LOYOLA UNIVERSITY CHICAGO

STUDENT AFFAIRS

Annual Report 2008
July 2008

DEAR MEMBERS OF THE LOYOLA UNIVERSITY CHICAGO COMMUNITY:

I am pleased to present to you the annual report for the Division of Student Affairs. The report is a good summary of the many activities and programs offered during the academic year 2007–08 by the departments within the division. You will see in the report the wide array of programs and services that have been offered and the assessments for those programs. I believe that student affairs can and should be proud of the many successful endeavors from this past year.

The division continues to grow and expand with the student enrollment in order to provide the best possible programs, services, extra-curricular and co-curricular activities for our students and community. One particular program to which I am pleased to call to your attention is the division’s work with the Principles of Good Practice for Student Affairs at Catholic Colleges and Universities. The directors and I spent last fall discussing these important principles and then documenting the many ways we put them into practice at Loyola. I think you will see that we take our roles as educators at a Catholic and Jesuit university very seriously. For more information on this program, I call your attention to the booklet Living the Principles in which you will find a more detailed description of our efforts.

The Loyola University Chicago mission states that we are a diverse community, and this past year, the University separated the student diversity program from the Department of Student Life and created a new Department of Student Diversity and Multi-Cultural Affairs within the Division of Student Affairs. This summer, the department moved into new offices in Mertz Hall. And, as we go to press, I am pleased to report that the director of the department is Mr. Javier Cervantes. I am certain the University will be impressed by the work of the staff of this important department and our renewed commitment to our diverse community.

As we complete one year, we are always looking ahead to the next. We give thanks for our accomplishments, and we pray that God will bless our new programs and initiatives and the many good works of the Division of Student Affairs in this coming year.

Sincerely,

Richard P. Salmi, S.J.
The Student Promise

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

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

**CARE FOR OTHERS**
I promise to recognize that each 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.

The Student Promise was unveiled in spring 2007 to take the place of what was known as the University ethos statement. In the fall 2006, the director of Judicial Affairs initiated dialogue with the vice president for Student Affairs to discuss the tone, clarity, and content of the University ethos statement. It was determined that a new document would be created to better represent the student-focused, community-oriented approach of Student Affairs.

The Judicial Affairs staff created an ethos statement revision committee. It was determined that the committee should consist predominantly of students. Seven students with various backgrounds and interests and four staff members from the offices of Judicial Affairs, Mission, and Student Diversity constituted the committee.

Once the committee was formed and goals were clearly identified, a new document representing the voice and spirit of the students of the Loyola University Chicago community was created. After 14 weeks of research, dialogue, and drafting, The Student Promise was approved by the vice president for Student Affairs, the University president, and the Board of Trustees. It is important to note that the final product was a direct representation of the values identified as important to the Loyola University Chicago student body. The process was initiated by the Office of Judicial Affairs and Office of the Vice President for Student Affairs; however, the process was student-driven. The committee hopes The Student Promise will be used to inspire empowerment, pride, and student-to-student accountability in an effort to care for self, others, and the community.

Students are challenged to think of these three areas when faced with decisions and are encouraged to make decisions that benefit all.

Throughout the 2007–08 academic year, the Student Judicial Board participated in several events in order to promote awareness of The Student Promise. Promotional items were designed and distributed to the student body. The Office of Judicial Affairs also arranged Together We Care: The Student Promise Week of Service.

The Student Promise has been incorporated into the programmatic elements of Discover Loyola, the new-student orientation and first-year convocation. The Office Judicial Affairs continues to develop new ideas for The Student Promise.
Living the Principles of Good Practice for Student Affairs at Catholic Colleges and Universities

As an active member of both the Jesuit Association of Student Personnel Administrators and the Association for Student Affairs at Catholic Colleges and Universities, Loyola’s Division of Student Affairs takes its role in educating students in the Catholic tradition very seriously. Therefore, with the publication of the Principles of Good Practice, the leaders of the division immediately sat down to evaluate current practices and programs through the lens of those expectations.

Throughout the fall 2007 semester, each principle was discussed at length, and department directors shared specific examples of how their units accomplished their stated objectives. During the spring 2008 semester, a comprehensive document highlighting each department’s contributions to each principle was created. The information was shared with the President’s Cabinet as well as with the Board of Trustees. Further, a session on process was presented at the 2008 ASACCU annual conference.

Still, these are only the first steps. Even as policies, practices, and programs that exemplify these principles have been identified, new ways to make them come alive are also being discussed. In the months and years ahead, each department will continue to strive to inject the spirit of the principles into their work with the Loyola community.

To the right is the full list of the principles as well as a brief statement highlighting how the Division of Student Affairs interprets them.

To access the full document that describes in detail how each department operates within the expectations, visit LUC.edu/studentaffairs/pdfs/principles.pdf.
**PRINCIPLE ONE**

Welcomes all students into a vibrant campus community that celebrates God’s love for all.

The Division of Student Affairs can best be characterized as living out cura personalis—care of the whole person—and extending that care to every single member of the student body.

**PRINCIPLE TWO**

Grounds policies, practices, and decisions in the teachings and living tradition of the Church. Builds and prepares the Student Affairs staff to make informed contributions to the Catholic mission of the institution.

Whether in the form of the Student Handbook, individual departmental guidelines, or educational programming, each functional area strives to act in accordance with the tradition of the Catholic Church. Doing so allows all staff members to be active participants in spreading the Gospel message.

**PRINCIPLE THREE**

Enriches student integration of faith and reason through the provision of co-curricular learning opportunities.

Each department is fully committed to holistic education and provides countless opportunities for students to complement their classroom curriculum with experiential lessons through participation and leadership in co-curricular activities.

**PRINCIPLE FOUR**

Creates opportunities for students to experience, reflect, and act from a commitment to justice, mercy, and compassion, and in light of Catholic social teaching to develop respect and responsibility for all, especially those most in need.

Serving others is at the very core of Student Affairs, and so it follows that the various departments invite and encourage students to participate in service opportunities. As role models, advisors, and mentors, staff is then able to engage students in conversation as they reflect upon and process their experience.

**PRINCIPLE FIVE**

Challenges students to high standards of personal behavior and responsibility through the formation of character and virtues.

As partners in “preparing people to lead extraordinary lives,” the division starts by setting clear and high expectations, while also supporting students as they struggle with personal decision-making.

**PRINCIPLE SIX**

Invites and accompanies students into the life of the Catholic Church through prayer, liturgy, sacraments, and spiritual direction.

The heartbeat of the Church can be felt in sacred moments. The division is committed to ensuring that such moments may occur on campus and encouraging all students to take time out of their busy lives to be in contact with the Divine.

**PRINCIPLE SEVEN**

Seeks dialogue among religious traditions and with contemporary culture to clarify beliefs and fosters mutual understanding in the midst of tensions and ambiguities.

It is essential to the educational function of each department that staff members support student learning in the areas of religious differences and contemporary culture. To that end, each area offers a variety of programs, sessions, and workshops aimed at fostering a community of mutual understanding and respect.

**PRINCIPLE EIGHT**

Assists students in discerning and responding to their vocations, understanding potential professional contributions, and choosing particular career directions.

One measure of the success of the work of the Division of Student Affairs is the quality of relationships that staff members develop with students. The care and concern that serve as the hallmark of those relationships inspire students to open their hearts and share their dreams, hopes, and fears.
FROM THE DIRECTOR
JOHN PLANEK

‘Our student athletes continue to be at the head of their class and on the top of their game. This has been made possible through the generous support of the University. With plans to make even greater strides, the athletic department envisions a very successful future.’

HIGHLIGHTS 2007–08

• In conjunction with the Horizon League Network and KOST Broadcasting, Loyola Athletics was able to stream all men’s and women’s home basketball games, all Horizon League women’s volleyball games, the Horizon League Softball championships, men’s volleyball games against Penn State and Ohio State, and all Loyola commencements at the Joseph J. Gentile Center live on the Web.

• Men’s Soccer won its first regular-season Horizon League title.

• Women’s Soccer repeated as Horizon League champions, marking the third League championship for the program in the last five years (2003, 2006, 2007).

• More than 4,000 runners competed at the annual Sean Earl Lakefront Invitational hosted by Loyola in late September.

• The Loyola men’s cross country team placed second, and the women third, at the Horizon League Championships.

• The men’s volleyball team advanced to the MIVA Tournament semifinal round for the eighth straight season.

• Head men’s basketball coach Jim Whitesell became the first Loyola coach since Gene Sullivan (1980-89) to win 10 or more games in each of his first four seasons on the Lake Shore Campus.

Athletics

OUR MISSION

The Department of Intercollegiate Athletics seeks to promote in its student athletes the spirit of searching for truth, pursuing excellence, and living for others.

At the same time, the department encourages positive attitudes toward physical fitness, academic development, religious commitment, and moral character. The department provides opportunities for its student athletes to acquire a strong sense of pride, sportsmanship and personal integrity; experience the positive effects of teamwork, an appreciation of diversity, and a strong sense of loyalty; and recognize the benefits of hard work, patience, and perseverance in athletic competition.
Five Loyola intercollegiate teams have been honored by the NCAA for their recent Academic Progress Rate scores. The NCAA recognizes the teams whose multi-year APR scores rank in the top 10 percent of all squads in their respective sports. The Loyola men’s basketball, men’s cross country, men’s indoor track and field, men’s outdoor track and field, and women’s soccer teams were saluted for their outstanding academic achievements.

At the end of the spring semester, of the 208 student athletes at Loyola, 73 percent had a GPA of 3.0 or higher for the semester, with 64 percent achieving a cumulative GPA of 3.0 or higher.

Approximately one-third of student athletes boasted a cumulative GPA of 3.5 or higher.

GOALS 2008-09

• Complete the second phase of the strategic plan and assessment of Ramblers 2013. This reflects implementation of the strategic plan undertaken in 2003 and marks its halfway point.

• Maintain high student-athlete graduation rate and continue to be a leader in reaching APR standards.

• Continue to involve student athletes in ongoing community activities and service projects.

• Continue to fundraise, plan, and work to ensure the construction of the Varsity Athletic Complex.

• Continue to increase the quality and quantity of Web-streamed events, including those that are non-athletic.

• Work collaboratively with School of Communication to enhance academic opportunities and experiences for students as they relate to the production of Loyola athletic events in the electronic and print media.

‘I chose Loyola because I knew going there would lead to an exceptional future.’

—SHANNON FINNEGAN, JUNIOR, WOMEN’S BASKETBALL
FROM THE MANAGER
IRINA GREENWALD

‘Financial stability in the division has been reached by the diligent work of all budget administrators. We work as a team to secure future funding for new programs. In the upcoming year, as new funding is limited, we will evaluate the use of existing funding and make appropriate changes in allocations. We also will continue to work with the departments to assure early involvement of the budget office in future projects.’

HIGHLIGHTS 2007–08

- The division expects to complete the year on budget. This can be attributed to the monthly review process established in previous years and continuous communication between the budget office and the directors.

- Funding was secured for multiple capital projects and upgrades that enhance the quality and convenience of facilities used by students. That includes: furniture upgrade in the Student Union and recreation room at the Wellness Center, Bremner Lounge upgrade, and Hoyne Field upgrade.

- In cooperation with the Phoenix management team, business processes and procedures were established that ensure financial stability of the newspaper. For the first time, the paper has generated enough revenue to fund an upgrade of its computer system.

- The U-Pass program has been ranked No. 1, in terms of programs and services, on the Undergraduate Student Satisfaction Survey (spring 2007). Effective distribution and communication with students have made the program successful.

Budget Office

OUR MISSION

The Student Affairs Budget Office provides support to all departments in Student Affairs in the area of finance and accounting, including recordkeeping, budgeting, efficiency of operation, and cost savings. The office works with individual departments to assure financial sustainability on various projects. The office also advocates for funding to support the departments and programs.

‘Most people think I work only with numbers, but I also have the pleasure of working with students. This past year I worked closely with the Business Manager from The Phoenix. Together, we were able to close the year with a $27,000 surplus rather than a deficit – something that hasn’t happened for five years.’

—IRINA GREENWALD
GOALS 2008-09

- In collaboration with the Department of Intercollegiate Athletics, complete selection and implementation of ticketing software.

- Schedule workshops for new budget administrators in the division to educate them about the budget process, financial policies, and business procedures at the University.

- In partnership with staff members in the area of Student Activities, establish a new process for distributing and monitoring the Student Activity Fund.

- Maintain semi-annual budget reviews with directors of all departments in the division.

- Supply managers with data that proves funds have been used efficiently.

- Continue development of the self-funded programs including Campus Recreation’s personal training and massage therapy programs.

‘When I was hired to clean up and manage the Phoenix’s finances, I quickly felt like I was in over my head. Irina has been a valuable resource for the Phoenix and I have greatly appreciated her assistance, input, and diligence on a variety of projects.’

—MARK ARNOLD, STUDENT BUSINESS MANAGER, THE PHOENIX
FROM THE DIRECTOR
DIXIE A. BENNETT

‘The Department of Campus Recreation, Student Centers, and the University Welcome Center continues to contribute significantly to Loyola student satisfaction and involvement within the University. With the completion of the Halas Sports Center renovation, students, faculty, and staff enjoy a modern, comfortable facility with state-of-the-art exercise and weight equipment as well as improved aquatic and gym space. Renewed emphasis is being placed on student employee training to not only enhance patron satisfaction but also to emphasize employee satisfaction and enjoyment in their role within the department. The department looks forward to continuing to support our students and guests by responding to the shifting needs of the Loyola community.’

HIGHLIGHTS 2007–08

• The Halas Sports Center completed its total renovation in time to celebrate its twenty-fifth anniversary.
• The renovation of the major conference room, new plasma screens, and art pieces in Zipoli’s recreation room as well as the creation of a “third-space” area in the lobby of Centennial Forum Student Union improved its functionality and appearance.
• With the addition of a full-time staff member, the University Welcome Center has become the central information hub on campus, with more than 6,000 visits this year.
• The Club Sports Program added three new clubs and experienced a 24 percent increase in the number of students participating in the program. The men’s volleyball club placed second at NIRSA’s National Sports Club Championships. Men’s ice hockey won its league championship.
• The Group Fitness Program increased the number of classes per week by 10 percent, resulting in a 22 percent increase in participation.

OUR MISSION

The Department of Campus Recreation, Student Centers, and University Welcome Center strives to provide a high standard of excellence for the University community and our guests through recreational, student, and Welcome Center programs and facilities. The department is committed to serving our diverse community through quality campus experiences that contribute to the physical, mental, psychological, and social well-being of the individual. By providing opportunities through structured activities for leadership, socialization, self-actualization, and enjoyment, the department contributes to the holistic educational mission of Loyola and strives to enhance the community’s quality of life.
ASSESSMENT RESULTS

Full-time undergraduate students in the 2008 Recreation Impact Study reported the following:

- **90 percent** have used the Halas Sports Center.
- **70 percent** feel participation in the sports center contributes to their quality of life at Loyola.
- **94 percent** feel maintaining a healthy lifestyle will be important after they leave school.
- **89 percent** feel they improved their fitness level through sports center activities.
- **70 percent** have used the facility for one or more years.
- **87 percent** feel the facility is clean and provides a safe environment.
- Requests for more exercise equipment, extended building hours during the week, and extended pool hours were suggested by respondents.
- Intramural assessments revealed that by participating in intramurals, respondents felt less stressed and more energized, and had an enhanced feeling of general well-being. More than three-fourths of respondents reported they would participate again in the program.
- Assessments in the Student Centers indicated that **55 percent** of the respondents visited our two student centers at least six or more times per week. The top three reasons for visiting the Student Centers were the dining, computer lab, and Union-sponsored events. **More than 75 percent** of respondents indicated that they have used the newly created “third-space” area in the lobby of CFSU. Students indicated that they would like more events, better lobby furniture, and additional televisions as their top three suggested improvements.

GOALS 2008-09

- Develop student staff training systems to increase and improve overall skill knowledge and enhance customer satisfaction.
- Establish and assess learning outcomes within the student employment and programming areas.
- Increase the marketing and promotions for all departmental events and activities.
- Implement a massage therapy program for the University.
- Coordinate with the American Council on Exercise to offer a training and certification program for personal trainers.
- Improve the structure of the Union Programming Board to enhance programming activities and increase awareness of and participation in those activities.
FROM THE DIRECTOR

JACK McLEAN

‘Student Leadership Development celebrated a banner year. First, Loyola successfully hosted and facilitated Ignite 2007, the National Conference for LGBTQ students from Jesuit Colleges and Universities. Second, the department instituted Catalyst, a well-received day-long spring leadership workshop. Finally, the department implemented formal training for student members of the Loyola Board of Trustees Committees. These new initiatives complemented the Second Annual Student Leadership Institute, the Third Annual Madonna Scholars Leadership Workshop, and the Fourth Annual Team Loyola: AIDS Run & Walk Chicago.

Student Leadership Development looks forward to continued collaboration with other departments and divisions to further institutionalize student leadership development. It is particularly hopeful about establishing additional for-credit undergraduate leadership courses and participating in the Multi-Institutional Study of Leadership.’

HIGHLIGHTS 2007–08

• Expanded Second Annual Student Leadership Institute to include two keynote speakers and 22 workshops. More than 120 students registered for the institute.
• Facilitated Ready, Aim, Inspire, a half-day leadership workshop developed by Loyola students for Madonna Scholars, girls from traditionally under-represented groups that attend Catholic girls’ high school on partial scholarships.
• Implemented Catalyst, a leadership workshop focused on authentic leadership.
• Hosted Ignite 2007, the Fourth National Conference for LGBTQ Students from Jesuit Colleges and Universities.
• Co-facilitated Christian Leadership Retreat focusing upon leadership development for students involved in various aspects of University ministry.

• Implemented the first Student Member of Board of Trustees training. The session focused on students who sit as ex-officio members of Committees of Loyola’s Board of Trustees.
• Coordinated Team Loyola: AIDS Run & Walk Chicago 2007. More than 500 faculty, staff, and students participated, earning the honor of ‘largest team’ award for third consecutive year.
• Expanded Loyola’s Leadership Link, an e-mail newsletter, to more than 1,750 subscribers.

OUR MISSION

The Department of Student Leadership Development, in collaboration with other departments and divisions, seeks to provide high-quality leadership education through programs, workshops, conferences, presentations, and advising.

The department seeks to:

• Identify and promote the competencies associated with effective leadership development.
• Provide opportunities for students to discover their potential and examine their personal values, opinions, and beliefs.
• Prepare students to be informed, educated leaders who exhibit courage, character, and respect for others.
• Advise students in group development and organizational management.

The department, staffed with a full-time director, is also responsible for advising Unified Student Government and coordinating chapter activities for Alpha Sigma Nu, the Jesuit Honor Society.
From Loyola’s Second Annual Student Leadership Institute:

- **89 percent** of respondents strongly agreed or agreed that the keynote speaker was motivational and inspiring.
- **91 percent** of respondents strongly agreed or agreed that the workshop presentations met or exceeded their expectations.

From Catalyst:

- **100 percent** of participants in the Catalyst Program said Loyola should continue to offer it, and **100 percent** would recommend it to someone else.

From Team Loyola: AIDS Run & Walk Chicago:

- **90.98 percent** of participants said they planned to participate in Team Loyola: AIDS Run & Walk Chicago again.

**GOALS 2008-09**

- Collaborate with Academic Affairs to develop a for-credit undergraduate leadership course.
- Facilitate Loyola’s participation in the 2008–09 Multi-Institutional Study of Leadership.
- Institutionalize Catalyst Workshop and Training for student members of Board of Trustee Committees.
- Enhance marketing efforts for Student Leadership Development.

‘By attending the Catalyst leadership program, I learned how to actively listen, focus on the needs of others, and reflect on my strengths and weaknesses. I also came to understand the importance of group participation: we all are leaders and any one of can be a catalyst in a given situation.’

—STUDENT PARTICIPANT
FROM THE DIRECTOR
WARREN F. HALE

‘The Department of Residential Life continues to seek opportunities that enhance the residential living experience of our students through the implementation of innovative programs, such as Living Learning Communities, faculty involvement in the residence halls, and the renovation of residential facilities.’

HIGHLIGHTS 2007–08

• Marquette Hall, the latest addition to our residence halls, was opened: a four-floor apartment residence housing men and women in studio and one-bedroom units.

• In collaboration with the Wellness Center and Campus Ministry, developed Wellness Teams to better meet the needs of residence-hall and apartment students. The Wellness Teams met weekly to discuss and develop intervention strategies designed to respond to the academic, personal, and social needs of resident students.

• The curriculum for the Resident Assistant Seminar Class was revised. Changes were made to better meet the training and development needs of paraprofessional staff.

• The Department of Residence Life was selected as one of the host institutions for the Association of College and University Housing Officers–International South African Study Tour.

• In collaboration with the College of Arts and Sciences, three new Residential Living Learning Communities were created for first-year residence-hall students. The Residential Living Learning Communities are centered around the following subjects: biology, chemistry, pre-health, psychology, and environmental concerns.

• Increased the number of resident assistant/resident manager applicants by 66 percent.

‘I learned a lot about how to interact with people and also how to speak to them about problems. I learned a lot of new skills that I would have never been able to develop without this experience.’

—RESIDENT ASSISTANT
The Department of Residence Life had an 82 percent return rate for the 2007 EBI Benchmarking Study conducted in November 2007. The EBI 2007 study uses a scale of 1 (less satisfied) to 7 (most satisfied) with the goal of 5.50.

Areas in which the Department of Residence Life achieved or exceeded the goal include: resident tolerance, safety and security, satisfactions with student-staff, diverse interactions, sense of community, personal growth, and personal interactions.

Areas in which the Department of Residence Life did not achieve the goal of 5.50 include: time management, study, problem-solving, services provided, apartment area programming, and dining services.

Student Voice surveys were conducted on several departmental functions that included: residence hall move-in process, resident assistant/resident manager selection process, re-application process, residence hall social programming, and resident assistant/resident manager training. Survey information collected from these processes will be used to improve and enhance these processes.

GOALS 2008-09

- Implement the pilot Residential Living Learning Communities in conjunction with the College of Arts and Sciences, engaging students, faculty, and staff throughout the academic year.
- Explore the expansion of additional Residential Living Learning Communities with the Schools of Business and Communications.
- Develop a Residence Life Master Plan for the south area of campus along Kenmore Avenue.
- Use the 2007 EBI Benchmarking Study data to develop strategies to: improve the quality of services provided to residents, explore issues related to study environments in the residence halls, improve apartment programming, and provide avenues for residents to express concerns related to dining services to management.
FROM THE DIRECTOR

KEVIN HUIE

‘With the former Office of Student Diversity recently being designated its own department, now titled the Department of Student Diversity and Multicultural Affairs, the staff was given the task of assessing its operation this past academic year. Through benchmarking, interviewing, focus groups, and consultation with an outside expert, the department was able to achieve the following:

• Strictly define its role within the division and among faculty, staff, and students.
• Structure and define staff assignments in order to fulfill our mission and goals.
• Understand our current and future needs as they relate to space (office, meeting, social, storage, etc.) and financial resources.
• Understand the needs of other departments as they relate to diversity and multiculturalism.

Moreover, our efforts this past academic year have reflected our initiative to enhance and formalize our retention programs as well as further the partnerships in our programming. We have made a stronger connection to our students and the departments that are crucial to our success. As we look to the future, continued strategic planning will be the key to further progress.’

HIGHLIGHTS 2007–08

• Collaboration and Partnerships: The department was able to partner with more than 20 constituents throughout the year to incorporate existing and new programming into the University’s calendar of events.
• Formation of Diversity in Education Workshop Series: The department was able to formalize a series of workshops for students as well as a separate series for faculty and staff. These workshops were in addition to the diversity training requested by various departments.
• Leadership and Engagement Opportunities for Students: A major goal of the year was to engage student leaders in developing their leadership skills, gaining hands-on experience in providing for their peers, and working within a team environment. This was achieved in part by hosting the Third Annual Leadership Summit, a day-long series of workshops for 71 students from 17 organizations. Staff members also engaged students by presenting at the Second Annual Student Leadership Institute organized by the Department of Student Leadership Development. In addition, department staff supported, engaged, and mentored students through four signature programs: Diversity Council, the Black Men’s Initiative, the Black Women’s Retreat, and the STARS program.

OUR MISSION

The Department of Student Diversity and Multicultural Affairs advances the recognition and appreciation of our diverse community, promotes multicultural education across campus, and fosters a supportive, inclusive environment for all students, faculty, and staff at Loyola University Chicago in collaboration with other departments and programs and in partnership with community and student organizations. It firmly believes that part of preparing people to lead extraordinary lives requires us to truly be a home for all cultures and people, regardless of their race, gender, religion, ethnic background, socioeconomic class, or sexual orientation.
The Department of Student Diversity and Multicultural Affairs engaged students, Student Affairs staff, University administrative leadership, and various departments in focus groups to gain a broad perspective as to the expectations that our existing and future partners have for us.

The department also brought in an outside consultant, Kevin Carreather from Salisbury University, to speak with students, staff, and faculty in order to assist us in making the appropriate recommendations for strategic planning.

The department, in its annual assessment of its two retention initiatives, saw significant improvement in both the overall involvement and the persistence of participants.

95 percent of STARS participants continued from first semester to second semester.

Participants in the Black Men’s Initiative indicated several reasons why the initiative was important to them: the ability to develop brotherhood in the community; a sense of friendship among students, faculty, and staff; an opportunity to discuss issues; having a voice; the ability to see brothers achieve success; the sense that they are not individual members and are not the only minorities on campus; and a sense of a “building bridges” atmosphere within the group.

ASSESSMENT RESULTS

• Develop and implement a Diversity in Education curriculum of programs and initiatives as it relates to cultural competence, multicultural understanding, and leadership in diversity. Encourage wider campus participation from students, staff, and faculty.

• Advocate for, support, and enhance the continuation, personal achievement, and holistic development of students within our retention initiatives by: developing more intentional and immediate outreach to first-year student participants, continuing to work with our academic and student affairs’ partners to track and highlight student success and persistence, and expanding efforts of advising and mentoring students through needs assessment and intervention.

• Strategically plan, further develop our programming efforts, and use our new staff positions in order to: promote and maintain a community of respect, tolerance, and inclusiveness; increase the use and visibility of our new space; and involve more campus organizations and departments in our work.

GOALS 2008-09
FROM THE DEAN OF STUDENTS  
JANE NEUFELD

The Department of Student Life has enjoyed a very successful year providing quality co-curricular experiences to enhance what students learn in the classroom. We will continue to create leadership opportunities for students to become engaged with the Loyola and Rogers Park communities and to be men and women in the service of others.

HIGHLIGHTS 2007–08

• The Office of Student Activities and Orientation began the 2007-08 year with Discover Loyola, Loyola’s new-student orientation program. More than 2,000 freshmen and 600 transfer students attended one of the 16 summer orientation sessions. Additionally, Discover Loyola provided 28 undergraduate students and two graduate interns with summer leadership opportunities.

• The director of Judicial Affairs and dean of Students assisted in the creation and implementation of the Behavioral Concerns Team.

• A new assistant dean of Students for Off-Campus Student Affairs was hired.

• Twenty-eight Greek Life students, accompanied by staff, traveled to Mobile, Ala., to work with Habitat for Humanity, assisting families displaced by Hurricane Katrina on the Third Annual Alternative Break Immersion, Greeks for a Good Cause.

• The Unified Student Government Allocations Committee, a student committee advised through SAO, allocated more than $300,000 to 85 student organizations.

• A programming board was established at Water Tower Campus. The group comprises six students who brainstormed, implemented, and evaluated more than 20 programs during the year.

• The Student Promise was written for students by students in spring 2007 semester. It was unveiled during the Discover Loyola sessions in summer 2007 and presented to the class of 2012 at freshmen convocation by the Unified Student Government Association president.

• The Student Judicial Board expanded to 15 members from the original 10. This allowed the SJB to hear more cases than previous years.

• Staff, in collaboration with students, in Judicial Affairs created and began a pilot program to address the nationwide institutional concern of binge-drinking behaviors demonstrated by college students. Binge Nation takes form in a Web site to foster dialogue through a forum, articles, blogs, and video. It is hoped that Binge Nation will inspire an attitudinal and behavioral shift in college students.

The Department of Student Life provides opportunities and consistent support in order to develop confident, self-aware student leaders who are engaged in their community and dedicated to being men and women for others. The department is composed of the following areas: Student Activities and Orientation, Judicial Affairs, and Student Life at the Water Tower Campus. Our central mission is educating and empowering students to lead and to serve. We embody this mission by: upholding the Jesuit tradition of educating the whole person and caring for the individual; contributing to the holistic development of students by offering a broad range of co-curricular activities and experiences that focus on areas of intellectual, social, spiritual, cultural, and recreational growth; and encouraging students to take responsibility for shaping their experiences.
ASSESSMENT RESULTS

• Students who attended Discover Loyola were very satisfied with the experience they had while on our campus. **91.69 percent** of respondents indicated that following their orientation experience they were confident that Loyola was the best fit for them. Additionally, **94.05 percent** of respondents believed that Discover Loyola was a valuable program that prepared students for the transition to Loyola.

• A key to future success for the Binge Nation program hinges on assessment. A baseline survey was conducted in spring 2008 among undergraduate students. Major areas of interest: **98 percent** of students surveyed believe they know what binge drinking is, and **93 percent** believe a binge-drinking culture exists at Loyola. **60 percent** believe binge drinking is dangerous, yet **50 percent** think it is acceptable to binge drink. **60 percent** participate in binge-drinking behavior regularly, such as drinking games. **30 percent** of Loyola students surveyed had a negative experience due to binge drinking (hospitalization, police contact, injury, or illness). The information gathered from the survey helps staff and administration understand student attitude and thoughts toward binge drinking. The information will inspire articles, forum topics, and video for the Web site as well as give the project administrators a benchmark for a shift in attitude among Loyola students after the site is launched.

GOALS 2008-09

• Develop Off-Campus Student Life Office in collaboration with Campus Safety and Public Affairs.

• Develop and enhance Greek Life at Loyola.

• Continue to work collaboratively with other areas—specifically Departments of Student Diversity and Multicultural Affairs, Campus Recreation, Residence Life, Athletics, Alumni Relations, University Ministry, and Evoke—to provide quality student programming at both campuses.

• Revise and assess student workshops on how to budget and how to program.

• Offer formal mediation as an option to students to help resolve disputes before they become a conduct issue.

• Provide more support and awareness around issues related to sexual misconduct/assault.
FROM THE DIRECTOR
DIANE ASARO

‘The Wellness Center continues to provide high quality cost-effective health services in an increasingly demanding setting. Clinical visits and programming increased significantly, and it was also the first year of implementation of a federal grant on harm reduction related to alcohol use. Much time was spent in developing and proposing a University-wide Behavioral Concerns Team. This served to increase the center’s visibility within the University community, resulting in increased referrals.’

HIGHLIGHTS 2007–08

• The implementation of a Behavioral Concerns Team was proposed to the University community and met with positive response. The BCT is a University-wide, comprehensive system to identify, respond to, and support at-risk students. The early identification of students experiencing behavioral difficulties ensures that students receive the support and access to resources necessary to progress toward graduation. The system is designed to provide the structure, policies, and actions to support students in a caring and holistic manner while simultaneously attending to the needs of the Loyola community. Weekly Wellness team meetings will continue to form a core outreach component geared toward prevention, early identification, and intervention.

• The Wellness Center is at the midway point of implementing its grant-funded project to reduce high-risk drinking and associated harms among first-year male students. Supported by the U.S. Department of Education Office of Safe and Drug-Free Schools, the project has launched an early screening and intervention program, completed the first phase of a community assessment, and conducted a survey of faculty and staff. Results are being used to inform plans to further engage key constituents in evidence-based prevention efforts.

• The Wellness Center implemented electronic medical records (EMR). Charting and scheduling is done through the PointnClick EMR system. This has allowed self check-in for students. Workflow was evaluated and showed a more efficient work process and increased student and employee satisfaction.

• The Wellness Center was able to document its contribution to student retention. On the Patient Satisfaction Survey administered at the end of the semester, 95 percent of students who came in for reasons that would interfere with retention said the services provided by the Wellness Center contributed to their ability to stay at Loyola.

• Clinical visits increased by 18 percent from last year in large part due to increased outreach efforts by staff.
The Wellness Center continued to provide quality healthcare services in response to ongoing high demand from students. Clinical visits numbers increased 18 percent from last year. Of these, 13,831 were medical visits, and 4,022 were mental health visits. In past years, mental health visits hovered at 13 percent of the total. Increased outreach and awareness may account for this increase. More than 900 individual students sought mental health support in the past year. 100 other students utilized mental health group services.

Online service usage remained high, with 31,400 visitors to the Wellness Center Web site, 13,086 visitors to the Student Self-Care Guide, and 282 online mental health screening and educational tools being completed.

The results of the 2008 Core Alcohol & Other Drug Survey of undergraduate students (n=1,346) show that alcohol and other drug-related attitudes, behaviors, and consequences remain fairly constant, i.e.: Although most students drink in moderation or not at all, a significant minority drinks in a high-risk fashion.

Negative consequences of drinking are not uncommon and affect students who drink as well as those who do not.

The Wellness Center was able to document its contribution to student retention. The question—Did you come to the Wellness Center for a reason that could interfere with your ability to stay at Loyola? If yes, did the services provided by the Wellness Center contribute to your ability to stay at Loyola?—was added to the Patient Satisfaction Survey at the end of the semester. 21 of the 100 students who responded to the survey said that they came to the center for a reason that would interfere with retention. 20 of the 21 students responded that the services contributed to their ability to stay at Loyola.

ASSESSMENT RESULTS

GOALS 2008-09

Enhance outreach to distressed students through: the addition of a designated Health Educator liaison with Office of First-Year Experience to address specific needs of first-year students and the development of interdepartmental support groups for students on academic probation.

Implement the BCT initiative with a 40 percent rate of faculty/staff participation in training.

Assess telephone triage systems (Dial-a-Counselor) for mental health appointments. Recent reports from peer institutions suggest that such a program may improve efficiency through direct referrals to community providers.

Assess needs in response to limitations of physical space and identification of possible solutions.

Reduce alcohol-related harm to students by:

Increased awareness of Choice. Control. Character. and its programs, services, and prevention messages. Increased ability and intention of faculty, staff, and parents to talk about drinking (risks, consequences, concerns, help/resources) with students.

Increased knowledge in the Loyola community and neighbors about local environmental factors that support high-risk drinking.