August 2012

Dear Colleagues and Friends:

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

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

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

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

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

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

Sincerely,

Robert D. Kelly, PhD, Vice President for Student Development
LOYOLA PROGRESS AND THE REIMAGINE CAMPAIGN

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

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

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

HIGHLIGHTS AT A GLANCE

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Highlights at a Glance

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It was a great way to connect to God without the distractions of my normal life.

Exercises through several prayer tools, including the Examen, Ignatian contemplation, and silence. A Silent Retreat participates of the Resurrection and graduation, and discerning how to live extraordinary lives after Loyola. The retreats incorporate the Spiritual Exercises of St. Ignatius of Loyola, which are a framework of prayer and reflection that allow a person to deepen their understanding of one’s desires, relationship to God and others, and potential for freedom. These exercises are organized into four “weeks” or stages that mirror the foundations of the retreats. Loyola 360° hopes to allow new students to experience God’s love through building community, reflection, and recognition of the resources at Loyola. The Sophomore Retreat enables students to look at discernment and decisions around career and vocational goals.

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

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GRADUATE AND UPPERCLASS LIFE AT WTC

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

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

HEALTHY MINDS, BODIES AND HEARTS

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

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

POST GRADUATE SERVICE

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

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

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

The CSA staff, all of whom are former long-term volunteers, are pleased by the increase in post-graduate volunteer commitments among Loyola students and anticipate an on-going increase in these numbers as the CSA grows its outreach.
MISSION STATEMENT:
The Department of Intercollegiate Athletics champions the values expressed in the mission statement of Loyola University Chicago and seeks to promote in its student-athletes the spirit of searching for truth, pursuing excellence and living for others, which characterized St. Ignatius of Loyola. Accordingly, it is the mission of the department to encourage positive attitudes in its student-athletes and to motivate them to be the brightest and the best in physical fitness, academic development, religious commitment and moral character.

MESSAGE FROM DIRECTOR:
Opening the Norville Center and infused with new governance and critical support, Athletics took a major step forward in 2011-12. The department recorded its best all-sports performance in 20 years, and the infrastructure was reworked to ensure continuous improvement and sustained success. All sports are increasingly positioned to compete for conference championships, and the student-athlete experience was powerfully redefined as a high-caliber co-curricular learning opportunity in which continuous improvement and sustained success. All sports are increasingly positioned to compete for conference championships, and the student-athlete experience was powerfully redefined as a high-caliber co-curricular learning opportunity in which continuous improvement and sustained success. All sports are increasingly positioned to compete for conference championships, and the student-athlete experience was powerfully redefined as a high-caliber co-curricular learning opportunity in which continuous improvement and sustained success.

HIGHLIGHTS:
Student-Athlete (SA) Academics. Academic excellence continues on an upward trend: graduation rates increased from 76% to 78%; 11 points higher than the student-body rate; 12/15 teams posted perfect NCAA APR scores for 2010-11. 76% individual SAs and all teams ended the year with 3.0+ cumulative GPAs; 3 SAs earned Maroon & Gold Society honors.
First & Best Records: men's golf 1st NCAA appearance; 33 record breaking track & field performances; women's golf best individual finish; 2 conference champions men's Golf & men's soccer (3rd time in school history); softball in conference title game (best since ’04); 2 track & field All Americans (best since ’92); conference recognition for men's basketball(best since ’06).

Marketing/fundraising/branding milestones: 40% increase in men’s basketball ticket revenue; 865 increase in season ticket revenue; 300% in corporate sponsorships; rolled out a new logo; and launched the 50th anniversary campaign of Loyola’s ’63 NCAA men’s basketball championship team with a State resolution supporting the team for the Naismith Basketball Hall of Fame.
Governance: Enacted the Athletics Executive Steering Committee (AESC) to provide advisement to the department by campus senior leadership; revised the Faculty Athletics Advisory Committee (FAAC); composition and charge; rechartered the SA Advisory Committee (SAAC); increased Loyola presence on strategic collaboration sessions with 5 mid-major conferences and on expansion.
Facilities: Grand opening of Gentile, a new “Joe” not just for Athletics but for community and campus events. Conducted a facilities audit and began work on short- and long-term solutions for the training and competitive sports needs of all 15 programs.
Cultural Immersions: Increased diversity awareness through staff participation in “cooking” presentations at staff meetings; developed cultural and Ignatian immersions for men's basketball as prototype for future student-athlete international experiences.

ASSESSMENT FINDINGS:
SA Exit Interviews/NCAA Survey: Conference finish for men’s basketball as prototype for future student-athlete international experiences.

GOALS:
Transforming the Student-Athlete (SA): Broaden SA development, integration, & outreach to strengthen athletics as a co-curricular activity through increased collaborations with academic advising, career development, & leadership training; enhanced campus & community partnerships; staff initiatives for more visible Ignatian presence in SA development programs.
Sports Performance: Working with Goal #1, focus on health and well-being in transformational education and holistic development of the student-athlete; implement programs that maximize individual and team sports performance (2012-13 assessment topic). Facility: Strive to fulfill goal of implementing short and long term solutions for basketball, volleyball, and track and field, including a court-sport practice facility and fieldhouse (moving forward 2011-12 goal for 2012-13).
Enhancing external revenue streams: In addition to ongoing initiatives, incorporate the 50th anniversary celebration of the 1963 Game of Change as a national exposure platform through increased marketing and branding collaborations. Working with Goal #3, increase revenue from facility rentals.
Institutional alignment: In addition to active participation in conference expansion discussions, address alignment; fit, and values consistent with Loyola educational mission and programs. Staffing: Implement Phase 3/Year 3 restructuring department to support adding value to the transformational experience of SAs; improve the overall efficiency of staff and fiscal operations to raise the profile of Loyola’s athletics programs, enhance services to student-athletes, and expand and reorganize the department in a manner consistent with Division I peers. Increase customer engagement with managerial presence in all food service locations.

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

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

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

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

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

DID YOU KNOW?
The highest level of expenditures occur in the months of September, January and June.

The Division of Student Development employed 520 student workers in the 2011-12 school year.
HIGHLIGHTS:
Loyola 360, a new First Year retreat program, served first year students and utilized 35 student leaders. Companions teams were expanded to include programming for Juniors/Seniors and interfaith activities. The Hillel (Jewish organization) hosted five shared dinners for the major religious holidays with over thirty students in attendance. Protestant ministry saw an increase of 15 students per weekly worship service. One ABI trip focused on wetlands restoration in an estuary affected by the BP oil disaster in southern Louisiana. The group was accompanied by Communications professor, Elizabeth Coffman, who screened her documentary, Veins in the Gulf, about the area’s disappearing coastline, to a public audience at Nicholls State University in Thibodaux, LA. Over 75 students collected 5000 pounds of food for 400 families in need who are supported by the Glenmary mission in Vanceburg, Kentucky. Music ministry commissioned a processional song which debuted at the Mass of the Holy Spirit. At the music ministers’ retreat, the composer deepened the ministers’ understanding of the song’s role in mass. A Christian Life Community was started for Spanish speaking students, increasing the number of CLC groups with a cultural emphasis.

ASSESSMENT FINDINGS:
Twenty-eight juniors and seniors articulated that their needs are for programs that address vocational discernment through half-day retreats or in a coffee shop or “Theology on Tap” venue. Students involved in Interfaith programs enjoy informational events, but a majority asked for events that would incorporate more depth and action/service components so that people would better understand their faith tradition. Based on evaluations, students continue to express high satisfaction with immersion trips, indicating a 4.8 average on a 1-5 point scale describing their overall experience. One hundred percent of CLC Companions identified that the activities of communal prayer, the Examen, and service were spiritually transformative experiences. 1081 students and 125 student leaders participated in 30 retreats, a 66% increase of both participants and retreats. Student leaders with the 9:00 p.m. mass choir consistently remain involved with the preparation and leading of music.

GOALS:
The junior/senior chaplaincy will collaborate with Off-Campus Student Life and the Career Development Center to incorporate spiritual development into upper class experiences. Highlight the religious diversity of the Loyola student community by hosting interfaith events during Welcome Week, Homecoming and Weekend of Excellence. Broaden students’ faith and spiritual practice through personal and communal experience of prayer that are reflective of Ignatian spirituality. Form students to lead their peers in theological reflection and to lead their faith communities.
Community Service and Action serves the diverse Loyola undergraduate students and local communities by engaging Loyola undergraduate students in meaningful co-curricular service experiences that incorporate reflection and leadership development in the context of our Jesuit heritage. We challenge students to build the greater good by sharing their gifts and talents to create the change the world seeks.

MESSAGE FROM DIRECTOR:

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

HIGHLIGHTS:

Jumpstart arrived at Loyola in the fall, placing students in preschool classrooms to help children develop the language and literacy skills they need to succeed in school. Sixteen students volunteered and we expect that number to more than double next year. Local Alderman Joe Moore attended a classroom session to see the great work being done by Loyola students. The number of graduating Loyola seniors committed to post-graduate volunteer service doubled in 2012. Over 30 graduates will serve, with others still discerning the opportunity. A commissioning service was held during graduation week for these students and their families. Additionally, Loyola was ranked nationally by the Peace Corps as a top source for volunteers. Loyola received top honors in the President’s Higher Education Community Service Honor Roll again in 2011. Named a finalist, Loyola stands among the top 20 community-engaged campuses in the nation. The Center for Community Service and Action serves the diverse Loyola and local communities by engaging Loyola undergraduate students and local communities by engaging Loyola undergraduate students in meaningful co-curricular service experiences that incorporate reflection and leadership development in the context of our Jesuit heritage. We challenge students to build the greater good by sharing their gifts and talents to create the change the world seeks.

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

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

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

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

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

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

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

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

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

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

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

Increase awareness of SYI and its programs.

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

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

MESSAGE FROM PROGRAM COORDINATOR:
EVOKE has had another wonderful year of walking with students as they discover who they are and what they are called to do. We are extremely excited to announce the beginning of a new program for our second year undergraduate students: Second Year Initiatives (SYI). Through new initiatives and collaborations, our vision is to build a holistic experience for second year students, allowing them to realize the goals set forth in the Loyola Experience Four Year Plan.
HIGHLIGHTS:
Loyola Dining increased their overall engagement and communication with Residence Life and Student Government. During the Fall semester the Cuisine Team was created by Loyola Dining Services. The dining service team met regularly with the RHA board, the Residence Life Committee, and USGA to strategically enhance programs and respond to the needs of student.

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

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

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

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

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

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

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

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

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

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

GOALS:
Enhance retail services including refresh of food court locations.
Expand sustainability efforts by partnering with LUC to implement composting on campus.
Pursue active partnership with CUERP and sustainability groups on campus, supporting elimination of bottled water sales.
Increase membership base of Cuisine Team.
Complete facility and programmatic planning in preparation for Damen Student Center, DiNobli Hall, Center for Sustainable and Urban Living green cafe operations.
Increase customer engagement with managerial presence in all food service locations.

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

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

STUDENT CLIENT MESSAGE:
“The Loyola Phoenix” from Feb. 1, 2012 - A Vegan Society member, Tyler Tedesco states: “The Vegan Society meets with the dining services a few times a semester and they are always willing to help out, they even take recipes and suggestions from us. Loyola Dining is always positive when students go in with suggestions and show concern for getting more food options. They are a pleasure to work with.”

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

We employ over 210 front line associates. Our longest tenured employee has worked at Loyola in the food service division for more than 30 years.
HIGHLIGHTS:
Developed, implemented, and assessed a learning outcome based programming model grounded in the department’s six core values.
Restructured, redesigned and enhanced RHA to become a stronger voice regarding residential advocacy issues, representation and traditions.
Conducted audit of release/exemption process and responded and implemented all suggested recommendations and changes.
Developed new hiring, selection, training, and supervision processes for front desk and student office assistant staff that provided better support, training and development.
The number of first-year Learning Community students increased by 100 students to almost 300 students this year. In addition, LC’s were expanded to include sophomores, juniors, and seniors for the first time with the creation of the Urban Issues and School of Communications LC’s at the Water Tower Campus.
Department won the 2011 Staff Council “Team Spirit Award.”

ASSESSMENT FINDINGS:
In November, 85% of first-year Learning Community students indicated that they had become friends with members of their community.
Continue to re-evaluate the cost-to-quality of the residence hall experience and its overall value to the residents as only 60% of residents rate it good or higher.
RAs engaged approximately 12,105 students who participated in at least 1,517 community building initiatives this year.
Ninety-four percent of RAs agreed or strongly agreed that they were confident in their ability to develop community.
Dining Services still accounts for the 4 out of 5 of our lowest mean scores on the EBI survey. We must work to improve these scores to increase overall residence hall satisfaction.
Seventy-two percent of first-year Learning Community students said that they would reach out to their Learning Community Mentors if they had an academic question or concern.

GOALS:
Continue with phase two of the implementation of the Learning Community program as we bring online the Wellness Learning Community for first and second year students and Leadership Learning Community for first year students and expand the International Learning Community to include sophomore and transfer students.
Further enhance the use of technology as it relates to educating students, staff and faculty about departmental processes and procedures (i.e. check-in/out, health and safety checks, returning room selection, etc.).
Continue to develop the department’s programmatic learning outcomes and objectives to become more congruent with that of the division and campus partners.
Revamp Fall/Spring RA class syllabus to be more curriculum and developmental based.
Develop and populate an electronic furniture inventory system for the residence halls.
Collaborate with Campus Ministry and Jesuits in residence to create a greater connection and continued programming related to faith development in the residence halls.

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

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

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

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

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

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

ASSESSMENT FINDINGS:

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

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

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

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

GOALS:

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

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

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

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

STUDENT/CLIENT MESSAGE:

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

From a Baumhart resident and WTC Core Team member:

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

DID YOU KNOW?

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

Terry Student Center is home to the All Saints Chapel (3rd floor) - a place for quiet prayer and reflection in the midst of the bustling WTC.
MISSION STATEMENT:
The Wellness Center provides high quality, interdisciplinary medical, mental health and health promotion services that enable our diverse student population to more fully participate and succeed in the college experience. By enhancing health and wellness within the context of a Jesuit Catholic institution, each student is empowered to take responsibility for self care by making informed lifestyle choices that contribute to their own success and to the well-being of the community.

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

HIGHLIGHTS:
High quality healthcare was delivered at the Wellness Center in response to high demand. There were a total of 21,013 student contacts, including 17,501 clinical visits (medical 12,709 and mental health 4,792). Health promotion accounted for 3,512 outreach contacts, including 17,501 clinical visits (medical 12,709 and mental health 4,792). Six in-depth trainings on dating and domestic violence, sexual assault and stalking were provided for various campus departments as a result of funding from a Department of Justice grant. Calls to the advocacy line increased. The Coordinated Community Response Team spearheaded Sexual Assault Awareness Week and other programmatic and policy efforts.

ASSESSMENT FINDINGS:
AlcoholEdu for College continues to be an effective primary prevention method. Seventy-four percent of first year students (N=1,521) completed AlcoholEdu for College during the fall semester and midway through fall semester, 63% did not drink alcohol. When surveyed a total of 89% of students responding that AlcoholEdu helped them identify/help someone with alcohol poisoning. Mindfulness Meditation continues to be very effective in helping students deal with their perceived stress. Of those students in the Mindfulness Meditation group who responded to pre/post test, 100% saw a decrease in their Perceived Stress Score. A new Saturday morning group proved to be successful with 100% of participants stating the program was beneficial.

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

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

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

GOALS:
Revise strategic plan based on recommendations from the Administrative Program Review.
Introduce Wellness Center services at the Water Tower Campus geared toward graduate and professional students.
Develop and implement a Wellness Center based canine therapy outreach initiative.

In partnership with Residence Life and Academics, develop and implement Wellness Learning Community programs.

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

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

The Wellness Center initiated a sustainability committee to better align with the University’s sustainability efforts. The committee is multidisciplinary and develops internal policies relating to sustainability for the center. Areas of focus include the recycling of medical waste, placement of recycling bins and recycling ink cartridges. Six in-depth trainings on dating and domestic violence, sexual assault and stalking were provided for various campus departments as a result of funding from a Department of Justice grant. Calls to the advocacy line increased. The Coordinated Community Response Team spearheaded Sexual Assault Awareness Week and other programmatic and policy efforts.
August 2012

Dear Members of the Loyola University Chicago Community:

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

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

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

FROM THE ASSOCIATE VICE PRESIDENT AND DEAN OF STUDENTS

Jane Neufeld K.C. Mmeje, Ed.D.

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

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

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

Care for Community
I promise to acknowledge and celebrate diversity. I will contribute my talents, gifts, and ideas to strengthen the community. I aspire to be a person for others committed to working toward a more just world.
HIGHLIGHTS:
Ramble Outdoors has facilitated meaningful transformative experiences for 1270 Ramblers.
Ramble Outdoors has collaborated with 26 different programming areas within the University.
The fitness instructor training program welcomed the largest class in two years for the 2012 Spring semester.
There were approximately 170,324 visits this year (avg of 1074 visits per day) with 90% of those users being students.
The Campus Recreation Department established a seven member Club Sport Council that assisted in the administration of the FY13 Club Sport Budget.
Several Club Sports teams adopted a family as part of “Loyola Gives” program and raised $1300 for the family.

ASSESSMENT FINDINGS:
One hundred percent of participants responded that the Sophomore backpacking trip provided space for meaningful reflection and that they would recommend the experience to others.
Eighty-four percent of the respondents use the Halas Recreation Center 3 or more times per week.
One hundred percent of surveyed pool users rated our student lifeguard staff as “above average” in courtesy and customer service.
Ninety percent of surveyed pool users rated our student lifeguard staff as “above average” in courtesy and customer service.
Ninety percent of respondents stated they will participate in some type of Intramural Sports activity in the future and those stating that they will not participate in any activities in the future was because they would be graduating.
Seventy-two percent of respondents said, one of the reasons they stay at Loyola is because of the Club Sports program with which they were involved.
Ninety-two percent of the Club Sports respondents were very satisfied with their academic performance while participating in one or more club sport activities.

GOALS:
Recruit and hire a new Aquatics and Special Events Coordinator and a new Intramural Sports and Club Sports Coordinator.
Establish written policies and procedures for employees and participants in the Intramural Sports program.
Ramble Outdoors will begin an outdoor equipment rental service in the Halas Recreation Center.
Increase the opportunity for the fitness staff to engage in continuing educational opportunities.
Redevelop the Campus Recreation Department’s website.
Revise and/or develop the Halas Recreation Center Membership and Facility usage policies and procedures.

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

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

STUDENT/CLIENT MESSAGE:
“The instructors are really great. They lead the class and push us to improve every week. I love attending classes with these instructors! They are fun individuals that provide organized and intense workouts.”
— Group Fitness Participant

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

DID YOU KNOW?
If you swam 169,804 laps in the Halas Recreation Center pool it is equivalent to swimming from the Lake Shore Campus to the Rome Center.
The LUC Club Sports teams traveled to 10 states and competed against 70 different colleges and universities this year.
MISSION STATEMENT:
The Off-Campus Student Life Office (OCSL) supports Loyola’s non-residential student populations - commuter and off-campus students. OCSL supports off-campus students by strengthening the relationship between our student and non-student neighbors in Edgewater and Rogers Park. We collaborate with Loyola's Community Relations Office and Loyola Campus Safety, as well as neighborhood associations and the Chicago Police Department, to heighten student awareness of the responsibilities of being a good neighbor. OCSL supports commuter students through advocacy and programming. OCSL works with a variety of campus partners to help the campus community recognize the needs and challenges of our commuter student population.

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

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

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

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

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

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

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

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

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

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

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

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

Partner with Registration & Records and ITS to improve the collection rate of non-residential student emergency contact information in LOCUS.
MISSION STATEMENT:
The Office of Student Conduct and Conflict Resolution (OSCCR) is dedicated to providing a safe environment for students by promoting responsible decision making and a focus on self-awareness. We also strive to strengthen relationships between students and their communities by encouraging students to embrace the choices they have made, enforcing accountability, and engaging in open dialogue with community members.

MESSAGE FROM DIRECTOR:
The OSCCR staff worked hard this year to keep up with a higher than ever case load (over 1430 incidents reported) - up 37% from 1047 in AY 2010-11 while expanding and enhancing services provided to students. Under new direction, the office developed a values statement and strategic plan that drew upon staff and student experiences to identify various areas for improvement.

HIGHLIGHTS:
Collaborative drafting of an OSCCR Strategic Plan to guide the office through the next 3 years of service expansion and quality improvement;
Collaborative revision and campus-wide promotion of a “Good Samaritan Policy” that has increased the numbers of student-reported incidents of medical crises due to alcohol;
Significant enhancements to the office’s implementation of its student conduct database, ADVOCATE by Symplicity, such that OSCCR is now recognized by Symplicity as a leading institution in effective use of the database’s available features;
Development of new sanction options, including a values workshop, mentored disciplinary service hours, and an online instructional course about file sharing and responsible use of technology;
Enhanced training and collaborative partnership with the Department of Residence Life, a key stakeholder and campus partner in the success of Loyola’s student conduct system; and
A thorough revision of Loyola University Chicago’s Community Standards document (which includes the Student Code of Conduct) to make the document more accessible to students and more conducive to positive ethical development.

ASSESSMENT FINDINGS:
Of the 656 students found responsible for misconduct, 58 (9%) appealed their decision, with 9 (1.4%) decisions overturned or modified.
On average, only 32% of students reoffend after their first incident of misconduct (recidivism rate over four years, from 2008-2012), and only 13% reoffend more than once.
Seventy-eight percent of students surveyed, who have gone through the student conduct process “agree” or “strongly agree” that, “I understand how accepting responsibility for my behavior helps me become a better member of my community;” while only 12% disagree/strongly disagree.
Sixty-five percent of students surveyed, who have gone through the student conduct process “agree” or “strongly agree” that, “I was given the chance to tell my side of the story;” while only 23% disagree/strongly disagree.

GOALS:
Continue developing a comprehensive menu of sanction options for student misconduct;
Engage in additional outreach to residential and off-campus students to offer pro-active mediation and conflict resolution support and services;
Draft an “Inclusion and Cultural Competence” statement that reflects the office’s commitment to those values;
Utilize assessment data from the NASCAP survey to prioritize service areas for improvement/enhancement;
Assess the Student Community Board member experience and utilize data to create an outcome-driven leadership curriculum for that program; and
Reduce average time for resolution of incidents to within five business days of the report (except for reports requiring extensive investigation).

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

The Student Community Board is a student organization trained and supported by the OSCCR to provide peer-to-peer adjudication for groups of students.
MISSION STATEMENT:
Student Activities & Greek Affairs (SAGA) offers opportunities for students to connect, learn, and engage beyond the classroom. Through shared experiences students gain a greater sense of self and community to foster positive social change.

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

HIGHLIGHTS:
SAGA developed and began to execute a plan to overhaul the Registered Student Organization Program. The key development was the creation of a new RSO manual complete with new policies and risk management processes. The plan also focuses on implementing targeted communication efforts and educational workshops to help stakeholders transition with ease.
The Greek community inducted Alpha Delta Pi and Sigma Chi and welcomed Delta Sigma Phi to conclude a three year expansion effort. The addition of these chapters offer students increased access to the many rich developmental opportunities intrinsic to the Sorority & Fraternity Life program.
The Student Activities & Greek Affairs team, in cooperation with the Department of Programming and registered student organizations, offered over 550 student programs and events this past academic year.
Assessment data shows that men and women involved in a sorority or fraternity at Loyola University Chicago are more likely to have a higher GPA than unaffiliated students. The Sorority & Fraternity Life “All-Greek” GPA has been consistently higher than the “All-University” GPA for the last 3 years.

ASSESSMENT FINDINGS:
This year Student Activities & Greek Affairs focused assessment efforts on Sorority & Fraternity Life (SFL):
Seventy-eight percent of responding students strongly agreed that as a result of being an affiliated member they are more likely to complete their degree at Loyola.
Eighty-six percent of responding students strongly agreed that as a result of being an affiliated member they were better able to articulate their values, attitudes and beliefs.
Ninety-two percent of responding students strongly agreed that as a result of being an affiliated member they felt a part of the campus community.
Ninety-seven percent of responding students strongly agreed that as a result of being an affiliated member they were able to connect with other students.

GOALS:
Increase the visibility of Student Activities & Greek Affairs.
Implement the Registered Student Organization Program overhaul plan to increase student satisfaction, address risk management issues and offer enhanced opportunities for students to develop leadership skills.
Continue to move to intentional programmatic advisement for registered student organizations: enhance outreach efforts, increase accountability and develop student organization advisor training and resources.
Enhance the Special Events Program by adding student planning committees to Homecoming and Senior Send Off.
Create and implement a Sorority & Fraternity Life chapter recognition and assessment program.

DID YOU KNOW?
Ten percent of the registered student organizations on campus were newly formed this year; taking the total number of RSOs to 204.
Chi Omega raised over $5,000 at their Inaugural Dodge ball Tournament; making it possible to grant one full wish through the Make-a-Wish Foundation.

STUDENT/CLIENT MESSAGE:
“Thank you for your help with our organization this year. We appreciate all you do for us - you really helped make our year a success!”

"Being Greek at Loyola has opened so many doors for me as an undergraduate and has helped to shape the person I am today and strive to become.”
The Department of Student Centers began its professional staff expansion with the hiring of Geoffrey Foote, who will serve as the WELCOME CENTER.

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

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

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HIGHLIGHTS:
The Department of Student Centers began its professional staff expansion with the hiring of Geoffrey Foote, who will serve as the WELCOME CENTER.
MISSION STATEMENT:
The Department of Student Diversity and Multicultural Affairs (SDMA) believes that part of Loyola’s promise to prepare people to lead extraordinary lives requires us to truly be a home for all people, by embracing all races, sexes, gender identities, religions, ethnic backgrounds, socio-economic classes, sexual orientations, and abilities. SDMA promotes essential values that help sustain this diversity—including respect for others, close personal relationships, effective communication, and an engaged concern for the common good.

MESSAGE FROM DIRECTOR:
The Department of Student Diversity and Multicultural Affairs (SDMA) underwent significant change this year with the welcoming of three new Program Coordinators and a Director. In the midst of reflection, transition, and change, SDMA successfully implemented 75 workshops, events, retreats, and trainings that impacted 2,200 students, staff, and faculty. In the coming year, SDMA is excited to expand its initiatives to provide richer opportunities that raise social consciousness and Intentional support for the LGBTQI population at Loyola.

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

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

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

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

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

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

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

Heritage months are led by student groups, such as the Latin American Student Organization, Black Cultural Center, and Council of Pan Asian Americans.
MISSION STATEMENT:
In collaboration with University and community partners, Student Leadership Development (SLD) seeks to provide high quality leadership development experiences by providing programs and serving as a resource. The department seeks to: identify, promote, and provide experiences to support development of the competencies associated with effective leadership; provide students with opportunities to examine and affirm their personal values, talents, and passions; prepare students to be engaged in ethical leadership for the common good.

MESSAGE FROM DIRECTOR:
SLD enjoyed a great year. Positive evaluations were received for SLD workshops, and for SLD programs requested by departments and student groups. To support students in years 3 and 4, a career track was added to the Student Leadership Institute. The new LEAD retreat provided 1st year students with a sense of community, and helped them actively engage on campus. We partnered with Student Diversity & Multicultural Affairs (SDMA) on The People’s Institute, a new retreat focused on leadership and social justice. The 1st year of The People’s Institute retreat was very successful. This collaboration with SDMA provided 26 students and 5 staff with the opportunity to explore their multiple identities, the concept of privilege, and their own capacity to be social change agents. Students indicated that it was a powerful experience and that they felt supported in this journey.

HIGHLIGHTS:
The number of participants at the Student Leadership Institute increased from 59 in 2011 to 83 in 2012. A great deal of positive feedback was received. To address last year’s goal of expanding the scope of the SLI to better meet students’ developmental needs, a track of workshops for juniors/seniors was created in partnership with the Career Development Center. The 2011 National Jesuit Student Leadership Conference was a highly successful event with 375 participants from 26 of the Jesuit Institutions. The student planning team did a tremendous job and received much positive feedback. Multiple student committee members said that hosting the NJSLC was the best they have done at LUC.

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

The 1st year of The People’s Institute retreat was very successful. This collaboration with SDMA provided 26 students and 5 staff with the opportunity to explore their multiple identities, the concept of privilege, and their own capacity to be social change agents. Students indicated that it was a powerful experience and that they felt supported in this journey. One of our events designed to address student’s requests for more opportunities to form a sense of community outside of formal programs was a leadership banquet. This was attended by over 30 people in April. Students shared stories about their experiences with SLD programs, and connected with each other during conversations at dinner.

ASSESSMENT FINDINGS:
After participating in the NJSLC 90% of respondents felt more prepared to incorporate Jesuit values into their leadership; 98% felt part of a greater community of peers at Jesuit colleges and universities; 89% found their community service experience valuable; 96% of respondents said their overall experience was good or excellent. All LEAD retreat participants said it helped them gain leadership skills, learn about their strengths, and gain knowledge about leadership, service, and involvement opportunities; 94% explored personal values and their definition of leadership; 94% increased their confidence in leadership roles; 95% developed meaningful relationships with peers during LEAD.

All SLI participants said that the information presented supported their leadership development; 96% would recommend the experience to others; 79% had a better understanding of social justice after the SLI; 85% more confident in their leadership skills due to the SLI; Students appreciated networking, and gaining new insights about leadership. Students rated (from 1 - 4) TP1’s effect on improving their knowledge and skills: communication (3.5), critical thinking (3.8), leadership (3.8), and social responsibility (3.9).

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

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

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

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

STUDENT/CLIENT MESSAGE:
“SLD has helped me to grasp the concept of leadership in its theoretical and applied forms... The most important thing I have taken away is that leadership takes many forms and that many people can be leaders in many ways.”
— Natalie Foster

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

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

The Social Change Model of leadership informs SLD programs. The individual, group, and community domains of the SCM align with LUC’s Student Promise.
HIGHLIGHTS:
John Dugan, Assistant Professor in Higher Education, received the 2011 Outstanding New Scholar Award from the College of Education Alumni Association at the University of Maryland.
Bridget Turner Kelly, Associate Professor in Higher Education, received the 2011 Outstanding Contribution to Student Affairs Through Teaching Award from NASPA’s IV-East Region.
Chris BoNe, Higher education alum (MED ’11) is a 2012 recipient of ACPA’s Annual Coeptis Award. This is one of the most prestigious awards that the association gives in honor of emerging professional potential.
Kyle Anderson, Higher Education alum (MED’ 12) published two columns in the Huffington Post.
Sara Furr, current PhD student, published a book chapter in a new NASPA publication on Asian American students and Pacific Islander students.

ASSESSMENT FINDINGS:
Top 5 areas students accepted positions— Residence Life (Manager/Director) (6); Admissions (4); Student Support Services (Asst. Director) (3); Academic Advising/Services (3); Student Programming (2)/Resident Director (2) Source: Placement Report from 2011 graduates.
Eight graduates report remaining in positions held at time of graduation; 0 graduates accepted a position outside the field of higher education; 1 graduate entered an advanced graduate program (Ph.D., Ed.D etc.). Source: Placement Report from 2011 graduates.

GOALS:
Create and teach new on-line versions of core courses for International Higher Education master’s program, beginning Fall 2012.
Review doctoral curriculum and implement doctoral-only sections of select core courses.
Revise and update program’s learning outcomes (competencies, knowledge, dispositions).
Implement new PhD writing requirement for Fall 2012 admissions.

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

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

Christopher Alparshy, Marketing and Communications
Dr. Sam Attoh, The Graduate School
Diana Adams, Conference Services
Mike Alexander, Graduate School of Business
Patricia Antkiewicz, LUMA
Ben Anderson, S.J.
Mark Andrews, S.J.
Mark Archbold, Academic Advising
Fred Barnhart, J.D., Libraries
Mary Bird, The Law School
Lauren Bindhaard, Services for Students with Disabilities
Joe Bodin, Treasurer’s Office
Lt. Joe Bogdalek, Campus Safety
Mark Brooks, S.J.
Bob Brunersteel, S.J.
April Browning, Fine and Performing Arts
Joan Bulletin, Health Science Marketing
Peter Buhl, Capital Planning
Brandon Buck, S.J.
Colleen Calvey, Alumni Relations
Sarah Camargo, Parking Services
Dr. Tony Castrana, History
Patti Caray, LUREC
Thomas Canton, Human Resources
Dr. Martin Allen Cheffey, Office of the Provost
Jennifer Clark, Capital Planning
Jennifer Clemens, Campus Reservations
Scott Connings, LUREC
Shauna Conley, Treasurer's Office
Case Coughlin, Director of Residence Life
Carol Coyne, Gannon Center
John Cunningham, S.J.
Ole Tho Cunningham, Campus Safety
Bill Curtin, Facilities
Justin Dufresne, S.J.
Dr. John Dugan, School of Education
Jennifer Fiebig, Psychology
Chad Robert Fitzgerald, Campus Safety
Dr. Marcel Federicks, Sociology
Paul French, William Ferris Chordale
Marcella Gallegos, The Graduate School
Michael Garamzin, J.J. President
James Garberzio, Psychology
Randy Gilbome, Institute for Pastoral Studies
Kevin Gilgip, S.J.
Dr. Alan Goldstein, Political Science
Joe Glaubert, Fine and Performing Arts
Allyson Golding, The Law School
Dr. Patrick Green, Center for Experimental Learning
Quita Green, College of Arts and Science
Melinda Gunn, Ambrose High School
Damielle Hamon, Human Resources
Jason Harbison, Biology
Jonathan Hintzelmman, Advancement
Dr. Betty Jones-Henewenty, Women and Gender Studies
Katie Hession, University Marketing and Communications
Burry Hunkensold, Alumni Relations
Claire Dina Hiyoso, Alumni Relations
Amanda Hittman, LUREC
Brant Hovenga, Advising
Lee Hubbard, LU Choice
Kathryn Jackson, Center for Experimental Learning
Rich Jacques, Facilities
Mike Jersewitch, Facilities
Kevin Kaufman, Advising
Ashley Korea, Experimental Learning
Brian Keiller, First and Second Year Advising
Meg Kelly, Services for Students with Disabilities
Tom Kelly, Human Resources
Dr. Marilyn Krogh, Sociology
Bill Laird, Finance
Michael Lambros, Stritch School of Medicine
Julie Laffitt, Learning Community
Gina Latimore, LUREC
Matthew Lavret, S.J.
Jan Letlow, School of Business
Dr. Robert Ludwig, Institute for Pastoral Arts
Dr. Marta Lund, School of Social Work
Dr. Art Lupes, College of Arts and Sciences
Jeremy Lynch, The Hub
Dr. Kathleen Maas Wegert, Gannon Center
Keith Mackewicz, S.J.
Susan Malisch, Information Services
Sarah Malisof Tobek, Alumni Relations
Sgt. Bruce Mc Creas, Campus Safety
Heather McNally, Facilities
Nicole Mosien, Alumni Relations
Reed Miller, Sociology
Steve Milton, S.J.
Edward Moore, Financial Aid
Richard Munroe, 22nd Ward
Ellen Munro, General Counsel
Dr. Brent Oregre Murphy, School of Communication
Chris Murphy, Mission and Identity
Karen Murray, School of Continuing and Professional Studies
Sean O’Hagan, Information Services
Joe Oriole, Facilities
Brant Paulson, S.J.
Ben R. Penglase, Anthropology
Dr. Hannah Rockwell, School of Communications
Summur Roberts, Community Relations
Tara Riley, Treasurer’s Office
Stephen Ravenscraft, Marketing and Communications
Tara Riles, Treasurer’s Office
Summur Roberts, Community Relations
Dr. Hannah Rockwell, School of Communications
Tomika Rodriguez, DePaul University
Dr. Patricia Vigen, Theology
Dr. Bridget Turner-Kelly, College of Education
Dr. Nancy Tuchman, Office of the Provost
Kara Vignon, Theology
Tim Walker, Information Services
Anna Weinberg, J.D., The Law School
Katrina Weiner, Academic Advising
Brigid Welch, Amundsen High School
Dr. Brian Wiatrek, First Year Experience
April Whitemore, Community Relations
Kana Whitemeyer, Facilities
Richard Williams, Special Events
Dr. De’Sha Wolf, Achieving College Excellence
Kathleen Worsdal, Campus Card and Communication
Bill Sherry, Facilities
Kyle Shimazaki, S.J.
Janet Sobe, Gannon Center
Wayne Siwek, Facilities
Tracy Stawburger, Accounting
Lorraine Saylor, Office of the President
Jeanne Sokolec, School of Social Work
Dr. Ann Soleti-Tzawadi, School of Nursing
Greg Spaulding, Facilities
Dr. Kevin Starkes, School of Business
Jean Staski, Human Resources
Kathleen Stemple, Campus Card and Communication
Don Sujack, Alumni
Terry Thomas, Advising
Pat Trinco, Information Services
Amy Trujillo, Dining
Alex Tuchman, LUREC
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Kana Whitemeyer, Facilities
Richard Williams, Special Events
Dr. De’Sha Wolf, Achieving College Excellence
Susan Yamp, Purchasing
Caro Young, School of Social Work
Dr. Carol Schleidt, Learning Tech and Assessment Office of the Provost
Bill Schaefer, Admissions, Undergraduate Admissions
Darby Jones, Career Development
Robert Saul, Library
Alex See, School of Business Administration
Julie Selin, SBA Business Career Services
Katy Shavano, University Marketing and Communication
Bill Sherry, Facilities
Kyle Shimazaki, S.J.
Janet Sobe, Gannon Center
Wayne Siwek, Facilities
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Susan Yamp, Purchasing
Caro Young, School of Social Work
**ENROLLMENT DATA FALL 2011**

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**HELPFUL INFORMATION ABOUT STUDENT LIFE AT LOYOLA**

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<thead>
<tr>
<th>First-Time (freshman) students</th>
<th>Undergraduates</th>
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<tr>
<td>Percent who are from out of state</td>
<td>40 35</td>
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<tr>
<td>Percent of men who join fraternities</td>
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<tr>
<td>Percent of women who join sororities</td>
<td>12 11</td>
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<tr>
<td>Percent who live in college-owned, operated, or affiliated housing</td>
<td>84 38</td>
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<tr>
<td>Percent who live off campus or commute</td>
<td>15 61</td>
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<td>Percent of students age 25 and older</td>
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<td>Average age of full-time students</td>
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<td>Average age of all students (full- and part-time)</td>
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Counts include students with two or more majors. (Please keep in mind that the counts represent the number of majors. They include anyone who had two or more majors during that term. For example, if a student had a double major in Political Science and International Science, they were counted twice - once in each major.)

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