the need to connect with the Water Tower Campus during Welcome Week by way of an optional campus tour.

2014-2015 DEPARTMENTAL HIGHLIGHTS:

- Welcomed two new staff members, and two new graduate assistants.
- Implemented successful deferred recruitment structure for the Sorority & Fraternity Life community, meaning students were able to “rush” in the Spring semester.
- Re-launched the SAGA website.
- Held our most successful Colossus program (spring event with a stand-up comedian and well-known musical artist) to-date, with over 6,600 attendees; Senior Sendoff supported 3,600 attendees across eight events (some attendees were at multiple events).
- Yielded a 400% increase in attendance at the Student Organization Awards.



2015-2016 DEPARTMENTAL GOALS:

1. Rebrand OrgSync to accentuate new name and encourage student use.
2. Increase educational resources for faculty/staff advisors.
3. Implement Emerging Leaders programming for Sorority & Fraternity Life community.
4. Create accountability measures for the Student Activity Fund allocations process.

DID YOU KNOW?

- The SFL Fall 2014 semester average GPA was 3.26 while the Spring 2015 average GPA was 3.28. Both were higher than the All-University undergraduate average GPA.
- In the past year, the SFL community contributed over 6,000 community service hours and raised over \$136,000 for philanthropic causes.
- The Allocations Committee received 450+ event funding requests from Registered Student Organizations for academic year 2014-2015.
- The Department of Programming planned over 300 late night events during the 2014-2015 academic year, most of which were free to students.





STUDENT DIVERSITY & MULTICULTURAL AFFAIRS

DEPARTMENTAL STAFF INFORMATION: 5 full-time staff, 2 graduate assistants, 4 student workers

DEPARTMENTAL MISSION STATEMENT: We firmly believe that part of Loyola's promise to prepare people to lead extraordinary lives requires us truly to be a home for all cultures and people.

We embrace all races, sexes, gender identities, gender expressions, religions, ethnic backgrounds, socio-economic classes, sexual orientations, abilities, and residency statuses. We foster the success and community building of historically underrepresented student populations through mentorship, multicultural education, academic support, and celebration of our unique shared experiences.

DEPARTMENTAL LEARNING OUTCOMES:

1. Students will define the social identities as they relate to privilege and oppression (e.g. race, sex, gender, socioeconomic status).
2. Students will articulate how privileged and oppressed social identities intersect to influence their lived experiences.
3. Students will demonstrate social perspective taking by learning about one perspective different from their own as it relates to privilege and oppression.
4. Students will demonstrate skills to interrupt micro-aggressions (individual and systemic) that adversely affect marginalized communities.

KEY ASSESSMENT FINDINGS & ACTION PLANS:

- The Department of Student Diversity & Multicultural Affairs (SDMA) offered 126 different programs, events, and trainings or workshops during academic year 2014-2015.
- The first annual Seizing Opportunities for Academic Resilience (SOAR) was launched in August 2014 for 20 first-time freshmen and transfer students who identify as students of color and/ or first-generation. All 14 program evaluation respondents said they felt more comfortable starting their college career at Loyola. Respondents gained tips on how to approach faculty and prepare for classes, and how to manage their financial record.
- A third of the 79 mentees in the Students Together Are Reaching Success (STARS) program evaluated strengths and challenges of the program. The mentor played a strong/critical role in providing personal support at Loyola for 93% of respondents, while 96% said they would definitely recommend STARS to incoming first-year students.
- Six Lesbian, Gay, Bisexual, Transgender, Queer, Intersex (LGBTQI) Safe Space Programs were administered with 75 attendees – 50 staff and 25 student participants attended the trainings. After participating in the LGBTQI Safe Space Training 96% of

DID YOU KNOW?

- Did you know that there is a LUCES Women of Color Mentorship Program and a Brothers for Excellence Mentorship program for men of color that has a 100% retention rate for the first year?
- Did you know that there is an Undocumented & Proud support space for Undocumented students seeking community and resources?

participants rated their awareness and competence of LGBTQI terminology and resources higher than before the training, while 91% agree they are more prepared to interrupt homophobic and transphobic behavior and language after the safe space training.

- The first Qmunity Summit was implemented in spring 2015 with 63 participants - 37 LUC students, 10 other university students, 11 community members, 5 outside community members. The purpose of Qmunity was to create a space for critical dialogue around issues that impact the LGBTQI community within our society and Loyola University Chicago. 75% of participants felt they gained new resources moving away from Qmunity, while 87% felt they engaged with a different perspective while at Qmunity.
- The first mentorship program targeting women of color was launched in fall 2014 – spring 2015 with 27 first year women of color participants and 21 faculty and staff mentors who also identified as women of color. There was a 100% retention rate for participants at the conclusion of the program in spring 2015.
- Loyola University Chicago Empowering Sisterhood (LUCES) engaged 608 women of color - undergraduate, graduate, faculty, and staff women of color participated in one or more of the 13 programs offered during the academic year. 37 women of color among the program participants responded to the end of the year survey and 100% of this group shared that they found value in being a part of the LUCES Community, while 97% shared that they are able to define and identify examples of privilege and oppression as a result of participating in LUCES.
- As part of SDMA's community outreach, 219 high school students were either part of one of seven campus visits to Loyola or participated in the spring Empowerment Pipeline Overnight Program. All attendees of the overnight program shared that after meeting with an Admissions Counselor, they felt confident about the college application process, while 93% felt confident in their ability to write a personal statement.

2014-2015 DEPARTMENTAL HIGHLIGHTS:

- Launched first ever Seizing Opportunities for Academic Resilience (SOAR) transition program for first time freshmen and transfer students in August 2014. 20 students participated in the experience with a 85% retention rate at the end of the first year, spring 2015.
- Commissioned a Loyola University Chicago student to create a mural for the Department's Resource Room to build a visible representation of strength in community, diversity, and social justice.
- Launched the first ever LUCES Women of Color mentorship program with 27 first time freshmen and transfer women of color and 17 faculty and staff women of color mentors. This program retained 100% of the participants at the end of the first year, spring 2015.
- Successfully implemented the first annual Qmunity Summit for 65 LGBTQIA students, staff, faculty, and regional partners with 20 different facilitated workshops.
- Increased the STARS grant to boost the number of mentors from 14 to 16 to meet the support needs (academic, personal, emotional, and social) for incoming first-year students who identify as first-generation and/ or students of color.

2015-2016 DEPARTMENTAL GOALS:

1. Hire and onboard a new Director for the Department by end of Fall 2015.
2. Infuse Department learning outcomes into evaluations and assessment, with particular focus on the second outcome about articulating privilege, oppression, and intersectionality terminology.
3. Expand campus partner involvement in the ABI trips for men and women of color.
4. Develop strategies and on-going support for incoming and returning undocumented students.

MESSAGES FROM STUDENTS:

"It took a lot to get here to Loyola and a lot of hard work and sacrifice, but it is all worth it! I'm honestly really glad I participated in this SOAR retreat. It made me go back to thinking critically about myself, others, and the world."

– Anonymous

"I now feel prepared to start my journey here. I am grateful for SDMA's efforts to put together SOAR. Honestly, I am not sure what I would have done during welcome week if not for all the information I received here. I also really appreciate when one of the presenters mentioned how we belong here. Even if our transition isn't smooth like it may be for others, our place is meant to be. That is something that touched home with me."

– Anonymous





LEADERSHIP DEVELOPMENT & SECOND YEAR EXPERIENCE

DEPARTMENTAL STAFF INFORMATION: 3 full-time employees, 1 graduate assistant, 1 part-time, temporary staff intern, 1 grad intern for the entire year, 1 volunteer, 1 summer intern, 2 student workers, 7 peer leaders.

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

DEPARTMENTAL LEARNING OUTCOMES:

As a result of participating in Student Leadership Development programs...

1. Students will report improvement in their leadership capacity (as defined by the Social Change Model).
2. Students will articulate increased readiness to make commitments to a vocation and/or major.
3. 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.
4. Students will develop and articulate a higher level of self-efficacy in their ability to engage in opportunities for leadership development and enactment.



KEY ASSESSMENT FINDINGS & ACTION PLANS:

- The 2015 Student Leadership Institute (SLI) saw a 10% increase in attendance over 2014, with 111 Loyola students participating. Students strongly agreed that SLI supported their leadership development, led to gains in knowledge and skills for group work and engaging in difficult conversations, and built confidence in leadership skills.
- Between July 2014 and June 2015, SLD staff and Peer Leadership Team facilitated 36 workshops/ programs for student organizations, departments, residence hall groups, and community partners for a total of 670 attendees. Though slightly fewer than the 750 last year, the LD&SYE team was pleased with this level of outreach.
- Follow-up assessment of The People's Institute (TPI) showed that students thought they gained or increased their appreciation for diverse perspectives, the ability to engage in socio-cultural conversations, advocate for social justice, engage in leadership, and create a sense of empowerment to act on goals.
- Plans based in assessment data include the continued offering of SLI in October, greater intention of sharing students' voices in marketing, and continuing the StrengthsQuest workshop during Emerging Leaders Program (ELP).

2014-2015 DEPARTMENTAL HIGHLIGHTS:

- Attendance at Sophomore Suppers reached 342 students this year, tripling the count from last year. Topics explored this year (and student attendees) included First & Second Year Advising (59), Study Abroad (Fall: 54; Spring: 53), Career Development (38), Experiential Learning (60), Graduate School (29), and Pre-Health Advising (49).
- The first year of the Emerging Leaders Program (ELP) brought about the transformation of 16 regularly participating students. During the final session, students presented about what they had learned and how ELP transformed them.
- Revised curriculum for the "LEAD (Leadership Exploration And Development) for Change" program in Summer 2014. Professional and student staff observed that student participants established a strong sense of community, and were open to being vulnerable in group discussions much earlier than students in the past. Peer facilitators took a greater role facilitating large group activities than in the past, which they indicated was very empowering.

2015-2016 DEPARTMENTAL GOALS:

1. Continue to strengthen, develop, and implement our marketing strategies. With Student Leadership Development as the sole focus, our goals are to have greater social media presence, update and maintain our website, photograph events for publicity and resources, and collaborate more frequently with campus partners.
2. Focus more attention on assessing our programs and their influence on students. This includes more purposeful assessment of desired competencies, tracking student participation, and focus groups to understand participation patterns.
3. Make the Peer Leadership Team (PLT) training more comprehensive and continuous so PLT members can support the expansion of the Workshops by Request program. Increase participation in SLD Workshops by Request program through broader partnerships and marketing of program benefits. Create leadership resources and materials for PLT students to use when presenting or offering SLD workshops.
4. Provide developmentally sequenced programming and more effectively communicate the goals and potential benefits related with involvement in SLD programs like the Leadership for Social Change Learning Community, LEAD for Change.
5. Support the launch of the new Leadership Studies Minor through our communication channels, the Leadership for Social Change Learning Community, and by connecting the minor with SLD's co-curricular programs.

DID YOU KNOW?

- Two students proposed the creation of a new leadership and social justice-themed cohort program, called "Building Inclusive Leadership." BIL will launch in Spring 2016. With support from SLD staff, students developed curriculum, drafted a budget, and outlined a timeline for the program proposal.
- Classes in a new Undergraduate Leadership Studies Minor will be offered starting in Spring 2016. The minor complements all academic majors, and focuses on leadership and social justice.

MESSAGES FROM STUDENTS:

"Student Leadership Development has opened so many doors for me at Loyola and I am so thankful for having access to such a powerful community where I am free to explore and grow throughout my college experience."

– Anonymous student

"I learned what qualities make me a leader, and am confident now in my abilities"

– SLI participant





Department of **INTERCOLLEGIATE ATHLETICS**

DEPARTMENTAL STAFF INFORMATION: 58 full-time, 3 part-time, 1 graduate assistant, 1 intern

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

DEPARTMENTAL LEARNING OUTCOMES:

1. Continue to develop and implement a four-year plan to guide and integrate our student-athlete’s Loyola experience.
2. Assist in developing overall skill sets to prepare them to achieve their collegiate goals, accomplish their post-graduate ambitions and to lead extraordinary lives, in accordance with the Loyola motto.
3. Articulate and communicate these skills to others

KEY ASSESSMENT FINDINGS:

- Eleven athletic programs received a perfect score of 1,000 in the NCAA four-year, Academic Progress Rate (APR) data this spring, the most among Missouri Valley Conference institutions (MVC). The APR is a term-by-term measure of eligibility and retention for Division I student-athletes, developed as an early indicator of eventual graduation for scholarship student-athletes.
- At the end of Spring 2015, 75% of our student-athletes achieved a 3.0 cumulative GPA or higher with 30% of student-athletes reaching a 3.5 GPA or better. Moreover, 13 of our 15 athletic teams have a cumulative GPA of 3.0 or higher.
- Eight student-athletes were MVC Scholar-Athletes of the Week this season, while 146 earned a spot on the MVC Honor Roll. In addition, 13 men’s volleyball student-athletes earned Academic All-MIVA (Midwestern Intercollegiate Volleyball Association).
- Loyola staff and student-athletes completed over 1,600 hours of community service last year. Relay for Life, Cycle for Survival, “Movember,” and a visit to the Chicago Youth Sports Alliance were just some of the activities in which the Ramblers participated.

MESSAGES FROM STUDENTS:

“Being a student-athlete at Loyola has allowed me to be a part of something bigger than just myself; I am a part of a team who is challenged every day to overcome obstacles together. Being a part of a team has strengthened my character, perseverance, and leadership skills. All of these are skills I can carry with me and continue to develop for the rest of my life to ensure success.”

– Kara Ruffalo, Women’s Soccer

“Athletics has instilled a sense of constant improvement and diligence on and off the court. Volleyball has made me a better leader and that skill translates to endeavors off the court in my Loyola experience, whether it is in the classroom or in the community. I am competitive and driven to succeed because of athletics, and I try to incorporate those traits into all of my experiences at Loyola.”

– Owen McAndrews, Men’s Volleyball

2014-2015 DEPARTMENTAL HIGHLIGHTS:

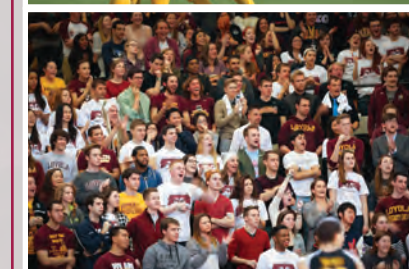
- Men’s volleyball defended its national championship, knocking off Lewis in the championship match. Loyola is the fourth program in history to win back-to-back national titles. Thomas Jaeschke became the first Loyola player ever named AVCA National Player of the Year, and Jeff Jendryk, who was also the NCAA Championship’s Most Outstanding Player, became the first LU player to earn AVCA Newcomer of the Year. Jaeschke was also the first Loyola player to appear for the U.S. National Team, and he and Jendryk were two of four Ramblers (Peter Hutz, Cody Caldwell) who earned All-American honors.
- Men’s basketball had its best season in 30 years, winning 24 games en route to earning the College Basketball Invitational (CBI) championship. After advancing to the Arch Madness semifinals, the Ramblers earned their first postseason berth since advancing to the NCAA Sweet 16 in 1985. The Ramblers made it a memorable one, sweeping Louisiana-Monroe in the best-of-three championship series to claim its first postseason championship since winning the 1963 NCAA title.
- Senior standout, Sam Penzenstadler, earned Second Team All-America honors during the indoor season in the mile. Penzenstadler combined with teammates Peter Archibald, Jake Mazanke, and Ryan Van Portfliet to win the 4x800m relay at the Drake Relays, Loyola’s first relay title at the prestigious meet in 53 years. Additionally, senior Alison Szykowny earned Honorable Mention All-America accolades in the discus during the outdoor season, becoming Loyola’s first female thrower to earn All-American status.
- In addition to six All-American recognitions, 21 Loyola student-athletes received all-conference recognition and 32 Ramblers were recognized as conference Player of the Week.
- The Sports Performance staff has developed systems for better student-athlete physical evaluations, better nutrition, and better recovery. The staff is further individualizing lifting for sports and athletes to change cardiovascular conditioning to match the physical demands of individual sports. Through a relationship with our campus Wellness Center and the Adler School of Psychology, we provide sports psychology for our athletes and coaches. A partnership with Loyola’s Exercise Science program has resulted in significant changes in body composition, body fat percentages have dropped, we have seen 20-50% increases in upper and lower body strength and 30-60% increases in power in our student-athletes.

2015-2016 DEPARTMENTAL GOALS:

1. Energize and influence University culture to continue to leverage Athletics to enhance the Loyola Experience (loyalty, pride, excitement, tradition).
2. Promote Loyola Athletics’ story as part of the transformative undergraduate experience at Loyola and as the premier Division I athletics program in the MVC.
3. Set new and defined targets for fundraising, corporate sponsorships, and ticket sales for Athletics, and determine most efficient vehicle to maximize financial potential and revenue streams.
4. Improve overall fiscal responsibility and strategic use of Athletics funds to support programs and goals.
5. Expand programs that support academic success, health and well-being, performance excellence, and post-graduate aspirations of our student-athletes.

DID YOU KNOW?

- Loyola’s student-athletes have a cumulative grade-point average of 3.228, higher than the average undergraduate cumulative GPA (3.216)
- Loyola became just the fourth program in history – and first outside the state of California – to win back-to-back men’s volleyball national championships, joining traditional powers UCLA, Pepperdine, and UC Irvine.





THE BEIJING CENTER FOR CHINESE STUDIES

DEPARTMENTAL STAFF INFORMATION: 3 full-time, 32 student workers, 3 interns

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.

KEY ASSESSMENT FINDINGS & ACTION PLANS:

- Of 52 Spring 2015 respondents to the end-of-semester survey, 46 were very satisfied with the TBC Student Development Team, while 4 respondents were satisfied.
- Over half of spring 2015 students elected to live with a Chinese Roommate or a host family, a consistent upward trend.
- In response to survey results, we are deploying a volunteer and service learning initiative that aligns with our Jesuit mission in the fall. The experience will have an overnight retreat for our students, which will promote the nexus between their experience studying and living in China, the history of the Jesuit order in China, and the students' purpose of expanding their global perspectives.
- Chinese Roommates (similar to "Resident Assistants") were assessed in areas of approachability, gaining respect, helping, fair treatment, organizing activities, accepting all students, respecting ethnic diversity, respecting LGBT diversity, respecting religious diversity, fulfilling expectations, improving the value of the education experience, and providing a positive learning experience. In 11 of 14 areas average scores were "very satisfied," and in the remaining three areas, scored were "satisfied."
- In recognition the Chinese Roommate program's value, TBC is investing more resources into the program to enhance the quality of training, further engage the roommates in the mission of TBC, and to reward their contributions to the program. TBC will host a reunion for our Chinese alumni (1000+) to facilitate continued relationship building and connectedness between them and our foreign alumni.

MESSAGES FROM STUDENTS:

"I liked the personal accountability and independence the Student Development team promoted. I also liked how you were encouraged to put yourself out there and step out of your comfort zone, while at the same time, if you failed or things got too scary, you could come back to familiarity and regain the confidence to get out their again."

– Loyola New Orleans student, Fall 2014

"I gained so much from my time abroad: understanding of a culture, a new perspective in life, and amazing friends... While I wish I could have hit the ground running, I think my initial struggle was very important to my time there. Having never been completely on my own, I was forced to solve problems that my family wouldn't have been able to understand or even relate to. [Student Development] assisted me early on, which had much to do with the success and joy I had there. I... may not yet see how China has paved a new path for [me]; I look forward to every new step."

– Anonymous, Fall 2014

2014-2015 DEPARTMENTAL HIGHLIGHTS:

- Transitioned the Dean of Students and Coordinator into their new roles.
- Implemented a well-crafted emergency response protocol, including emergency response training, Title IX training, and sexual assault sensitivity training, that allowed us to pre-empt student crises, and respond effectively and appropriately to emergent situations.
- Empowered students to take leadership positions through provision of opportunities and resources to develop and execute co-curricular programming.
- Developed a comprehensive communications and social media strategy, including the creation and hiring of student interns. The strategy has yielded significant expansion of our digital footprint both by increasing the size of our digital audience and the engagement level with that audience.



2015-2016 DEPARTMENTAL GOALS:

1. Overhaul the co-curriculum to increase/facilitate cultural immersion and interaction that students may not otherwise access on their own.
2. Train each Student Development staff member comprehensively on Title IX regulations and sexual assault response.
3. Expand offerings of mental health support in Beijing by partnering with external mental health organizations, and increasing visibility/knowledge of programs and support by listing them on the website.
4. Increase alumni engagement and develop face-to-face networking opportunities, especially with alumni living in Beijing.

DID YOU KNOW?

- The spring 2015 community consisted of 53 students from 14 universities studying 27 majors, represented 11 nationalities entering China on passports from 6 countries, and held an average GPA of 3.37.





JOHN FELICE ROME CENTER Office of Student Life

DEPARTMENTAL STAFF INFORMATION: 2 full-time staff, 6 Graduate Assistants; 2 Student Assistants

DEPARTMENTAL MISSION STATEMENT: The JFRC Office of Student Life aims to ignite individual passions and social responsibility in partnership with our students and greater community to develop a vision of self and others beyond one's home culture and country.

DEPARTMENTAL LEARNING OUTCOMES:

1. Students will reflect on their role in the larger global community and become challenged to interpret values, beliefs, lifestyles and ethnicities not familiar to one's own culture.
2. Students will be enriched with opportunities to gain valuable skill sets and improve as leaders on campus and in their worldwide communities. Students will attend programs, training workshops, or actively engage in leadership through participation in Student Activities Committee or other Student Life sponsored leadership positions.
3. Students will develop a concern for justice, integrity formation and develop competencies which critically examine one's ethical responsibilities and choices in both local and global contexts.
4. Students will identify staff members and community resources that serve in areas of wellness, self-care, and personal balance while applying ways to address various stressors that come with living abroad (homesickness, culture shock, relationship issues, anxiety, depression, alcohol/substance misuse, time management).
5. Students will articulate the difference between American and Italian drinking culture in the framework of the LUC and JFRC Community Standards. Students will develop a sense of what it means to be a well-balanced global citizen by defining personal safety skills for living in an urban environment and adopting those behaviors that contribute to positive quality life in Rome.

KEY ASSESSMENT FINDINGS & ACTION PLANS:

- Student Life used ThinkTank to analyze programming and track participation in values-based focus areas. Offerings ranged from Study Trips to floor community builders and bulletin boards. This program also facilitated communication of programs via an online calendar feature to easily plan and advertise events. Data collected at end of Fall and Spring semesters showed an increase from 96 programs in the fall to 205 programs in the spring.
- A three-part Wellness Alcohol survey was used each semester to gauge students' pre-departure expectations of alcohol and study abroad, conceptions of Italian drinking culture, and drinking behavior while abroad. Students were sent email prompting them to complete Part I prior to arrival and parts II & III mid-way through the semester. Part I results were used during Orientation sessions. Student response rate was low: (25% response rate for Fall and 30% for Spring). In the 2015 Student Life will send the survey earlier and expand it to include other areas of wellness (physical activity, eating habits, emotional wellness) and use findings to fuel culture shock and reverse culture shock session discussions.

2014-2015 DEPARTMENTAL HIGHLIGHTS:

- Organized JFRC Programming around pillars of 6 core values of *Care, Faith, Social Justice, Community, Cultural Engagement, and Leadership*.
- Streamlined delegation of tasks, program development, and accountability through reorganization of Student Life Assistant (SLA) roles based on core values provided. Positions are in the areas of Wellness, Ministry, Community Engagement, Leadership, Facilities, and Academic Support.
- Created three student staff positions within Student Life areas, including Student Office Assistant for Technology/Marketing, Facilities Crew, and Zone Resident Assistant.
- Expanded student Wellness initiatives beyond intramural *Calcio league* to include *Make it Count Campaign, Run JFRC, and Unplug into Reality* programs.
- Standardized the response of Title IX incidents in Rome and trained staff members as Title IX Investigators.
- Offered Leadership Certificate Program elective program, in which 26 students participated. Activities included on-campus lectures, clubs, leadership positions, the WWII study trip, and extra-curricular activities. Students completed a presentation at end of term in order to receive a certificate.
- Used social media video campaigns such as *The 30 Days of Iggy* and promotional Interreligious Week videos to create new venues for student participation and reflection.
- Inaugurated Christian Life Communities through collaboration of SLA campus ministry coordinator and two student leaders. Participants reflected on and discussed their experiences in Rome and abroad while being encouraged to engage with the greater JFRC community, campus programs, and service projects.

2015-2016 DEPARTMENTAL GOALS:

1. Expand use of online assessment survey tools for tracking feedback of key student experiences including co-curricular activities/study trips, and expand alcohol wellness profile surveys to include overall wellness.
2. Implement online assessment survey tools for tracking student feedback of Study Trips and associated learning outcomes.
3. Create Alternative Break Immersions (ABIs) and/or Rome Urban Immersion focusing on global social justice themes in local Italian contexts.
4. Develop foundation for certificate programs for Social Justice and Cultural Engagement.

DID YOU KNOW?

- JFRC students performed over *525 hours* of community service through meal distributions, visits to children who are terminally ill, and Balduina neighborhood Clean-Up Days.
- Through Student Life sponsored events like silent auctions, JFRC students raised over *2,000 Euro* for important global initiatives of the Jesuit Refugee Services, UN Hunger Run and Roma Relays for Life.

MESSAGES FROM STUDENTS:

"JFRC has taught me to think critically and push boundaries. Sometimes I feel we can have an egocentric view of the world but studying abroad forces you to recognize that there are other cultures and new experiences to see."

– Statement from Fall 2014 student End of Semester Survey

"I have always been a fan of traveling and experiencing new cultures. This experience allowed me to fully immerse and adapt to a new way of living. I feel like my comfort zone has expanded to new levels, and I'm grateful that it happened here."

– Statement from Spring 2015 End of Semester Survey

"The Panini Distribution service opportunity, held in Vatican City had a special impact in my life. Not only did we get to serve the people of Rome, but we also had the privilege of interacting with them."

– Jeff Ackels, Saint Louis University, Fall 2014





DIVISIONAL LEARNING OUTCOMES

KNOWLEDGE ACQUISITION, APPLICATION, & INTEGRATION

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

CROSS-CULTURAL COMPETENCY & DIVERSITY

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

SOCIALLY RESPONSIBLE LEADERSHIP

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



Preparing people to lead extraordinary lives

IGNATIAN VALUES & SPIRITUALITY

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

PRACTICAL SKILLS FOR WELLNESS OF MIND, BODY, & SPIRIT

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

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





Loyola University Chicago **STATISTICS 2014-2015**

Enrollment by Racial/Ethnic Category, Fall 2014

	Degree-Seeking First-Time First Year	Undergraduates (both degree and non-degree-seeking)
Nonresident Aliens	77	390
Hispanic/Latino	320	1,343
Black or African American	70	391
White	1,363	6,207
American Indian or Alaska Native	1	10
Asian	288	1,128
Native Hawaiian or other Pacific Islander	8	22
Two or more races	127	620
Race and/ or ethnicity unknown	38	211
TOTAL	2,292	10,322

Helpful Info about Student Life at Loyola

	First-time, first-year (freshman) students	Undergraduates
Percent of out-of-state student (excluding international/non-resident aliens)	41.6%	34.5%
Percent of men who join fraternities	8.2%	8.8%
Percent of women who join sororities	18.2%	9.6%
Percent who live in college-owned, -operated, or -affiliated housing	83.1%	44.3%
Percent who live off campus or commute	16.9%	55.7%
Percent of students age 25 and older	0.0%	7.9%
Average age of full-time students	18.6	20.5
Average age of all students (full- & part-time)	18.6	21.3



Enrollment Data, Spring 2015

Undergraduate Full-Time

Arts & Sciences	4,971
Beijing Center	54
Business	1,494
Communications	628
Cont. & Prof. Studies	50
Education	250
Inst. Environ. Sust.	152
Nursing	943
Rome Center	219
Social Work	120
Total	8,881

Undergraduate Part-Time

Arts & Sciences	409
Business	593
Communications	31
Cont. & Prof. Studies	99
Education	3
Inst. Environ. Sust.	8
Nursing	111
Social Work	3
St. Joseph Seminary	42
Total	794

Undergraduate Certificate

Arts & Sciences	87
Cont. & Prof. Studies	105
Total	192

Masters

Arts & Sciences	454
Biomedical Sciences	182
Business	659
Communications	41
Education	365
Law	387
Nursing	315
Pastoral Studies	191
Social Work	652
Total	3,246

Professional

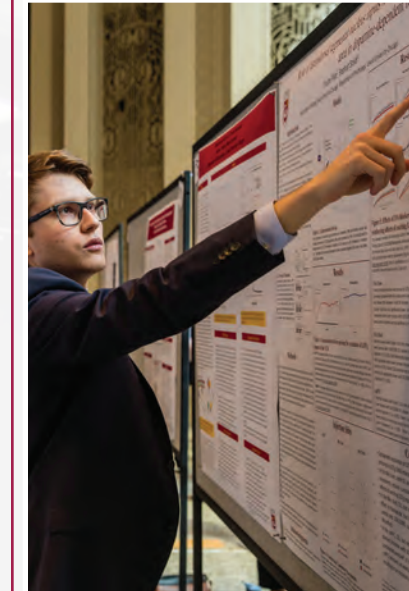
Law	710
Medicine	616
Total	1,326

Masters Certificates

Arts & Sciences	5
Biomedical Sciences	29
Business	1
Education	29
Nursing	26
Pastoral Studies	5
Social Work	10
Total	105

Doctoral

Arts & Sciences	301
Biomedical Sciences	101
Education	242
Law	6
Nursing	59
Social Work	18
Total	727





RECOGNITIONS

EXTERNAL RECOGNITIONS, POSITIONS, PUBLICATIONS, & PRESENTATIONS:

- Asaro, Diane, Holden, Joan, Cherven, Nancy (Wellness Center); & Dodaro, Karen (ITS).
Immunization Records Management: A New Approach. American College Health Association Annual Meeting.
- Atella, Stephanie. (Wellness Center). "Winter Campus Program Training & Technical Assistance." Institute for the Department of Justice Campus Grant Program.
- Barry, Megan (Community Service & Action [CSA]), & Green, Patrick. President's Higher Education Community Service Honor Roll 2014: Loyola University Chicago, Finalist in Education.
- Barry, Megan (CSA), Gutierrez, April (Ministry), & Schmidt, Jon. Approaching the Bridge: Service and Justice in the Context of Diversity. Illinois Campus Compact: Celebrating 20+ Years of Impact, June 2015.
- Beltran, Astrid. Small Group Facilitator for Chapter Presidents Institute, Association of Fraternal Leadership & Values (AFLV) Central Conference, Indianapolis, IN.
- . Small Group Facilitator for DePaul's Tri-Council Leadership Retreat, DePaul University, Chicago, IL.
- . Chapter Facilitator for Beta Theta Pi Wooden Institute, Beta Theta Pi, Oxford, OH.
- Berzins, Kris (Athletics – Men's Volleyball). Named an assistant coach for USA Volleyball's U19 Youth National Team.
- . Recipient of the American Volleyball Coaches Association (AVCA) Thirty Under 30 Award.
- Betancourt, Steven (Ministry). Music and Technology, Friends. Chicago Chapter of the American Guild of Organist.
- Gutierrez, April (Ministry), Thomas, Anita, & Weinburg, Anita. "Discussing Race: Strategies for Inside and Outside the Classroom" Loyola University Chicago. Focus on Teaching and Learning Conference, August 14, 2014.
- Gutierrez, April (Ministry), & Thomas, Anita. "Understanding Cultural and Racial Experience through the lens of Religious Experience" FOTL conference presentation follow up for faculty, November 18, 2014.
- Gutierrez, April, Barry, Megan and Schmidt, Jon. "Approaching the Bridge: Service and Justice in the Context of Diversity" Illinois Campus Compact, June 15, 2015.
- Haarman, Susan (Ministry). Presenter: *First Principle and Foundation of Immersions: Engaging the Shadow Side of Service Trips using the Spiritual Exercises*. Ignatian Family Teach In For Justice, Washington, D.C., November 2014.
- . Presenter: *Privilege, Power and Personhood in Your JV Year*. Jesuit Volunteer Corp RE-Orientation Event, Milwaukee, WI, January 2015.

- . Presenter: *Intersectionality, Ignatius, and Students: Ignatian Spirituality and Jesuit Pedagogy as tools for working with students with Intersecting Identities*.
- Howarth, Renee (Campus Rec). Building a sustainable challenge course. 2015 Midwest Outdoor Leadership Workshop.
- Jones, Neil, & Plotkin, Brian (Athletics – Men's Soccer) Missouri Valley Conference Coaching Staff of the Year.
- Khan Harvey, Rabia (Dean of Students [DOS]), Baligad, Beverly (Lansing Community College), & Warner, Scott (Franczek Radelet P.C.). *Developing a Title IX Compliance Plan*. Academic Impressions national conference.
- Khan Harvey, Rabia (DOS), & Holmes, Ryan (Univ. of TX, El Paso). *Title IX Investigations: Ensuring Fair & Just Hearings in Sexual Misconduct Cases*. PaperClip Communications Webinar.
- Khan Harvey, Rabia (DOS), & Atella, Stephanie (Wellness). Identifying and Training Survivor Allies. *PaperClip Communications Webinar*.
- Khan Harvey, Rabia (DOS), & Atella, Stephanie (Wellness). *Toward Justice on Campus: Confronting a Culture of Sexual Violence*. American Education Research Association (AERA) National Conference.
- Khan Harvey, Rabia (DOS). Responsible Employees and Duty to Report. Academic Impressions national conference Chicago, Illinois.
- . *Strategies and Best Practices for Campus Sexual Violence Prevention and Responses*. Campus Sexual Violence Summit, hosted by Illinois Attorney General, Lisa Madigan at University of Illinois at Chicago.
- King Taylor, Angela. National Black Greek Leadership Conference Logistics Coordinator, Association of Fraternal Leadership & Values Conference (AFLV), Central Conference, Indianapolis, IN.
- . Campus Relationship Manager (Circle of Sisterhood); *Circle of Sisterhood: Sorority Women Removing Barriers to Education for Girls Around the World*. Presentation, Association of Fraternal Leadership & Values (AFLV), Central Conference, Indianapolis, IN.
- Love, Tim (DOS), & Dickerson, Amy. *Walking the Talk: A Case Study in the Search for Title IX Perfection*. Education Law & Policy Conference, Loyola School of Law.
- Love, Tim (DOS). *Title IX Investigations*. ASCA Illinois New Professionals Institute, Northwestern University.
- . *Tips for Staying Safe When You Go to College*. Loyola Academy.
- . Involved with drafting and revision of Illinois House Bill 821, Preventing Sexual Violence in Higher Education Act (pending Governor's approval as of July 1, 2015).
- Macias, Miguel, & Saucedo, Joe. I Am My Brother's Keeper: Mentoring Men of Color. Motivate Me Young Men's Conference. IACAC 2015.
- Murray, Rachel (Campus Recreation). Challenge Course Manager Certification Exam (perfect score), Association of Challenge Course Technology.
- Overbeck, Jerry. *Spirits, Life, Worship: A Hawaiian Religious and Catholic Perspective*. Publication.
- Prendergast, Shannon (Campus Recreation). Wasson Award for Outstanding Student Leadership. National Intramural and Recreational Sports Association, Dallas, TX.
- Saucedo, Joe. Oh, The Places You'll Go! Cultivating Pathways to Study Abroad for a Diverse Student Body. NASPA Conference 2015.
- . NASPA Latino Knowledge Committee Regional Representative. NASPA Association.
- Sulaiman Hara, Sadika. Leaning In & Out as an APIA Womyn. NASPA Conference 2015.
- . Mentoring People of Color & Job Outcomes: Lessons for the Profession Navigating with Courage. NASPA Conference 2015.
- Van Dyke, Trevor (CSA). Panelist: Connecting Colleges to Civic Engagement and Community Service. Tutor/Mentor Leadership and Networking Conference, Fall 2014.
- . Panelist: Building on Campus Tutor-Mentor Connections; What Can National Service Do For You? Tutor/Mentor Leadership and Networking Conference, Spring 2015.

LOYOLA

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Preparing people to lead extraordinary lives

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