FROM THE VICE PRESIDENT

July 2009

DEAR MEMBERS OF THE LOYOLA UNIVERSITY CHICAGO COMMUNITY:

As you will read, a vast range of educational, cultural, athletic, spiritual and social activities were available to Loyola students. As the incoming Vice President, I am excited, honored, and blessed to have this opportunity to work with an amazing team of educators. I am also looking forward to building upon the great foundation laid by Father Richie Salmi, my predecessor and now President of Spring Hill College.

I believe it is through the creation of signature programs and the enhancements to campus events and traditions that together, students, faculty, staff and administrators will begin to identify shared experiences. More directly, I intend to lead our efforts to articulate the developmental and sequential activities, programs and services that tell the Loyola Student Experience.

At the same time, it is not just about the programs, services and opportunities. The residence and dining halls, chapels, athletic and recreational complexes, fields, lounges, offices, and all of the places where students learn, grow and develop (both on and off campus) are paramount. The upcoming groundbreaking for the Gentile Annex, the further development of the residential village, and an improved student center are highlights for the entire community in the years to come. In essence, the facilities where student development is occurring must match the excellent educational experience students are receiving.

Indeed, the entire University community should be proud of the great work done to promote an engaging and spiritual campus life. It is my intention and goal that the Loyola Student Experience will be of the highest quality in the nation – diverse in offerings and experience, full with expectations and promise, but also development and purpose. It is this integrated Jesuit education that will serve our students best and be most transformative in their lives.

As we stand at the start of a new school year, we look ahead to tremendous potential, excitement and growth. We will experience transition as we welcome Ministry, Evoke, and Sacramental Life to the division and re-name ourselves the Division of Student Development. We join the entire university community as well as the Board of Trustees in adopting a new Transformative Education focus and model. While our name and structure may change, our commitment to the holistic development of our students remains the same.

I want to share my congratulations on what has been an amazing year for Loyola. I pray that God will bless our collective vision for what can be and what is possible.

Sincerely,

Robert D. Kelly, PhD
Vice President of Student Development
Our Mission

We are Chicago’s Jesuit, Catholic University—a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice, and faith.
The Men’s Project
Exploring the Role of Masculinity in Society

“The Men’s Project will create lasting and positive change at Loyola and in the world by empowering men through self-understanding to take a stand against rape and other forms of violence in their daily lives.”

— VISION STATEMENT FOR THE MEN’S PROJECT, 2009

One of the most exciting examples of collaboration among different departments of the Division of Student Affairs in 2008-09 has been the success of the Men’s Project, a joint initiative by the Department of Student Diversity and Multicultural Affairs, Office of Student Conduct and Conflict Resolution (formerly Judicial Affairs), Department of Residence Life, and Wellness Center to provide a safe forum for male-identifying students to explore the role of masculinity in society. The idea for the Men’s Project was inspired by Student Affairs staff who recognize that a forum did not currently exist for male students to explore what “being a man” means—or should mean—in their collegiate lives. Therefore, the Loyola University Chicago Men’s Project (modeled after a similar program at Colorado State University) was developed to serve the dual purpose of giving male students a safe forum for the open discussion of masculinity and exposing them to gender-related issues, such as date rape, hyper-masculine aggression, and homophobia.

Over the course of 10 weeks from February to April, participating students met weekly with Student Affairs staff to discuss readings, share personal stories and challenges, and engage in campus events promoting responsible behavior for college men. In addition to the weekly discussion meetings, the men joined in solidarity with Sexual Assault Awareness Group for their annual Take Back the Night event and were trained by the Wellness Center on bystander intervention skills to confront sexual violence.

Looking ahead to the future, the facilitation team hopes that 8-12 students will participate each semester (the small group allows for more deep and meaningful conversation). After completing the program, Men’s Project alumni will be invited to assist with facilitation of the next semester’s program, a strategy the facilitation team expects will keep interested students engaged and provide them with valuable leadership opportunities.

In addition to being the subject of a glowing article in the Loyola student newspaper, the Phoenix (Uetricht, 2009), the program was highly praised by the students who participated. One student called the Men’s Project “by far the most view-altering experience I have had here at Loyola. There is not a student, aware or ignorant of these issues, who could not personally benefit in the greatest in dealing with their own personal relationships with men and women.” Another student shared, “To be honest, I never thought about 80 to 90 percent of what was discussed in the Men’s Project before this semester, which I think is a testament to just how great a need there is for these things to be discussed among men.”

The facilitation team plans to continue the Men’s Project into 2009-10, running the program both in the fall and spring semesters, and hopes that eventually the program will become one of the more sought after leadership opportunities for Loyola men.

“The Men’s Project was by far the most view-altering experience I have had here at Loyola. There is not a student, aware or ignorant of these issues, who could not personally benefit in the greatest in dealing with their own personal relationships with men and women.”

— LOYOLA STUDENT
The Department of Intercollegiate Athletics looks forward to the completion of the Varsity Athletic Complex. This addition to the Gentile Center will be a major asset in helping us recruit for sports, specifically when competing against other institutions and Horizon League members. Our coaches and staff continue to work hard preparing our student-athletes to excel in their respective sports and to lead extraordinary lives.

HIGHLIGHTS 2008–09

- Women’s cross country won the Horizon League.
- Men’s cross country placed second in the Horizon League.
- Men’s soccer won the Horizon League and participated in the NCAA tournament for the second time in three years.
- Women’s soccer won the first-ever outright regular-season Horizon League title.
- Men’s volleyball hosted UCLA at the Gentile Center and beat defending national champion Penn State.
- More than 4,000 runners competed at the annual Sean Earl Lakefront Invitational hosted by Loyola in October.

After taking my recruiting trip, I knew Loyola was the perfect fit for me. The balance between academic excellence and the culture of the athletic teams made my decision to come here very easy.”
—MALCOM DEBAUN, SENIOR, MEN’S SOCCER

ASSESSMENT RESULTS

- Six Loyola intercollegiate athletic teams have been honored by the NCAA for their most recent Academic Progress Rate (APR) scores. The NCAA recognizes those 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, women’s soccer, and women’s softball teams were saluted for their outstanding academic achievements.
- At the end of the spring semester, of the 211 student-athletes at Loyola, 78 percent had attained a GPA of 3.0 or higher for the semester, with 73 percent achieving a cumulative GPA of 3.0 or higher.
- Thirty-five percent of student-athletes boasted a cumulative GPA of 3.5 or higher.

GOALS 2009–10

- Continue to fundraise, plan, and work collaboratively to ensure the funding of the Varsity Athletic Complex.
- Complete construction on the track at nearby Saint Scholastica High School and begin usage.
- 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 increase the quality and quantity of Web-streamed events, including those that are not athletic.
- Work collaboratively with the School of Communication to enhance academic opportunities and experiences for students, as it relates to the production of Loyola athletic events, in the electronic and print media.

FROM THE DIRECTOR

JOHN PLANEK

"Aft er taking my recruiting trip, I knew Loyola was the perfect fit for me. The balance between academic excellence and the culture of the athletic teams made my decision to come here very easy.”
—MALCOM DEBAUN, SENIOR, MEN’S SOCCER
Student Affairs is wrapping up another year on budget, while completing all projects and programs that were planned for. Each budget administrator has been very diligent in monitoring spending, resulting in financial stability in the division as a whole. With additional consideration and planning, we were able to expand some of our programs without further cost to the University. In the upcoming year, we will continue developing self-funded programs and look into possibilities of additional funding through grants and fundraising.

**HIGHLIGHTS 2008-09**
- The division expects to complete the fiscal year on budget. This can be attributed to the continuous monitoring of the budgets, which includes monthly reports and semi-annual budget review with the directors of all departments.
- In collaboration with the athletic department, selection of new ticketing software was completed. The software was implemented in time for the 2008-09 basketball season, which had a 7 percent uptick in sales. Further, the system collects valuable information about purchasers that can be used to assist marketing and communication efforts.
- The recordkeeping procedures in Halas Sports Center were reviewed and adjusted in collaboration with staff.
- A business manual was created by the new business team of the student newspaper, the Phoenix. For the second year in a row, the newspaper is expected to complete the fiscal year with a surplus.
- The office created and filled a new position, accounting assistant.
- In collaboration with key constituents, the office began the process of expanding the U-PASS program to include more graduate students.

**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 operations, and cost savings. The office works with individual departments on various projects to ensure financial stability. The office ensures close linkage between departments under the Student Affairs Division and the University Finance Division.

**GOALS 2009-10**
- In collaboration with Information Technology and the Graduate School of Business, establish a new and improved process for distribution of the U-PASS.
- Offer workshops for new budget administrators in the division in order to educate them about the budget process, financial policies, and business procedures at the University.
- Continue working with the Phoenix management team to ensure the financial stability of the student newspaper and reinforce business processes that have been established.
- In partnership with the Office of Student Activities and Greek Affairs, establish a new process for distributing and monitoring the Student Activity Fund.
- Maintain semi-annual budget reviews with the directors of all departments.
- In order to ensure that funds are used effectively, provide managers with data on the usage of funding for programs.
- Monitor performance of multiple programs to ensure that they continue to be self-subsidized; such programs include personal training and massage therapy in Campus Recreation as well as athletic fundraising events.
- Continue to manage the financial operations of the Department of Residence Life in such a way that allows the department to regularly schedule upgrades in the residence halls.
The Department of Campus Recreation, Student Centers, and the University Welcome Center continues to significantly contribute to the Loyola student’s satisfaction with and involvement within the University community. Both the professional and student staff of the department enjoy the myriad ways in which we intersect with the University community and guests: promoting health and fitness, being the first face of the University at the Welcome Center, providing directions and information through the Student Centers’ information desks, and introducing new students to the collegiate scene through special freshmen programming. The department is excited to continue to support the University’s goals and mission through our efforts in Campus Recreation, the Student Centers, and the University’s Welcome Center.

**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 guests through the recreational, student, and welcome centers’ programs and facilities. The department is committed to serving the diverse university community by providing quality campus experiences that contribute to the physical, mental, psychological, social, and general 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 University community’s quality of life.

### HIGHLIGHTS 2008–09

- The Halas Sports Center experienced an 8 percent increase in annual and semester memberships.
- The Fitness/Wellness area saw an increase of 29 percent in group fitness participation, added a new campus-wide walking program with 45 initial participants, and successfully added massage therapy. In addition, the department successfully partnered with the American Council on Exercise to provide a Personal Fitness Trainer course. Nine students successfully completed the course.
- The Intramural Sports Program increased in both the number of teams playing as well as participants, with indoor soccer and basketball being the largest events. The second Annual Rec Life Freshman Cup remained strong, with more than 450 students participating.
- A new Intramural Sports Web site was introduced allowing students to register for events online as well as check schedules, view statistics, and receive important information. More than 450 students registered with the Web site.
- The Club Sports Program remains a strong programming area for students. Numerous clubs advanced to post-season play, and men’s ice hockey hosted and won the First Annual Loyola Cup, comprised of teams from our University, as well as New Orleans and Loyola Marymount.
- The University Welcome Center continues to be a popular information center for Loyola students, faculty, staff, and guests with more than 8,000 visits, an increase of 27 percent over last year.
- The Welcome Week event Loyola-Opoly experienced its most successful year, with more than 2,200 students in attendance, 27 percent increase over the previous year.

### REVIEW AND ASSESSMENT RESULTS

Full-time undergraduate students responding to the 2009 Recreation Impact Study reported the following:

- 92 percent have utilized the Campus Recreation facilities, programs or services.
- 92 percent report that their fitness level has improved.
- 92 percent reported their overall health had improved.
- 92 percent believe that maintaining a healthy lifestyle after leaving school will be important.

- Intramural assessments showed that more than 70 percent of respondents rated the program as excellent or good and said they would participate in the future. Results revealed that participants felt less stressed, more energized, and a greater well-being. Further, through participation in intramurals, they were able to meet new people.

- A Club Sports assessment tool was developed this year by Student Voice. Results showed that participants were split fairly evenly between genders. Most lived on campus, and more than half were freshmen and sophomores. Participants said Club Sports had improved their overall emotional well-being, was an important part of their social life, had improved their ability to get along with diverse groups of people, and had improved their overall happiness with the University.

- A survey of Group Fitness class participants showed that the classes were meeting 97 percent of the participants’ expectations and abilities and that 94 percent would participate in the classes again.

### GOALS 2009–10

- Continue to enhance the learning outcomes and assessments for both student employees and programming areas.
- Improve and further define training systems to use in training student employees.
- Increase continuing educational opportunities for student employees.
- Continue to use Student Voice as well as internal instruments to assess programs, membership/user satisfaction, and student employee satisfaction.
- Improve promotion of departmental events.
- In collaboration with Student Leadership Development, successfully implement Loyola’s own AIDS Walk fundraising event.
The Department of Residence Life continues to seek out opportunities to enhance the residential living experience of our students through the implementation of innovative endeavors, such as Living-Learning Communities, faculty involvement in the residence halls, and the enhancement of our existing facilities. Through all of these initiatives, we continue to strive toward creating an environment of respect, compassion, and growth.

**HIGHLIGHTS 2008–09**

- Opened two new apartment-style residences, Canisius Hall and Le Moyne Hall, four-floor facilities housing upperclass men and women in studio and one-bedroom units.
- Re-opened the fully refurbished Santa Clara Hall to house 164 juniors and seniors.
- Upgraded apartment furnishings in Seattle Hall and Xavier Hall.
- Completed the replacement of 80 percent of all mattresses in the residence halls and apartment areas.
- Installed the Easy Lobby security system in all residence halls and apartment complexes that have reception desks.
- Presented workshops and seminars at both national and regional professional associations that included the American College Personnel Association, National Association of Student Personnel Administrators, Association of College and University Housing Officers-International, and the Great Lakes Association of College and University Housing Officers.
- In collaboration with the College of Arts and Sciences and the Office of First-Year Experience, living-learning communities for first-year residence hall students were expanded from five to seven communities. The Living Learning Communities are all housed in the William and Marilyn Simpson Living Learning Center and include Pre-Health, Psychology and Wellness, Green Community, Global Citizenship, Ignatian Leadership, Arts in Society, and the Social Justice Village.
- Purchased an apartment building for renovation and conversion of the facility to an apartment-style residence for upper-class students. The building was named Spring Hill Hall and will be ready for fall 2009 occupancy.

**OUR MISSION**

The Department of Residence Life at Loyola is committed to the housing and education of a diverse community of people. Our mission emerges from the desire to develop students as vital, engaging, and open-minded individuals devoted to encouraging dignity in all people.

**ASSESSMENT RESULTS**

- The Department of Residence Life had an 85 percent return rate for the 2008 Educational Benchmarking Instrument (EBI) conducted in November 2008. The EBI 2008 study uses a scale of 1 (least satisfied) to 7 (most satisfied). The EBI recommended goal is a score of 5.50.
- Areas in which the Department of Residence Life achieved or exceeded the score of 5.50 in the area of full resident experiences include: fellow residents are tolerant; hall/apartment student staff; safety and security; sense of community; diverse interactions; residents are respectful; personal interactions; and personal growth.
- Areas in which the Department of Residence Life did not achieve the goal of 5.50 in the area of full resident experiences include: manage time, study, solve problems; hall/apartment programming; services provided; dining services.
- Student Voice surveys were conducted on several departmental functions that include: residence hall move-in process, resident assistant selection process, re-application process. Survey information collected will be used to improve and enhance these processes.
- Preliminary survey results indicate that when compared to non-learning community students, learning community students reported a greater connection between themselves and other classmates as well as between themselves and their instructors.
- In addition, students felt considerably more engaged in the Loyola community; students rated higher involvement in school-related organizations and reported becoming more active in community service since their arrival at Loyola; and students felt more comfortable initiating study groups for classes. These differences suggest that the learning communities have already made an impact on students’ involvement in and connection with the Loyola community.

**GOALS 2009–10**

- Implement the Resident Management Services Web-based room assignment program for continuing students.
- Assist with the drafting of a South Campus Master Plan for future student housing needs.
- Share EBI survey results with University departments and organizations most impacted by survey results—Facilities, Campus Safety, Academic Affairs, Dining Services, Purchasing, Admissions, Auxiliary Services, Residence Hall Association, and Unified Student Government Association.
- Re-organize departmental structure to better meet the needs of residents and improve services and programs.
- As a result of the 2008 EBI Benchmarking Study, develop strategies to improve the quality of services provided to residents; explore issues related to study environments in the residence halls; improve apartment area programming; and provide avenues for residents to express concerns related to dining services to management.
FROM THE DIRECTOR

JAVIER CERVANTES

The Department of Student Diversity and Multicultural Affairs (SDMA) takes seriously the Ignatian call to be women and men for others. By adding two key members to our staff, the department has been able to exponentially increase our services, programs, and overall visibility. The department also underwent a change in leadership with the appointment of a new director in September. The 2008–09 year has been one of flux, firsts, and transition, yet the department was able to provide a wide range of high-quality programs and services that reflect our core values of education and leadership. In promoting these core values, we are committed to enhancing student development by focusing on:

- Scholarship and critical analysis
- Fellowship and teamwork
- Progressive action toward social justice
- Accountability and Sustainability
- Self-awareness and empowerment of others and self

Moreover, the efforts over the academic year have reflected SDMA’s initiative to enhance and formalize retention programs, as well as create a strong foundation around diversity and social justice education that is complemented by our cultural and leadership objectives. A strong relationship with students and colleagues is essential to the department in order to anticipate the future and continue strategic planning to further evolve diversity at Loyola.

HIGHLIGHTS 2008–09

- The department co-sponsored, collaborated with, trained, and-outreached to a variety of constituents on and off campus. Further collaborative efforts included assisting more than 44 campus organizations and departments through the Unity In Diversity Fund; developing the High School STARS program targeting Chicago Public Schools; partnering with GEAR UP and the Chicago Multicultural Youth Project at various CPS sites; and training the Department of Residence Life, Diversity Council, Wellness Advocates, Student Judicial Board, Orientation Leaders, and the Wellness Student Workers on issues of diversity and social justice.
- This was a year of many firsts. The following are inaugural programs and/or initiatives of the department: LGBTQ+ Awareness Month, the Loyola Multicultural Graduation Reception (entitled Legacy), Social Justice Advocates, Men’s Project, Loyola University Chicago Empowering Sisters (LUCES), the Loyola Campus Climate Survey, and the Brother to Hermano Black Men’s Initiative outreach effort to mentor area African-American and Latino middle school boys.
- Department personnel have been instrumental in leadership as well as heightening visibility by commissioning a campus climate study, presenting at national conferences, creating a department newsletter, collaborating on the Bias Response reporting form, and serving on multiple University committees.

ASSESSMENT RESULTS

- For the second year in a row, the STARS program achieved a stellar 95 percent retention rate between the fall 2008 and spring 2009 semesters.
- The cumulative GPA of STARS participants increased from the fall 2008 semester to the spring 2009 semester, going from 3.13 to 3.15.

GOALS 2009-10

- Continue the implementation of a campus visibility campaign.
- Implement a multi-methodological campus assessment tool that surveys and gauges the campus climate related to the racial and multicultural student experience.
- Create one- three- and five-year strategic outlooks and plans.
- Continue outreach through an advisory board and continue enhancing ally base among faculty and staff.
- Continue seeking opportunities for outside funding from grant proposals.

“I think this was amazing and I am so glad I was a part of it... it was more of an enlightenment. I acquired new knowledge that led to the creation of new attitudes and thoughts.”

—PARTICIPANT, MEN’S PROJECT, 2009
FROM THE DIRECTOR
JACK McLEAN

Student Leadership Development completed a successful year by improving current programs and laying the foundation for future growth. Recognizing the importance of exchanging ideas and sharing best practices, the department sponsored 12 students to attend the 2008 National Jesuit Student Leadership Conference and seven students to attend the 2009 National Conference for College Women Student Leaders. On campus, the department hosted the Second Annual CATALYST Workshop and the Third Annual Student Leadership Institute—both of which were highly regarded by students for their leadership value. Loyola also participated in the Multi-Institutional Study of Leadership, a national study examining the role of higher education in fostering student leadership capacities. The department will utilize the data from this survey to establish benchmarks and develop new programming.

HIGHLIGHTS 2008–09

- Facilitated special training for students who sit as ex-officio members of Committees of Loyola’s Board of Trustees.
- Coordinated TEAM LOYOLA: AIDS Run & Walk Chicago 2008, the first major campus-wide community service event of the year. More than 600 faculty, staff, and students participated, earning the honor of “largest team” for the fifth consecutive year.
- Inducted more than 180 new members into Alpha Sigma Nu. The Jesuit Honor Society recognizes those who exemplify academic excellence, loyalty, and service. Students from all colleges and schools of the University were inducted.
- Planned and facilitated Loyola’s Third Annual Student Leadership Institute, featuring two nationally known keynote speakers and seven concurrent workshops.
- Advised the Executive Committee, Senate, and Judicial Board of the USGA. USGA completed extensive restructuring following the merger of the former programming board and undergraduate student government into a single organization.
- Co facilitated the Christian Leadership Retreat, a weekend experience focusing on leadership development for students involved in various aspects of ministry.
- For the second year, hosted CATALYST, a workshop focused on authentic leadership.
- Reformed Loyola Leadership Link, an e-mail newsletter of upcoming leadership opportunities. More than 2,500 faculty, staff, and students now subscribe.
- Sponsored Loyola’s participation in the Multi-Institutional Study of Leadership. Participation in this national survey will allow Loyola to establish benchmarks for future assessment and program planning.

Student Leadership Development

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. Student Leadership Development 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 in society who exhibit courage, character, and respect for others.
- Advise student leaders and student organizations in group development and organizational management.

The department, staffed with a full-time director, is also responsible for advising the Unified Student Government Association and coordinating chapter activities for Alpha Sigma Nu, the Jesuit Honor Society.

ASSESSMENT RESULTS

- 92 percent of respondents agreed or strongly agreed that “I learned skills at the Student Leadership Institute that I can see myself using in my daily life.”
- 88 percent of respondents agreed or strongly agreed that “The workshop presentations at the Student Leadership Institute met or exceeded my expectations.”
- 83 percent of respondents agreed or strongly agreed that “I have a better understanding of Loyola’s commitment to service as a result of participating in TEAM LOYOLA: AIDS Run & Walk Chicago.”
- 73 percent of respondents agreed/strongly agreed that “I feel connected to Loyola University Chicago as a result of participating in TEAM LOYOLA: AIDS Run and Walk Chicago.”
- What did you learn by attending CATALYST? “I learned that in order to be a leader, you must make yourself a leader in your own life. You must take control and evaluate yourself when it comes to the world. You must look at your positives and expand on that.”
- 100 percent of respondents agreed/strongly agreed that “The (Student Leadership Institute) workshop presenters were knowledgeable about the topics and material they presented.”

GOALS 2009–10

- Utilize data from the Multi-Institutional Study of Leadership to revise and improve student leadership programming.
- Collaborate with Academic Affairs to develop additional credit-bearing, interdisciplinary leadership courses.
- Develop a co-curricular leadership certificate program.
- Enhance marketing efforts for Student Leadership Development.

“I learned that in order to be a leader, you must make yourself a leader in your own life. You must take control and evaluate yourself when it comes to the world.”

—CATALYST PARTICIPANT
FROM THE DEAN OF STUDENTS
JANE NEUFELD

The Department of Student Life experienced yet another successful year. Through the 2008–09 academic year, we have provided our students with more opportunities and services than ever before. Whether through serving as a member of USGA’s Programming Board, holding office in a student organization, sitting as a member of the student judicial board, or attending the “Off-Campus Living” seminar, students extended their education to outside of the classroom. This year’s accomplishments will serve as a solid foundation upon which to further grow in our efforts to engage and empower our students to be women and men for others.

HIGHLIGHTS 2008–09

• Co-chaired by the dean of students, Loyola’s Behavioral Concerns Team worked collaboratively with staff members from Wellness, Judicial Affairs, and other departments to address student behavior on campus.
• Under the guidance of the Student Activities and Greek Affairs Office, the USGA Department of Programming, and other student organizations, planned and implemented 326 programs and events throughout the academic year. For the 2009–10 academic year, 76 organizations have requested and been allocated funds; this is 25 more organizations than 2008–09.
• The fraternities and sororities in Loyola’s Greek community have more members than ever before. There are currently 500 Greek-affiliated students in 15 organizations. The Greek community’s average GPA for spring 2009 was an outstanding 3.13. Additionally, 37 members of Loyola’s Greek community also participated in Fourth Annual Greeks for a Good Cause, a week-long service trip to Homestead, Florida, to work with Habitat for Humanity.
• The Off-Campus Student Life Office celebrated a successful first year. The office forged relationships with non-student and student neighbors, and area organizations, serving as an advocate for both student and non-student community members. This spring, OCSL had 700 students participate in the Off-Campus Living Seminar—an hour-long session that prepares students for their first off-campus living experience.
• Judicial Affairs relocated to a new, expanded space on campus, which includes a private conference room. The Student Promise, written by students in spring 2007, expanded its scope by organizing TSP Service Days, a week-long series of programs to encourage service in the campus community. Judicial Affairs also adopted a restorative justice model when dealing with student misconduct.

ASSESSMENT RESULTS

• The Off-Campus Student Life Office conducted an assessment of its Off-Campus Living Seminar. Of the 700 seminar attendees, 197 completed the survey. Following the seminar, 83 percent of respondents either agreed or strongly agreed that they felt prepared to conduct an effective apartment search. Also, 76 percent of respondents agreed or strongly agreed that they felt knowledgeable regarding the services and resources the University provides for off-campus students.
• Through judicial sanctions, students contributed a total of 1,967 hours of service to more than 10 offices and departments within the campus community. These students also contributed 4,238 hours of service to area soup kitchens and non-profit organizations.
• This year, the USGA’s Allocations Committee allocated $622,000 to 105 student organizations thus empowering them to host more than 326 programs.

GOALS 2009–10

• Initiate a formal expansion of Loyola’s Greek Life Community in fall 2009.
• Shift as many resources and processes as possible to paperless formats.
• Utilize technology to more effectively communicate with students.
• Identify additional ways to ensure that policies and procedures continue being student focused.
• Continue to work collaboratively with other areas—specifically Department of Student Diversity and Multicultural Affairs, Campus Recreation, Residence Life, Athletics, Alumni Relations, Ministry, and EVOKE—to provide quality student programming on both the Lake Shore and Water Tower campuses.
• Participate in a campus-wide drive to collect students’ emergeney contact and local off-campus address information as well as to encourage students to register for the Loyola Safety Alert program.
The Wellness Center continues to provide quality health care services in response to ongoing high demand from students. Clinical visits included 13,308 medical visits and 4,302 mental health visits showing a 7.9 percent increase from last year. More than 900 students sought mental health support, and more than 100 students utilized group services. Internal patient satisfaction surveys yielded a 98 percent satisfaction rate.

- Health promotion programing reached a total of 8,765 participants. Twenty-nine of these programs specifically targeted first-year students. In addition, 1,698 freshmen completed AlcoholB4, an online alcohol awareness program.
- The Wellness Center, along with the dean of students, provided online training and presentations to the University community on accessing and using the BCT. Nearly a third of full-time faculty and staff completed the online informational session.
- In assessing how the Wellness Center affects student retention, the following questions were included on the Patient Satisfaction Survey: “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 contribute to your ability to stay at Loyola?” Fifty-nine of the 73 students (81 percent) who came to the center for a reason that would interfere with retention responded that the services provided by the center contributed to their ability to stay at Loyola.
- Online service usage increased by more than 15 percent, with 35,993 visits to the Web site. Included were 17,253 visitors to the Student Self-Care Guide, and 944 completed mental health screenings. Further, 400 students completed e-Chugs (alcohol screening) and 100 completed the e-TDKE (marijuana) self-screening.
- The results of the 2009 Care Alcohol and Other Drug Survey of undergraduate students show that alcohol and other drug-related attitudes, behaviors, and consequences continue to be causes of concern for students’ academic success, health, and safety. Approximately 50 percent of students reported drinking in moderation or not at all, but half reported drinking in a high-risk fashion. The negative consequences of drinking affected both groups.

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- Online service usage increased by more than 15 percent, with 35,993 visits to the Web site. Included were 17,253 visitors to the Student Self-Care Guide, and 944 completed mental health screenings. Further, 400 students completed e-Chugs (alcohol screening) and 100 completed the e-TDKE (marijuana) self-screening.
- The results of the 2009 Care Alcohol and Other Drug Survey of undergraduate students show that alcohol and other drug-related attitudes, behaviors, and consequences continue to be causes of concern for students’ academic success, health, and safety. Approximately 50 percent of students reported drinking in moderation or not at all, but half reported drinking in a high-risk fashion. The negative consequences of drinking affected both groups.

- The Wellness Center continued to provide quality health care services in response to ongoing high demand from students. Clinical visits included 13,308 medical visits and 4,302 mental health visits showing a 7.9 percent increase from last year. More than 900 students sought mental health support, and more than 100 students utilized group services. Internal patient satisfaction surveys yielded a 98 percent satisfaction rate.

- Health promotion programing reached a total of 8,765 participants. Twenty-nine of these programs specifically targeted first-year students. In addition, 1,698 freshmen completed AlcoholB4, an online alcohol awareness program.
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