



STUDENT ACADEMIC SERVICES IMPACT REPORT: 2019-2020



ABOUT

STUDENT ACADEMIC SERVICES

SAS provides Loyola students with support for learning, growth, and reflection to increase self-awareness and develop how they perceive, think, and act in our global society.

THE CONTEXT OF 2020

The spring of 2020 brought two powerful, painful indications of challenges our global society faces – the Covid-19 pandemic, as well as the viral visibility of the murders of George Floyd, Breonna Taylor, Ahmaud Arbery, and other Black Americans.

Covid-19 meant the closing of LUC's campuses, upending the lives of thousands of students who had to quickly relocate, as well as the need for the entire Loyola community to shift rapidly into a model of learning, communicating, and providing student services remotely. SAS responded as student needs and concerns evolved and expanded on a weekly basis: helping students cope with challenges like learning in a new format, financial support, the availability and format of future coursework, and how to find work or internships in a quarantined world.

The profound societal pain, reflection, and conflict awakened in response to racial injustice in the United States also shook the LUC community this spring. Students and staff alike struggled with the trauma of injustice, the threat of violence from authorities, and the need to create lasting systemic changes within the institution itself.

As the health and economic challenges of Covid-19 and the reckoning demanded by racial injustice have demonstrated, our world needs individuals prepared to forge novel, ethical, and just solutions now more than ever. We believe that a safe environment is essential for all students to develop critical consciousness, critical thinking skills, and the ability to turn reflection into action. Through programming, resources, and individual support tailored to each student's personal context, SAS helps students thrive in their Loyola Experience and prepare to "go forth and set the world on fire."

MISSION

Student Academic Services supports students' successful transitions throughout their Loyola Experience by providing instruction, coordinated guidance, and personalized support for all. Our advisors, programs, services, and resources focus on helping students build their capacities for growth and success in and out of the classroom. We enact Loyola's commitment to social justice by tailoring support so that all students have the opportunity to lead extraordinary lives.

VISION

All LUC students will engage with the appropriate SAS staff, programs, services, and courses to make successful transitions into and through the university toward a fulfilled post-graduate future.

All LUC students will graduate with a first destination in sight and an emerging commitment to values developed out of an authentic sense of self. SAS will be an exemplar division among Jesuit institutions, and contribute as scholar practitioners on the national level.

VALUES

We believe that, enriched by a Loyola education, our students have the power to change lives and create a more just world. Our work is built on a foundation of:

- The pursuit of a more just society through service to others
- Professional excellence and a commitment to talent development
- The Ignatian heritage of caring for the whole person – cura personalis – in an environment of critical reflection and sustained discernment
- Mutual, active engagement with students for their growth and potential
- Collaborative relationships with colleagues built on inclusion, respect, and integrity
- Curiosity, innovation, and creativity in finding enduring solutions



UNITS WITHIN SAS

CAREER SERVICES

- Employer Relations and Operations (p. 6)
- Career Advising and Education (p. 7)
- Business Career Services (p. 8)
- Pre-Health Professions Program (p. 9)
- Pre-Law Advising (p. 10)
- Fellowship Office (p. 11)

LEARNING AND STUDENT SUCCESS

- Student Accessibility Center (p. 14)
- Tutoring Center (p. 15)

SIGNATURE SERVICES

- Career Development Advising
- Business Career Coaching
- Pre-Health and Pre-Law Advising
- Fellowship Advising
- Career Fairs and Events
- On Campus Interviews
- Career Self-Assessment Workshops (C-SAW)
- Career Exploration and Preparation Courses

SIGNATURE SERVICES

- Accommodations for students with disabilities
- Advocacy for students with disabilities
- Supplemental Instruction
- Peer Tutoring
- Success Coaching
- UNIV 112 Strategies for Learning course

NEW STUDENT PROGRAMS

- First Year Experience (p. 16)
- Special Populations (p. 17)

UNIVERSITY ADVISING

- Achieving College Excellence (p. 18)
- Student-Athlete Academic Services (p. 19)
- First and Second Year Advising (p. 20)

SIGNATURE SERVICES

- New Student Orientation
- Pre-College Summer Scholars
- First-Year Seminars (UNIV 101, 102, 201) and Magis Sections
- New Student Convocation
- Learning Communities
- First-Year Text
- Targeted scholarship programs
- Retention Outreach and Support
- Transition Newsletters (for both new students and families)
- Student Leadership Positions

SIGNATURE SERVICES

- Academic Advising
- Policy and Resource Education
- Rambler Success Program
- First-Year Seminar Instruction
- Student outreach and intervention
- Summer Transition Program
- Enrichment Workshops
- Continue to Dream Retreat
- Peer Mentoring
- Graduate School Mentoring

CAREER SERVICES

CAREER DISCERNMENT AND DEVELOPMENT IS A VITAL ASPECT OF THE LUC EXPERIENCE. OUR TEAM OF EXPERIENCED PROFESSIONALS SERVES ALL UNDERGRADUATE AND GRADUATE STUDENTS (AS WELL AS ALUMNI), GUIDED BY IGNATIAN VALUES OF ONGOING PERSONAL REFLECTION, CURA PERSONALIS, AND SERVICE TO OTHERS.

EMPLOYER RELATIONS AND OPERATIONS

Employer Relations engages with companies and organizations to help facilitate job and internship opportunities for Loyola students.

GOALS 2020/21

1. Grow social media presence on Instagram by 15%
2. Expand Career Competency Campaign by creating new YouTube Channel content
3. Successfully launch first virtual career fairs across University
4. Communicate on a regular basis to key faculty and staff across campus about job and internship opportunities for their students on Handshake
5. Provide access to key lists on Handshake (i.e., Fortune 500 companies, key non-profits) to students to further assist them in searching for opportunities

HIGHLIGHTS

- First annual Science, Technology, Engineering & Math (STEM) Career Fair with 22 employers and 305 students attending
- Targeted engagement with key employers resulted in increases of over 10% in employer attendance at career fairs in a time where career fair attendance is decreasing

SELECTED DATA

- A total of 3,060 students and 390 employers attended at least one of 10 career fairs hosted by the Employer Relations Team. In addition, hundreds of students participated in the On-Campus Interviewing Program and Employer Information Events.
- Increased job and internship opportunities posted for students by over 700%, as a result of intensified engagement with more (and more significant) employers and launching a new jobs and internships platform (Handshake).



CAREER DEVELOPMENT ADVISING AND EDUCATION

Career Development Advising and Education serves all (non-Quinlan) undergrad and graduate LUC students and alumni, offering individualized support, workshops, and classes to facilitate students' meaningful career exploration. In addition, our team helps students to develop perspectives and strategies for career management and adaptability for decades beyond graduation.

GOALS 2020/21

1. Pilot remote services including remote Drop-In hours and an asynchronous version of the Career Self-Assessment Workshop.
2. Implement curriculum for UNIV 101 (incoming 1st year seminar) guest lectures focusing on critical communications about identity, career development, and the world of work.
3. Revise/implement diversity, equity, and inclusion focus in CDA-led career development courses
4. Provide monthly e-newsletters across all major groups served by CDAE
5. Increase program/discipline specific programming by 20%

HIGHLIGHTS

- Began assessment phase of pilot program, partnering with the LUC IMPACT Lab to incorporate Emotional Intelligence into career education curriculum
- April/May Job-Search Bootcamp sessions for 2020 graduates drew 124 participants
- Initiated regular career newsletters tailored by major-groups, which were read on average by 1700 students/month, with approximately 20% of readers clicking a link or resource
- Maintained average of 47 1:1 advising virtual sessions per week in the 15 weeks following the close of campus due to Covid-19.

SELECTED DATA

- Over 2,900 individual advising sessions conducted, and approximately 5,200 students, parents, and alumni reached at more than 140 campus events throughout AY 2019-2020
- Over 97% of surveyed students who met with Career Development Advising agreed that their questions/concerns were heard and addressed appropriately, that they understood their next steps for career development, and that they would recommend CDA to a friend
- 34 students completed UNIV 102: Exploring and Planning Intentionally for Career + Life (one credit course) and 57 students completed UNIV 224: Career and Life Planning (3 credit course)

BUSINESS CAREER SERVICES

Business Career Services offers comprehensive career coaching and resources to currently enrolled, degree-seeking students and alumni from the Quinlan School of Business. Our career coaches assist business students and alumni in making satisfying and informed career decisions, setting appropriate goals, and creating opportunities to help meet those goals.

GOALS 2020/21

1. Provide over 350 professional individual Career Coaching appointments to graduate-level students and alums, with 80% or higher satisfaction rating
2. Collaborate with Employer Relations to engage employers that offer specific roles for MBA and MS students (internships, jobs, development programs)
3. Create Micro-Learning Program to provide 3 modules focused on Personal Branding, Networking and Professional Materials to undergraduate business students

HIGHLIGHTS

- Expanded research-based leadership training through collaborations with Undergraduate Programs and the Quinlan Ambassador
- Hosted third annual "A Voice at the Table" for students of color to engage with professionals of color
- Launched the Catalyst Series to support Arrupe College students transitioning to Quinlan, and collaborated with campus partners to make the Quinlan Ramble more financially accessible for students
- Expanded online resources including refreshed resume and career services toolkits, a new mentoring platform for Quinlan students and alumni, and MBA-Exchange.com Premium Services for MBA and MS students through 6 months post-degree completion
- Launched the Employer Spotlights series of video conversations with employers
- Strategic process reforms increased employer participation by 27% for on-campus interviewing and 70% for Meet and Greets

SELECTED DATA

- Approximately 1,006 documented coaching sessions conducted, and approximately 1,731 undergraduate and 1,489 graduate students and 17,500 Quinlan alumni reached at more than 51 events throughout the year
- 159 students and 169 alumni and friends of Quinlan participated in the Q Mentorship Program, through BSAD 220 Career Readiness Preparation
- 93% increase in opportunity to job shadow, 89% increase in students obtaining a part-time job and 74% increase in students receiving a referral to another colleague/person in the company
- Provided 22 sections of BSAD 220, 300, and 351 to 722 undergraduates and increased the BSAD 220 Career Readiness course engagement by 6%
- BCS created a detailed 2019-2020 Impact Report that includes information regarding how the team enhanced their career services both quantitatively and qualitatively for Quinlan School of Business students and alumni

PRE-HEALTH PROFESSIONS

The Pre-Health Professions Program delivers one-on-one advising, workshops, mock interviews, coursework and administers a range of specialized initiatives and programs. PHPP serves any Loyola student or alumni interested in applying to a health professions program, including medical, dental, physician assistant, optometry, podiatry, and more.

GOALS 2020/21

1. Serve students more efficiently through wider array of programming
2. Increase structured support for Post-Baccalaureate student advising
3. Maintain strong committee letter volume and on time rate (above 90%)
4. Incorporate societal inequities throughout our UNIV102 offering
5. Increase data from the post-advising surveys by 30%

SELECTED DATA

- 99% success rate for completion of Pre-Health Professions Advisory Committee (PHPAC) process for entrance fall 2020 with a timely loading of PHPAC Committee Letters
- 370 initial registrants (22% increase) for the PHPAC cycle for entrance Fall 2020
- Over 75% acceptance rate for U.S. medical and dental school for PHPAC cohorts over the past 10 years
- 136% increase in amount of applications for EAP (Early Assurance Program)
- Over 1,500 one-on-one advising appointments throughout AY 2019-2020
- Strong evaluations in four sections combined of UNIV 101: First-Year Seminar for Pre-Health Students and UNIV 102: Exploring the Health Professions

HIGHLIGHTS

- Provided formal support for new student group MAPS: Minority Association of Pre-Health Students (publicity, advising, and resource procurement), which led to over 100 students at kick-off meeting
- On-going support of 10 student organizations related to a range of health professions
- Continuity of Pre-Health services despite Covid-19 disruption in the health professional school application processes which drove increased demand from students and alumni.



PRE-LAW ADVISING

Pre-Law Advising provides information and guidance to Loyola students and alumni who are considering a legal career and/or applying to law school.

GOALS 2020/21

1. Increase program offerings and info sessions by 30%
2. Increase student engagement with the Pre-Law Newsletter to raise awareness of relevant job and internship opportunities, as well as pertinent trends and information from the legal field
3. Develop programming with Pre-Law Minority Student Association and Black Law Students Association

HIGHLIGHTS

- New 1/2nd year Pre-Law advisor joined Career Development Advising Team
- 10% increase in Pre-Law newsletter circulation

SELECTED DATA

- 187 individual advising appointments (7% annual increase)
- Pre-Law Newsletter reached over 1,200 students monthly
- Presented to more than 200 prospective students and families during Loyola Weekend



FELLOWSHIP OFFICE

The Fellowship Office assists students at all levels across the University in applying for major fellowships, including awards for undergraduate study, study abroad, graduate study, and research internships. In cooperation with Loyola faculty and staff, the Fellowship Office works with qualified students to identify awards best suited to their goals and navigate the application process to produce the most competitive proposals possible.

GOALS 2020/21

1. Build on our new partnership with the Black Cultural Center to provide specific programming, with assistance from Black alumni fellowship winners
2. Continue to work with SDMA on advising sessions with the Brothers for Excellence and STAR programs
3. Strengthen the partnership with the Office of International Programs and its new Associate Provost Scott Hendrickson
4. Build more relationships with LUC alumni award winners to assist with advising, similar to our NIH Ambassadors and Fulbright alumni

SELECTED DATA

- 17 students won nationally competitive awards, including two firsts
- 448 students registered for info sessions; more than 75 individual student meetings
- 22 faculty served on scholarship review committees

HIGHLIGHTS

- New partnership between the Black Cultural Center and the Fellowship Office, for specific programming
- Loyola's first winner of the Foreign Affairs Information Technology Fellowship
- 6 Gilman winners out of 16 applicants for Summer 2020, Fall 2020 and AY 20-21 programs
- First winner of the DAAD-RISE summer research in Germany program



LEARNING AND STUDENT SUCCESS

OVERARCHING LSS PROGRAMMING

The Learning and Student Success unit uses a collaborative, student-centered approach to provide accessible learning environments through academic supports and programming. We believe in empowering students to be self-advocates on their path to academic achievement and holistic wellness.

GOALS 2020/21

1. Update and enhance Writing Placement Assessment process to ensure 100% of students register for the correct course based on placement results
2. Implement and launch Academic Concerns Referral initiative within new case management system and complete outreach to all students who are referred via this initiative
3. Facilitate the external Student Success audit and review and coordinate the university response by Spring 2020 deadline
4. Increase instructor participation in the grade alert program by 5%



SELECTED DATA

- Outreach in response to over 500 Academic Concerns Referrals that were submitted during AY 19-20
- 56% of faculty entered midterm grades both fall and spring semester for a total of 63,333 midterm grades recorded reported. Instructor participation increased by 7% for the fall and 5% in the spring - a record year for participation. 84% of students received at least one midterm grade during the fall and 88% of students during the spring term.
- Over 350 students attended the 3rd annual Majors and Minors Fair on October 23, 2019, with over 51 academic departments and university offices represented.
- 1,034 Math Placement Assessments were proctored on-campus, 482 Writing Placement Assessments were graded, and 1,635 Foreign Language Placements were processed.
- 19 Arrupe Continuum Scholars fully participated in the transition program, including enrollment in UNIV 201 and collaboration with 4 Arrupe Continuum Scholar-mentors.

HIGHLIGHTS

- Successful implementation of the new case management system for Academic Concerns Referrals initiative, in collaboration with the Center for Student Assistance and Advocacy with outreach completed for over 500 cases.
- Streamlined placement results and pre-requisite coding for the Writing Placement Assessment resulting in zero students registering for an incorrect writing course.
- All Learning and Student Success programming, outreach, and interventions successfully transitioned online due to Covid-19 in March.

The following outcomes and deliverables in response to the Student Success audit:

- The creation of the Advising Leadership Committee with the charge to review policies and practices to support the academic advising function of the institution and ensure consistency across the university.
- An improved system to batch assign academic advisors to students
- The recommendation to create a Student Success Newsletter to streamline communication to students (coming Fall 2020)
- An audit of all SAS surveys and use of data in making unit and division level decisions

STUDENT ACCESSIBILITY CENTER

The Student Accessibility Center (SAC) supports and empowers Loyola students with disabilities through innovative services, programs, and partnerships. If individuals encounter academic, physical, technological, or other barriers on campus, SAC staff is available to help implement reasonable accommodations or partner to find solutions.

GOALS 2020/21

1. Implement Test Room Booking features in order to better utilize Accommodate and streamline testing accommodations for students and faculty
2. Evaluate office and testing space to expand capacity and better utilize existing resources
3. Develop rubric to evaluate policies and procedures and develop comprehensive resource manual for staff

SELECTED DATA

- 35% increase in total students registered (1,895) compared to students served in the 2018-2019 academic year (1,405)
- Registered a total of 586 new students for academic, housing, and dining accommodations
- Completed 889 appointments with students to register, modify accommodations, provide case management, etc.

HIGHLIGHTS

- Created a transition to online services for all students and faculty due to Covid-19, resulting in all services available remotely as of March 16, 2020. After the transition to remote services, SAC completed 1,542 phone, email, and Zoom interactions with students, faculty, and campus partners
- Expanded available testing rooms to accommodate an additional four computer desks with assistive technology for exams, and accommodate 20 additional distraction-reduced testing seats
- Implemented test room booking in Accommodate to streamline testing requests and coordination of exams for students and faculty



TUTORING CENTER

The Tutoring Center empowers students to grow as learners and achieve academic success at Loyola. The Tutoring Center offers the following services: Supplemental Instruction, Peer Tutoring, Success Coaching, and UNIV 112/114: Strategies for Learning.

GOALS 2020/21

1. Increase access to and participation in all Tutoring Center services and programs through marketing, orientation, and student and faculty communications
2. Partner with SAC to create a streamlined process to provide academic and learning support services that meet the needs of students with disabilities
3. Collaborate with Supplemental Instruction faculty to increase communication, buy-in, and holistic wraparound student academic and learning support
4. Redesign and adapt programs, processes, trainings, and resources to meet the needs of online learners due to the Covid-19 transition
5. Implement CRLA Level 2 certification, including designing new pathways for student leadership and professional development for SI Leaders, Peer Tutors, and Success Coaches

SELECTED DATA

- 25,342 Tutoring Center visits and appointments with 3,138 unique students during AY19-20 resulting in a 67% increase in program usage from AY18-19 (15,153 visits)
- Due to the new streamlined process, students referred from the Student Accessibility Center (SAC) completed 844 individual Peer Tutoring appointments and 202 Success Coaching appointments
- 100% of faculty responded that online SI sessions have been effective in assisting students towards academic goals
- After the move online due to Covid-19, UNIV 112 instructors completed 182 Zoom appts with 101 unique students, most of whom were on academic probation.
- 213 students participated in Finals Showdown, including skill webinars and two-hour final exam review sessions

HIGHLIGHTS

- Created new senior SI Leader and Peer Tutor student leadership positions to facilitate trainings, conducted observations, and planned recognition events
- Students who attended UNIV 112 improved their term GPA by over a full letter grade on average, and students who attended Success Coaching improved their term GPA by over a half letter grade on average
- Developed a new Online Learning website section with resources on internet access and online learning strategies
- Tutoring Center programs immediately transitioned online during Covid-19 providing uninterrupted learning support and access to students
- Partnered with Philosophy and Modern Language departments to deliver peer tutoring for courses

NEW STUDENT PROGRAMS

FIRST-YEAR EXPERIENCE AND SPECIAL POPULATIONS

FIRST-YEAR EXPERIENCE

First-Year Experience (FYE) provides new students and their families timely information, resources, and support for a successful transition to academic and student life at Loyola University Chicago. NSP-FYE offers new student and family orientation, first-year seminars, New Student Convocation, the Rambler Read program, new student and family communications, instructor and peer leader development programs, as well as academic advising services.

HIGHLIGHTS

- First full year of FYE programming
- Revamped approach to First-Year Text program, renamed to Rambler Read, selected engaging texts and speakers
- Overhauled orientation, UNIV 101/201, and student leader training to implement entirely online
- Developed social media strategy that led to over 2,800 followers on Instagram

GOALS 2020/21

1. Promote New Student Programs and First-Year Experience brands and tell our story to students, faculty/staff, administration, and families
2. Define the first-year experience and transfer-year experience at Loyola, including the role of NSP-FYE in the FYE/TYE and developing related outcomes and timelines
3. Develop and implement our student leader training and development (at all levels)
4. Integrate new curricular materials and streamline UNIV 101 curriculum
5. Enhance instructor support to deliver curriculum
6. Implement new approach to transfer orientation

SELECTED DATA

- 2,708 students enrolled in 136 sections of UNIV 101/102/201, taught by 54 instructors & 70 Peer Advisors
- 71.7% of UNIV 101 students rated the course as effective or very effective, up from 63.2% in fall 2018
- 2,636 first-year students and 3,483 parents and guests attended 9 summer first-year orientation sessions
- 92.7% of first-year students agreed or strongly agreed that orientation was a valuable experience
- 92.5% of first-year students enjoyed the 2019 New Student Convocation address from Eve Ewing

SPECIAL POPULATIONS

Special Populations serves new and continuing students and their families by offering wraparound support for students in underrepresented identity groups and other uniquely identified specialized groups on Loyola's campuses. This unit was established in January 2019.

GOALS 2020/21

1. Develop framework for student success that includes racial identity development theories and strategies to empower students as change agents
2. Facilitate 2-3 virtual programs to celebrate underrepresented student success (e.g. National First-Generation Appreciation, Good Academic Standing, etc.)
3. Partner with First-Year Experience and SDMA newsletter initiatives to increase outreach to Special Populations
4. Increase Special Populations social media (Instagram) following by 20%

SELECTED DATA

- 98.5% retention of Special Populations Scholarship program participants. An increase of .5% in AY 2019-2020
- Created and facilitated new sophomore academic success initiative, "The Sophomore Cura Experience", a UNIV 102 1 credit graded course for sophomore students in need of additional academic support. 97% of enrolled students earned a grade of A- or above and one credit towards graduation
- Created several new affinity-based academic success programs. E.g.: Black Girls Meet, My Brother's Keeper Living Learning Community, and Scholars 411 designed to promote academic resilience in disciplines with low retention rates for Students of Color.

HIGHLIGHTS

- Deepened partnerships with Student Diversity and Multicultural Affairs to serve as the official Academic Partners for all first-year mentor programs (i.e. Brothers 4 Excellence, LUCES, STARS)
- Secured Jesuit Association of Student Personnel Administrators (JASPA) Innovation Grant funds for Academic Year 2020-2021. Funds will be used to institutionalize and enhance "The Sophomore Cura Experience" initiative
- Hosted inaugural 'National First-Generation Appreciation' Campus Takeover program in November 2019
- Created three new Federal Work Study eligible student employment positions to better serve the needs of students with high financial needs

UNIVERSITY ADVISING

ACHIEVING COLLEGE EXCELLENCE, ATHLETE ADVISING, AND FIRST AND SECOND-YEAR ADVISING

ACHIEVING COLLEGE EXCELLENCE

Achieving College Excellence (ACE) supports motivated Scholars who are first-generation, have high financial need, and/or have a documented disability in their academic, personal, social, spiritual, and professional journeys. As a TRIO Student Support Services program, ACE guides its Scholars to navigate the challenges of their unique, transformative post-secondary experience.

GOALS 2020/21

1. Increase the number of student-led enrichment events by 20%
2. Increase meetings between master's mentors and mentees by 25% with a focus on seeking funding options for graduate school in the form of assistantships and fellowships
3. Conduct outreach to alumni to increase engagement by 10% to provide career mentoring for current students in the form of job showing and career coaching
4. Educate the campus community regarding civic engagement and legislative items that will lead to increased funding for the project

SELECTED DATA

- 100% persistence, 99.6% good academic standing, and 87% six-year bachelor's degree attainment for ACE Scholars
- 592 academic advising appointments completed
- 1,024 advising appointments completed for non-academic needs
- 35 Scholars selected for the new first-year cohort

HIGHLIGHTS

- Annual performance report to the U.S. Department of Education submitted in March 2019
- Approximately 100 academic awards were attained by the academic year's end per the program's academic award guidelines of 3.5 GPA or higher
- Program director asked to assist Council for Opportunity in Education in reviewing grant templates in preparation for nationwide grant competition



ATHLETE ADVISING

Athlete Advising provides academic support services for NCAA Division I student-athletes. The unit provides holistic programs to facilitate the development of self-sufficient student-athletes and enable them to excel in academics while fostering a successful transition into and through their college experience, including balancing academic priorities, athletic success, personal commitments, and the pursuit of faith, knowledge, and justice.

GOALS 2020/21

1. Increase the number of wellness workshop offerings for student-athletes
2. Develop and implement assessment plan for student-athlete programs and initiatives
3. Collaborate with SAS staff and Athletics to increase the usage of existing technology/software with the student-athlete population

SELECTED DATA

- 91% of our student-athletes earned a cumulative GPA of 3.0 or higher
- 3% increase in the overall student-athlete GPA from 2018-2019 to 2019-2020 (3.47 to 3.57)
- Recorded 2,330 academic advising appointments, express advising interactions, and academic success coach meetings, comparable to 2018-2019
- 95% of student-athlete survey responses indicated "very positive" assessment of quality of academic advising and programming.
- Student-athletes recorded over 1,140 hours of tutoring and 8,077 hours of study hall

HIGHLIGHTS

- Won the Missouri Valley Conference All-Academic Award - awarded to the school with the highest overall GPA for the academic year, an LUC first since joining the MVC
- Implemented sentiment feedback and point-of-service system to track student-athlete satisfaction for development programming and day-to-day services
- Created and implemented new physical and mental wellness programming (e.g., Mindfulness Mondays, Whole-Being Wednesdays). During the Covid-19 pandemic, we engaged student-athletes with two online campaigns
- Partnered with Athletics to use existing software platform (i.e., Gameplan) to increase education of life-skills for student-athletes. 100% of student-athletes completed at least one online-module
- Collaborated with FSYA to harness existing software platform (i.e., Acuity) to complete online appointment scheduling during the remainder of the Spring 2020 semester

FIRST AND SECOND YEAR ADVISING

In line with Loyola's Jesuit, Catholic mission, FSYA provides academic advising that assists students' holistic development as persons for others. We support and challenge our students in their pursuit of excellence and guide them toward the completion of their academic goals and attainment of a degree in a timely manner.

GOALS 2020/21

1. Meet/exceed historic benchmarks in terms of accessibility and satisfaction in the wake of Covid-19
2. Establish best practices for supporting students' online learning
3. Identify actionable steps to support the academic success of BIPOC students

SELECTED DATA

- Advised and registered an incoming class of 2,700 students, while supporting over 2,200 continuing students
- Recorded 4,531 academic advising appointments; a 7% increase from 2018-2019 year
- Recorded 4,815 express advising contacts

HIGHLIGHTS

- Preemptively established plan to move operations online prior to C19 shelter in place orders, allowing continuous support to students without disruption
- Provided leadership and support for the implementation of EAB Navigate system
- Participated in several working groups and committees to support the transition to all online due to the Covid-19 Pandemic
- Taught 76 of the 131 sections of UNIV 101 during the Fall 2019 semester
- Increased the office's social media presence, thereby increasing avenues for students to receive information



SIGNATURE REPORT

STUDENT ACADEMIC SERVICES SIGNATURE ACTIVITIES

CAREER SERVICES

CAREER ADVISING **EMPLOYER ENGAGEMENT** **FELLOWSHIP** **PRE-HEALTH/LAW ADVISING**

Our transformative process includes career/major discernment, pre-professional and graduate school advising, and lifelong career coaching for students and alums. Our teams facilitate the connection of students with fellowship and research opportunities, as well as job-shadows, targeted career fairs, and on-campus interviews.

- Career Advising
- Business Career Advising
- Pre-Health Advising
- Pre-Law Advising
- Fellowship Advising
- Career Fairs + Events
- On Campus Interviews
- Career Workshops
- Career Exploration
- Preparation Courses



LEARNING AND STUDENT SUCCESS

STUDENT ACCESSIBILITY CENTER **TUTORING CENTER**

We foster student success utilizing a collaborative, student-centered approach to provide an accessible learning environment through academic support and programming. We believe in empowering students to be self-advocates on their path to achieving holistic wellness and academic independence.

- Accommodations
- Advocacy
- Supplemental Instruction
- Peer Tutoring
- Success Coaching
- UNIV 112/114
- Placement Tests
- STEM Learning Center
- Academic Alerts
- Outreach and Intervention
- Retention Initiatives



NEW STUDENT PROGRAMS

FIRST YEAR EXPERIENCE **SPECIAL POPULATIONS**

The New Student Programs Office provides new students and their families the information, resources, and support they need, when they need it, to make a successful transition to academic and student life at Loyola University Chicago. The First Year Experience and Special Populations Teams work to create fundamental and memorable student experiences for the first year and beyond.

- New Student Orientation
- First-Year Seminars
- New Student Convocation
- Learning Communities
- Pre-College Programs
- Peer Mentoring
- First-Year Text
- Transition Newsletters
- Student Leadership
- Scholarship Programs
- First-Gen Initiatives



UNIVERSITY ADVISING

ACHIEVING COLLEGE EXCELLENCE **ATHLETE ADVISING** **FIRST AND SECOND YEAR ADVISING**

University Advising assists students in the developmental process of pursuing and achieving their academic and personal goals. We strive to help students achieve self-awareness and responsibility while transitioning from college student to college graduate. Our advising departments serve the academic, administrative, and developmental needs of undergraduate students.

- Academic Advising
- Policy Education
- Resource Education
- Rambler Success Program
- Transition Planning
- Degree Planning and Support
- Enrichment Workshops & Retreats
- Sophomore Initiatives



MISSION STATEMENT

Student Academic Services supports students' successful transitions throughout their Loyola Experience by providing instruction, coordinated guidance, and personalized support for all. We embody Loyola's social justice commitment to working with the underserved. Our programs, services, resources and spaces focus on helping students build their capacities for progress and success in and out of the classroom.

VISION STATEMENT

All LUC students will engage with appropriate SAS programs, services, courses, and interactions to make successful transitions into and through the university toward a fulfilled post-graduate future. All LUC students will graduate with a first destination in sight and an emerging commitment to values developed out of an authentic sense of self. SAS will be an exemplar division among Jesuit institutions, contributing significantly as scholar-practitioners on the national level.

SULLIVAN CENTER FOR STUDENT SERVICES

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Preparing people to lead extraordinary lives