

LOYOLA UNIVERSITY CHICAGO

STUDENT DEVELOPMENT

Annual Report 2010



*“We must get beyond textbooks, go out into the bypaths
and untrodden depths of the wilderness and travel and
explore and tell the world the glories of our journey.”*

—JOHN HOPE FRANKLIN



FROM THE VICE PRESIDENT

August 2010

DEAR MEMBERS OF THE LOYOLA UNIVERSITY CHICAGO COMMUNITY:



I am pleased to share with you the Annual Report for the Division of Student Development. This resource is used for assessment and planning purposes and summarizes important highlights of the offices and departments of Student Development.

This past year, we combined the Division of Student Affairs and the Division of Mission and Ministry to create the Division of Student Development. Centered on student success and rooted in our Jesuit traditions, this new entity allowed for the creation of more integrated, collaborative learning experiences for students. We recognized ways in which educators across campus were supporting students' hopes and desires for the basics of campus life.

We also seized opportunities to deepen and enrich our students' experiences and set a course to identify, ignite, and imagine innovative opportunities for Loyola students. In essence we have sought to *reimagine* what is possible through partnership, collaboration, and intentionality. The Division of Student Development and partners across the University embarked on the *reimagine* campaign, an ambitious, unprecedented \$100 million dollar investment into the quality of the student life experience. This campaign, while focused on facilities where student development can occur, inspired us to reflect upon a number of critical questions, including:

- How do we assist students in connecting the dots between what they learn, what they do, and what they believe, so these are consistent with the person they wish to become?
- What programs, services, and opportunities—what key experiences—should our students have because they are students at Loyola University Chicago?
- What do we mean by student formation? Student engagement? Student success?
- How do we support and challenge a campus to be culturally competent while also attending to the needs of our local, national, and international world?
- In what ways can our history and success in Division I athletics be reignited and serve as a vital component of student development at Loyola?
- What questions should we be asking and what answers do we need to best assess the quality and success of our student learning and aspirations?

On behalf of the educators in the Division, we look forward to working with you and to *reimagine* what is possible for and with our students!

Sincerely,

A handwritten signature in black ink, appearing to read 'Steve Dwyer', with a long, sweeping flourish extending to the right.

Vice President for 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.





Transformative Education

The Division's Approach to Transformative Education

Loyola University Chicago provides a transformative educational experience that continually promotes the intellectual, physical, and spiritual development of our world's future leaders. In Student Development, our pedagogy is informed by a conviction that faith, knowledge, and the promotion of justice are inextricably linked and are integral components of a true education. As such we invite all students to gain a deeper understanding and appreciation of their personal values and faith by exploring other faith traditions; we challenge our students

to investigate their intellectual curiosity by pursuing majors and minors in disparate fields of study; and last but certainly not least, we expect our students to apply the knowledge gained in the classroom to real societal problems in a way that promotes justice and eases human suffering. In keeping with our Jesuit tradition, through this unique educational experience, we encourage all students to be life-long learners, servants to others, and agents of positive change.

Loyola prides itself on being a home for all faiths. As the Division of Student Development moves toward creating a campus culture that embraces and celebrates the rich diversity of

our many faith traditions, we challenge students and other members of our campus community to move beyond simply being a place where people of varying faiths coexist. Based on this past year's conversations, we believe there is an opportunity to deepen and enrich our understanding and appreciation of various faith traditions by promoting meaningful interfaith dialogue among students. We are confident that our renewed commitment to promoting intergroup and interfaith dialogue will not only enhance our students' education but also strengthen our campus community.

The Importance of Academic & Student Development Partnership

In order to better support and promote the mission of Loyola University Chicago, the Division of Student Development seeks to foster collaboration among faculty and student development educators. We know from our own experiences that learning is not limited to the classroom. The world in which we live provides a laboratory for learning. Thus, in the context of higher education, the whole campus is a learning community.

By creating partnerships between the division and faculty, a larger network of transformative educational experiences and initiatives can be created. Academic and Student Development partnerships are essential for integrating the curricular and the co-curricular life of students and creating a learning community that values freedom of inquiry, the pursuit of truth, and care for others. Our identity and purpose as a Jesuit, Catholic university depends upon it. Collectively, Loyola University Chicago seeks to engage and support students in discovering the values, skills, and competencies needed to lead and serve in a diverse and changing world. The Division of Student Development's effort to foster a comprehensive and holistic approach to student learning and development, which enhances the intellectual, social, and spiritual growth of every student, requires collaboration across departments within the University.

Assessment and Learning Outcomes

Included within the Division of Student Development's strategic plan is a priority on assessment. This primary goal includes the development and utilization of ongoing systemic assessment of division programs to enhance the quality of the student learning experience.

The knowledge that we gain through assessment of our learning outcomes allows us to identify the areas in which we excel and those that could be improved upon. Through assessment initiatives, effective programs can be developed, appropriate services expanded, and facilities built. Simply stated, learning outcomes and assessment give us an understanding of whether the education we strive to provide is meeting its ultimate purpose: the transformation of students.

Through the work of the division's research and assessment group, a foundation was laid in preparation for developing a division-wide assessment plan. As we look to the start of the 2010–11 academic year, the division is poised to make further steps in assessing student learning. A partnership with Student Voice will enable the division to collect data using Web-based technology and mobile data collection tools, analyze data and create assessment reports for program planning and improvement, measure and document student participation in a vast array of activities, programs, events, and services on campus, and share best practices and benchmarks with peer institutions.

One example of the kind of assessment that has been implemented is the First Year Survey. It illuminates many aspects of the first-year experience, such as factors that predict academic success and psychosocial adjustment, and how Loyola endeavors facilitate this growth.

Strategic Plan

The University's current strategic plan sets a number of priorities for the Loyola community to address over a five year period (2009–14). In order to contribute to the growth and development that is outlined in that plan, the Division of Student Development has set the six goals.

THE 6-PLAN DEVELOPMENT

- Enhance and create 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, climate, and environment 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 ongoing systemic assessment of division programs to enhance the quality of the student learning experience.
- Develop and implement coherent programs for first, second, third, and fourth year, graduate, and continuing students.

Over the course of the next five years, the various departments within the division will focus upon these areas. In so doing, we will be poised to realize the vision that is articulated in **Strategy 1** of the overall University's strategic plan:

Deliver an undergraduate learning experience that embodies concretely the spirit and principles of the document "Transformative Education in the Jesuit Tradition," promoting development of the whole person through an integrated curricular and co-curricular program.



FROM THE DIRECTOR

JOHN PLANEK, PhD

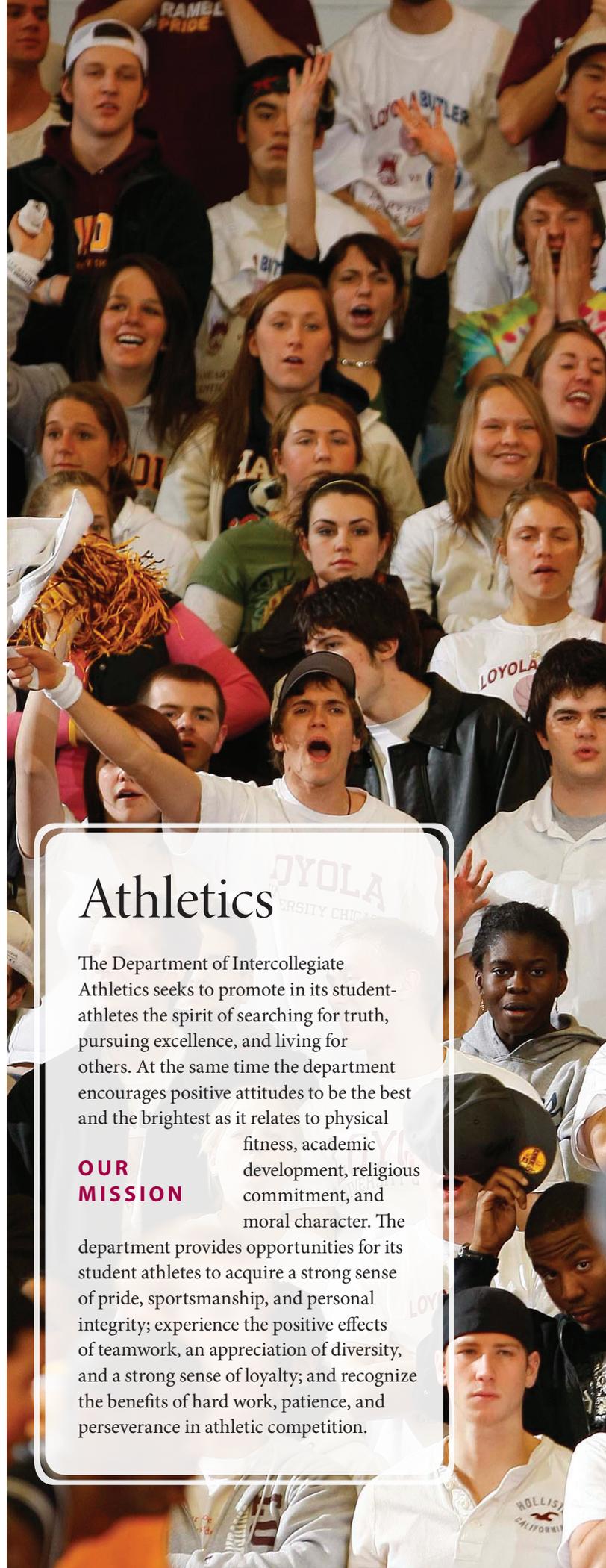
With the completion of the St. Scholastica track, the Norville Intercollegiate Athletic Center in March 2011, and the reconfiguration of the Gentile Center to start in May 2011, major steps have been taken towards helping our recruiting efforts in all sports. It will enable us to be competitive when recruiting among our peer institutions and league members. Our coaches and staff continue to work hard, preparing our student-athletes to lead extraordinary lives.

HIGHLIGHTS 2009–10

- Both men's and women's cross country placed second in the Horizon League.
- Men's volleyball reached the MIVA Tournament final before losing a heartbreaking match to Ohio State in five sets to narrowly miss its first-ever NCAA Final Four berth.
- Women's basketball finished 15–15 for its first .500 or better season since 2001–02.
- Men's basketball got off to an 11–2 start, its best since 1965–66.
- Softball defeated number 24 Notre Dame and won at local rival Northwestern for the first time since 1998.
- Sophomore Devin Gosberry was named Horizon League Co-Female Indoor Track and Field Athlete of the Year after winning the 200m, 400m, and 4x400 relay at the Horizon League Indoor Track and Field Championships.

“What makes Loyola University Chicago stand out among other institutions is its unique desire to develop and improve the student as a whole. In the classroom, you are led by highly respected professors who truly care about your success not only in their course but in your future occupation. Athletically, you are pushed harder than ever before by a staff that holds an expectation of excellence for all its athletes. Paired with this competitive edge is a compassion that prevents you from ever feeling like you are just a number. Being a short train ride away from anywhere in the great city of Chicago, you come to learn about and appreciate all forms of diversity. And finally what I believe makes Loyola University so special is that you are constantly surrounded by role models of genuinely good people and programs that support giving back to the community. Loyola University truly succeeds at facilitating students' growth in mind, body, and soul.”

—AMY SOLAVA, SENIOR,
WOMEN'S SOFTBALL



Athletics

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 to be the best and the brightest as it relates to physical fitness, academic development, religious commitment, and moral character. The

OUR MISSION

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.



ASSESSMENT FINDINGS

- Five Loyola University Chicago intercollegiate athletic teams have been honored by the NCAA for their most 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 and the men's basketball, men's cross country, men's indoor track and field, men's outdoor track and field, and women's softball teams were saluted for their outstanding academic achievements.
- At the end of the spring semester, 72 percent of student-athletes had attained a GPA of 3.0 or higher for the semester with 73 percent achieving a cumulative GPA of 3.0 or higher. In addition, 35 percent of student-athletes attained a cumulative GPA of 3.5 or higher during this period.

GOALS 2010-11

- Work towards a smooth transition moving into the Norville Intercollegiate Athletic Center.
- Continue to seek initiatives to secure indoor space for our track programs.
- Maintain high student-athlete graduation rates 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 collaboratively to supplement the funding of the Norville Intercollegiate Athletic Center and Gentile Center reconfiguration.
- Continue to increase the quality and quantity of web-streamed events.
- Continue to work with the Sport Management program and the School of Communication to enhance academic opportunities and experiences for students as it relates to the production of Loyola athletic events.
- Work collaboratively with the School of Communication to enhance academic opportunities and experiences for students, as they relate to the production of Loyola athletic events, in electronic and print media.

FROM THE MANAGER

IRINA GREENWALD

The Division of Student Development is successfully completing another year. Some of this year was spent on merging two divisions into one, preparing a new organizational chart, and developing a new structure. Every budget administrator has been very carefully monitoring spending. The hard work of all individuals has resulted in financial stability in the division as a whole. By working together we were able to establish a new process and learn from each other. In the upcoming year, we will continue developing self-funded programs and look into possibilities of additional funding through grants and fundraising.

HIGHLIGHTS 2009-10

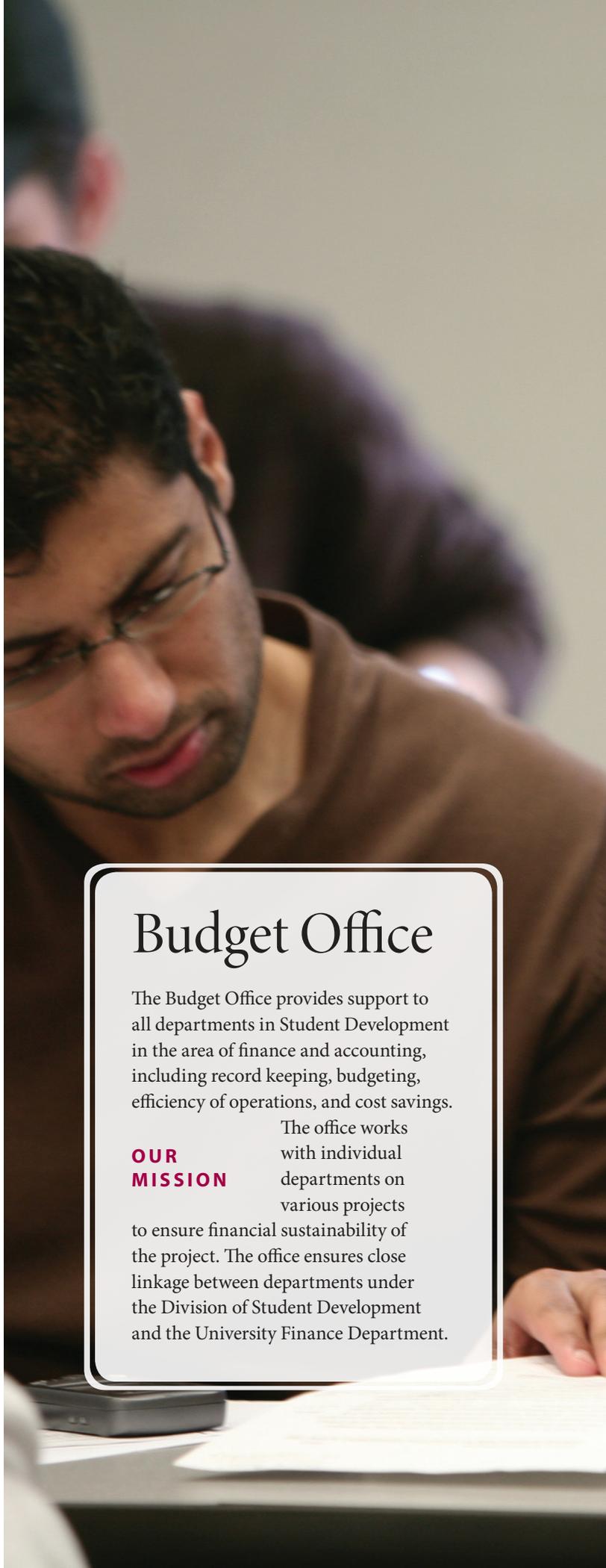
- Conducted analysis of student to employee ratios for various departments in the division compared to various Jesuit and Chicago universities.
- The division is anticipated to complete the year on budget. This can be attributed to continuous monitoring of budgets, which includes monthly reports and semi-annual budget reviews with the directors of all departments in the division.
- Continued to monitor operation of Residence Life as an auxiliary service. This process enables Residence Life to do multiple upgrades and improvements in the residence halls.
- In collaboration with the IT department and Graduate Business School, established a process for distribution of U-Passes.

Budget Office

The Budget Office provides support to all departments in Student Development in the area of finance and accounting, including record keeping, budgeting, efficiency of operations, and cost savings.

OUR MISSION

The office works with individual departments on various projects to ensure financial sustainability of the project. The office ensures close linkage between departments under the Division of Student Development and the University Finance Department.





GOALS 2010-11

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

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

- To ensure that funds are used in the most effective way, 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, including personal training, massage therapy, and athletic fundraising events.

Student Development at Loyola University Chicago uses the following peer benchmarking institutions:

- Boston College
- DePaul University
- Fordham University
- Georgetown University
- Marquette University
- Northwestern University
- St. Louis University
- University of Notre Dame

“We must therefore raise our Jesuit educational standard to ‘educate the whole person of solidarity for the real world.’ When the heart is touched by direct experience, the mind may be challenged to change. Personal involvement with innocent suffering, with the injustice others suffer, is the catalyst for solidarity which then gives rise to intellectual inquiry and moral reflection.

—PETER HANS KOLVENBACH

FROM THE DIRECTOR

DIXIE A. BENNETT

This has been an exciting year in further refinement and stronger implementation of student learning outcomes in our student employment area. As one of the largest student employers on campus, we are uniquely positioned to fulfill the University's mission. We successfully challenge our students' internal transformation through examining daily work-related experiences, such as customer service, teamwork, and leadership, into an integrated knowledge of life skills. As a campus leader, we have helped Loyola University Chicago students excel by offering student staff trainings, unique programs and activities for all students, and experiential learning opportunities for the University community.

HIGHLIGHTS 2009-10

- Utilizations and participations continue to increase:
 - 32%** increase in group fitness participation
 - 65%** increase in number of group exercise classes
 - 27%** increase in club sports participants
 - 20%** increase in intramurals
 - 9%** increase in Halas Sports Center utilization
 - 10%** increase in Student Union meetings and events over last year
- Club sports honors include: Club tennis was recognized as Midwest Club of the Year; Women's Rugby and the Running Club advanced to regional competition; Couples Runners and Women's Volleyball competed at the national level.
- Departmental special events hosted several successful activities: the inaugural Loyola AIDS Walk raised more than \$7,000 with over 400 participants; Loyola-opoly hosted over 1,800 freshmen in the annual Welcome-Week event; and the University Hunger Run broke registration records for the fourth year with a 100% increase in registered participants.
- In collaboration with numerous student groups and departments, the Student Union hosted such events as the County Fair Fall Festival, annual Christmas Tree Lighting and Celebration, Late Night Luau, Rambler Fest, and weekly events in Zipoli Student Lounge featuring Karaoke and Monday Night Open Mic Night.

"Working at Halas has been a great experience. The people are amazing, so full of life and the positive attitudes rub off on everyone. I could not ask for a better place to work."

—ANONYMOUS STUDENT/CLIENT



Campus Recreation, Student Centers, and University Welcome Center

The Department of Campus Recreation, Student Centers, and University Welcome Center strive to provide a high standard of excellence for our University community and guests through our recreational, student, and Welcome Centers' programs and facilities.

OUR MISSION

The department is committed to serving our diverse 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 University Chicago, and strives to enhance the University community's quality of life.

ASSESSMENT FINDINGS

- The annual Campus Recreation benchmarking study reported the following:
 - **91%** of students reported improving their fitness level.
 - **90%** of students reported improving their overall health & well-being.
 - **85%** of students utilize on-campus recreation facilities, programs and services.
 - **71%** of students reported that participation in programs and activities at Halas Sports Center improved their self confidence.
 - **73%** of students reported that Halas Sports Center offers activities and programs that contribute to the quality of life at this institution.
- The annual Club Sports study confirmed the positive role that participation in club sports bring to participants, who reported increased overall happiness and well-being and the ability to work with diverse groups.
- A survey of Group Fitness class participants showed that classes were meeting **97 percent** of participants' expectations and abilities and that **94 percent** would participate in classes again.
- Learning outcomes were established and assessed with student employees:
 - **99%** of student employees indicated that their customer service, responsibility, teamwork, leadership, autonomy, and management skills significantly increased by working in the department.
- The annual Student Union survey indicated that over **70 percent** of respondents visited the Student Union three or more times per week; **72 percent** reported that the student staff was friendly, helpful, and efficient.

GOALS 2010-11

- Create a club sports leadership program to include civic engagement opportunities.
- Refine training systems to focus more on customer-service interaction.
- Continue to strengthen the student employee program through creating more leadership opportunities, improve the recognition program, and increase emphasis on aligning employee experience with learning needs.
- Plan and develop a large service event during the fall semester to help incoming and returning students learn about the University's mission and becoming "persons for others."
- Support the creation and development of the Outdoor Experiential Education program.

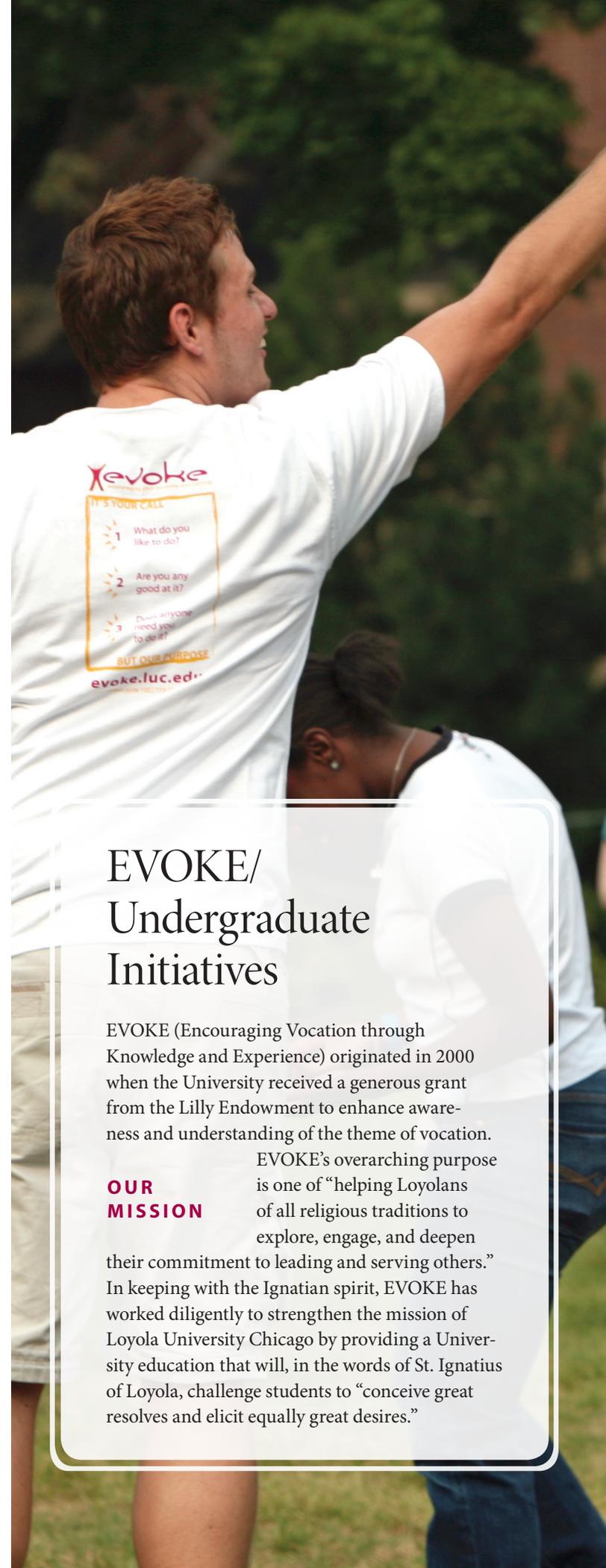
FROM THE EXECUTIVE DIRECTOR

DAWN V. OVERSTREET, PhD

In preparing for EVOKE's transition from a grant-funded initiative to a permanent program in the University, the main focus was on weaving vocational discernment into the fabric of the University. Discerning one's vocation and identifying potential mentors will now be a part of every first-year students' experience through the University 101 First Year Seminar. In addition, the hiring of a Program Coordinator of EVOKE, Director of Learning Communities, and Director of Retreats will create a more seamless experience and help to form students' intellectual, personal, and spiritual development while exposing them to methods of discernment and reflection in and out of the classroom. We are grateful to the Lilly Endowment for enabling Loyola to inspire students' to transform themselves and in turn transform the world.

HIGHLIGHTS 2009-10

- Sheryl WuDunn, Pulitzer Prize-winning journalist and co-author of *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*, addressed an audience of 600 and concluded the evening with a book signing.
- A panel of young Loyola alumni spent an evening with undergraduates participating in the various Learning Communities. The panelists spoke about discovering their vocations and how they hope their lives will have a transforming effect on the world.
- Over 500 students and 60 faculty/staff participated in the EVOKE Ramble. During this week-long scavenger hunt, students encountered potential faculty/staff role models and mentors, learned about the history of Loyola, and explored the city of Chicago.
- A delegation of nursing and pre-med undergraduates traveled to Lourdes, France as part of the "Vocation of Nursing" pilgrimage/service immersion experience. While in Lourdes, the students served and accompanied those who traveled there seeking healing.



EVOKE/ Undergraduate Initiatives

EVOKE (Encouraging Vocation through Knowledge and Experience) originated in 2000 when the University received a generous grant from the Lilly Endowment to enhance awareness and understanding of the theme of vocation.

OUR MISSION

EVOKE's overarching purpose is one of "helping Loyolans of all religious traditions to explore, engage, and deepen their commitment to leading and serving others." In keeping with the Ignatian spirit, EVOKE has worked diligently to strengthen the mission of Loyola University Chicago by providing a University education that will, in the words of St. Ignatius of Loyola, challenge students to "conceive great resolves and elicit equally great desires."



GOALS 2010-11

- Integrate the campus-wide EVOKE Ramble into the UNIV 101 curriculum, thus engaging all first-year students enrolled in the course.

- Partner with academics to expand the Alternative Break Immersion program by developing immersion experiences connected to academic disciplines.

- Establish new initiatives that will reach out to the specific needs of sophomores; thereby creating a stronger sense of community and college experience for this cohort.

- Increase student/faculty interaction through EVOKE/ Undergraduate Initiatives, including new programs such as Senior Consilium and What Matters to Me & Why Series.

“Meeting all the passionate faculty and professors was undoubtedly my team’s favorite part. Getting an inside look into how professors and faculty use their passion to educate students reinforced our decision to attend Loyola and will definitely serve as an inspiration for what we should strive for in our future.”

— ANONYMOUS STUDENT

“The EVOKE Ramble provided us with a real tour of Loyola, we saw what makes Loyola different and special. The best part was getting to know what makes our school unique: the people, the history, the location, and the Jesuit traditions.”

— ANONYMOUS STUDENT

FROM THE DIRECTOR

CHRIS MURPHY

It was a moving year for Ministry as the Department moved from the Division of Mission and Ministry to the new Division of Student Development. The University was also moved during its commemoration of the 20th anniversary of the UCA martyrs. Ministry provided retreats, immersion service trips, pastoral care, Christian Life Communities, and community-service opportunities to Loyola students. Ministry looks forward to enhancing its relations with its new divisional partners to advance the Jesuit Catholic mission of the University.

HIGHLIGHTS 2009-10

- The Loyola Companions expanded their service to all the sophomore and transfer halls on the Lake Shore Campus and started Companion service to Baumhart Hall at the Water Tower Campus. These sophomore peer ministers developed and implemented service day retreats each semester.
- In November, Loyola honored the 20th anniversary of the assassination of University of Central America Martyrs. Ministry co-hosted events to recognize the witness of the martyrs' dedication to education for all. The events for the commemoration culminated in 40 students' participation in a trip to the Ignatian Family Teach-In and the School of Americas Protest.
- In November, Hunger Week 2009 was coordinated by a seven member undergraduate team who put together fourteen different events designed to educate, raise awareness, and raise funds around hunger issues locally, nationally, and globally.
- Hillel, the Hindu Students' Organization, the Muslim Students' Association, Christian Life Communities, and Loyola Companions all worked together to offer a four-week dialogue series on issues of conflict among faith and cultural groups in the month of February. The dialogue topics included stereotyping, homeland, crossing borders, media and conflict, and holy cities. Collaborations like these, which happen at Loyola with some frequency, are rare at other campuses in the country, if they ever occur.
- In March, Loyola launched the first Freedom Ride immersion, a joint program of Ministry, Student Diversity and Multicultural Affairs. Ten students and two staff members retraced the steps of the Freedom Rides of 1961. Participants had the unique opportunity to explore the Civil Rights Movement, student mobilization, and non-activism as they traveled to several historical Southern cities, landmarks, and museums.
- Because of the desire of students who wish to serve and agencies seeking volunteers, Ministry initiated the search for an Americorps VISTA volunteer. After a collaborative effort with the future director of the Center for Community Service and Action, Loyola's application was approved.





Ministry

Ministry promotes a transformative Jesuit, Catholic education that forms compassionate leaders of service in solidarity with the real world. We are dedicated to the holistic care of every person, known in the Ignatian tradition as *Cura Personalis*.

Ministry encourages a life-sustaining faith and adult spirituality that inspires a response to the needs and hungers of our world. As a home for all faiths, we invite students to find God in all things through prayer, discernment, and faith formation.

OUR MISSION

Ministry challenges students to engage their moral imaginations with the issues confronting our world through experience, reflection, and action. Together, we build a community that lives a faith that does justice.

ASSESSMENT FINDINGS

- The Loyola Senior Survey found that domestic and international immersion trips had a significant or very significant positive impact, with international trips as “one of the co-curricular activities with the highest level of significance” (75%).
- All Ministry retreats scored an overall excellence rating of 4.5 out of 5.

GOALS 2010–11

- Develop faith formation and catechetical series that will be hosted in each of the 16 residence halls.
- Develop links to research and coursework that allow students on immersion trips to deepen their understanding through deliberate reflection and social analysis.
- Expand Loyola Companions peer ministry program into all residence halls.

“I have been challenged to examine myself, especially in relation to the world around me. Living without distractions of computers, cell phones, and TV’s helped me to be present to myself, to those I was working with, and to God. It was a beautiful gift to have my eyes and heart opened.”

—BETHLEHEM FARM IMMERSION TRIP PARTICIPANT

“The opportunity for healing was wonderful. The combination of personal reflection, confession, and spiritual conversation allowed me to come away with a sense of being healed and renewed.”

—SEARCH PARTICIPANT

“The Christian Leadership Retreat provided a valuable opportunity to take a break for a day and come together as a ministry community. I believe it goes a long way to the formation of community and leadership of students in ministry.”

—STUDENT MINISTRY LEADER

FROM THE ASSISTANT DEAN

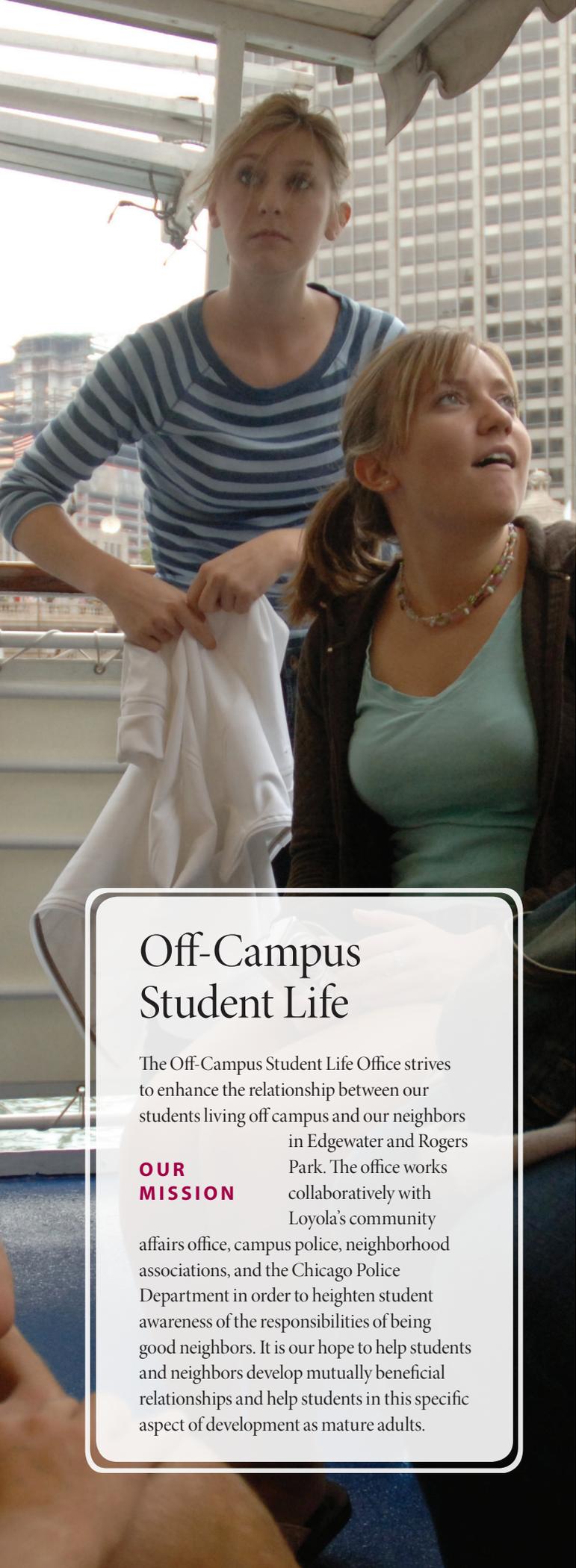
CLIFF GOLZ

The Off-Campus Student Life Office celebrated its second year serving Loyola's non-residential student population. Looking to 2010–11, it is our goal to expand programming initiatives and support to our Commuter Student population as well as refining our existing programs and events. We look forward to a third successful year and to improving the Loyola experience for both off-campus and commuter students.

HIGHLIGHTS 2009–10

- In its second year, Off-Campus Student Life increased participation in the Off-Campus Living Seminars by nearly 10 percent to a total of 769 attendees.
- Five new landlords/management companies were added to the annual Off-Campus Housing Fair, which saw over 350 student attendees.
- Loyola's Off-Campus Student Life Office was featured in the *Chicago Sun Times*' Easy section for the support it provides students in their transition from on-campus to off-campus living.





Off-Campus Student Life

The Off-Campus Student Life Office strives to enhance the relationship between our students living off campus and our neighbors in Edgewater and Rogers Park. The office works collaboratively with

OUR MISSION

Loyola's community affairs office, campus police, neighborhood associations, and the Chicago Police Department in order to heighten student awareness of the responsibilities of being good neighbors. It is our hope to help students and neighbors develop mutually beneficial relationships and help students in this specific aspect of development as mature adults.

ASSESSMENT FINDINGS

Of the 769 Off-Campus Living Seminar attendees, 157 completed an assessment of the seminar. Following the seminar, 80 percent of attendees agreed or strongly agreed that they felt prepared to conduct an effective apartment search. Eighty-four percent strongly agreed or agreed that they felt better equipped to develop a positive rapport with non-student neighbors.

GOALS 2010–11

- Increase attendance at Off-Campus Living Seminars by 25 percent (950 attendees) over the 2010–11 academic year.
- Improve and streamline the delivery of Off-Campus Living Seminars.

“Chase and I (parent of LUC student) really appreciate you dropping everything at a moment’s notice to be of assistance. I am so glad as a parent that Loyola has invested in establishing a position such as yours to aid students and parents with decisions that are this important. You are a lifesaver.”

—ANONYMOUS PARENT

“At the heart of the Jesuit educational ideal is a communal care for the integral development of the men and women who have chosen to come for instruction, guidance, and friendship. Everyone involved in Jesuit higher education—faculty, staff, administration, and board member—plays a role in student development. The pursuit of wisdom and competence, the quest for psychological maturity and spiritual depth, the desire for ethical grounding, and the challenge of social solidarity and global awareness—these student concerns demand our attention and response. In their relationships with students, faculty and staff inevitably model what they value. In communicating those values, they act as mentors to their students. Today, students often seek to resolve the feeling of disconnect in their lives. We need to develop appropriate processes that will facilitate the kind of intellectual, ethical, social, and religious integration that Jesuit and Catholic education has long espoused.

—COMMUNAL REFLECTION ON JESUIT MISSION IN HIGHER EDUCATION

FROM THE DIRECTOR

WARREN HALE

The Department of Residential Life continues to seek out opportunities to 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 and enhancement of our existing residential facilities.

HIGHLIGHTS 2009-10

- Department of Residence Life professional staff presented workshops/seminars at both national and regional professional association annual conferences. Michael McKeon presented at the National Association of Student Personnel Administrators; Michelle Lata and Michael McKeon presented at the Association of College and University Housing Officers-International Living Learning Community conference; Eric Musselman and Michael McKeon presented at the Great Lakes Association of College and University Housing Officers regional conference.
- The Department of Residence Life was awarded the Illinois Residence Hall Associations Small School of the Year. In addition, three residence hall co-curricular programs were recognized as Top Ten Programs in the state of Illinois.
- Rabia Khan, assistant director for residence life, was featured in the Elmhurst College Alumni newsletter as a Distinguished Alumni & Volunteer.
- In collaboration with the College of Arts & Sciences and the First Year Experience Office, the Living Learning Communities will expand from seven communities to eight communities.
- All first year students were invited to participate in the First Year Student Survey, which was developed and administered by Department of Psychology faculty Dr. Colleen Conley and Dr. Joseph Durlak and residence life staff member Michelle Lata. Results from the four rounds of the survey will be available in the fall semester.

"My favorite memory from living in Simpson Hall has to be that I met one of my best friends there. My roommate had just recently moved out, and the room next to mine was a single. I bonded with the girl living there, through our mutual lack of roommates, and now we live together and are planning to do so for the rest of our time at Loyola. It was through Simpson Hall that I met the person who has helped me get through the rough times at college, and who I've been able to share the good times with."

—KIMBERLY CUMMINS



Residence Life

The Department of Residence Life at Loyola University Chicago is committed to the housing and education of a diverse

OUR MISSION

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 FINDINGS

The Department of Residence Life administered the Educational Benchmarking Instrument (EBI) for the seventh consecutive year to all students residing in residential facilities. The instrument was distributed and data collected in November 2009. The response rate was 82 percent. The EBI uses a scale of 1 (less satisfied) to 7 (most satisfied). 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: Hall/Apartment Student Staff, Fellow Residents are Tolerant, Sense of Community, Diverse Interactions, Safety and Security, Fellow 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: Services Provided and Dining Services.
- Key differences from 2009 to 2010 include: Safety and Security (-.012), Dining Services (+.16) and Hall/Apartment Programming (+.15).
- Loyola University Chicago has a statistically higher mean than the mean of comparative institutions in overall learning outcomes and overall resident satisfaction.

GOALS 2010-11

- The current lottery system used for the room/apartment re-application process will be replaced by a Web-based self-assignment utilizing the Residential Management System housing module in spring semester. The Web-based solution will let current residents select roommates, rooms/apartments, and meal plans on-line.
- We will create community space in Baumhart Hall on the fourth floor by taking several apartments off-line. The architectural drawings and planning process have begun, with a completion date of summer 2011.
- Implement recommendations from the South Campus Housing Master Plan document to include housing sophomore students in Regis Hall, design/plan for new apartment style housing facilities, and continue to renovate existing residential facilities.
- Renovate property at 6229 N. Winthrop to meet the housing needs of upper-class students. Included in the renovation will be shared community space for residents to gather for social and academic needs.
- Develop Living Learning Communities in Baumhart Hall in collaboration with the Schools of Communication and Business.

FROM THE DIRECTOR

PATRICK DORSEY, S.J.

The Department of Sacramental Life is charged with serving the Loyola community to help enrich and deepen its relationship with God. This is an opportunity to unite the mind and the heart of all who walk on campus: whether students, faculty, staff, or people visiting the university. Students, faculty and staff who desire to belong to the church in a significant way enter the RCIA program facilitated by Sacramental Life. This particular ministry of the department is both powerful and fulfilling. To walk with individuals through this program and to see them fully received into the church at the Easter Vigil is truly a gift.

HIGHLIGHTS 2009-10

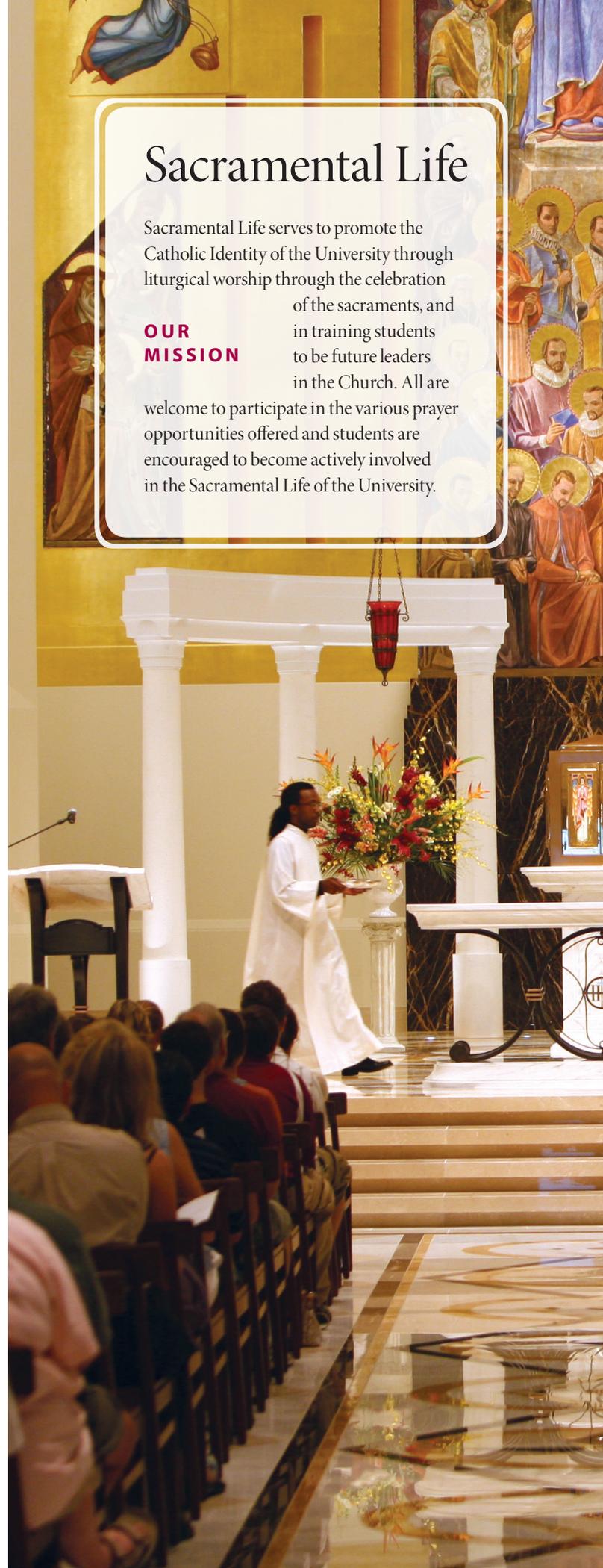
- **Sunday Liturgies:** The full complement of liturgies that occurred on Sundays were well attended and well received. Students were active in the various ministries and helped set a positive tone for their peers during these vital opportunities for worship.
- **Organ Concert Series:** Madonna della Strada Chapel was the home for a powerful line-up of organ concerts over the course of the year. The series allowed the Loyola community to experience the beauty and magic of the organ as played by accomplished musicians from across the region and the country.
- **Organ Blast:** This second annual event saw the chapel packed with students excited to hear a Halloween performance of scary music courtesy of Music Director Steven Betancourt.

Sacramental Life

Sacramental Life serves to promote the Catholic Identity of the University through liturgical worship through the celebration

OUR MISSION

of the sacraments, and in training students to be future leaders in the Church. All are welcome to participate in the various prayer opportunities offered and students are encouraged to become actively involved in the Sacramental Life of the University.





GOALS 2010–11

- Increase the number of leadership opportunities offered in the department, whether through serving as a liturgical minister or coordinating concerts/speakers.

- Continue the good work of providing opportunities for the Loyola community to participate in meaningful liturgy.

- Utilize the Madonna Times e-bulletin to communicate the work of Sacramental Life to the entire university community.

- Continue to grow a broad repertoire of liturgical music and further deepen the integral relationship between music and liturgy.

“All the things in this world are gifts of God. Presented to us so that we can know God more easily. And make a return of love more readily.”

—PRINCIPLE & FOUNDATION OF THE EXERCISES

FROM THE PROGRAM DIRECTOR

KIMBERLY MOORE

Student Activities & Greek Affairs is committed to providing students opportunities to enhance their feelings of connection with campus, faculty, staff, and peers. It's our firm belief that involvement leads to connection. We strive to provide quality opportunities for involvement outside the classroom through special events, intentional programming, and sustained shared experiences. It is our highest priority to be approachable, supportive, and understanding so our students can take the lead and author their own collegiate story.

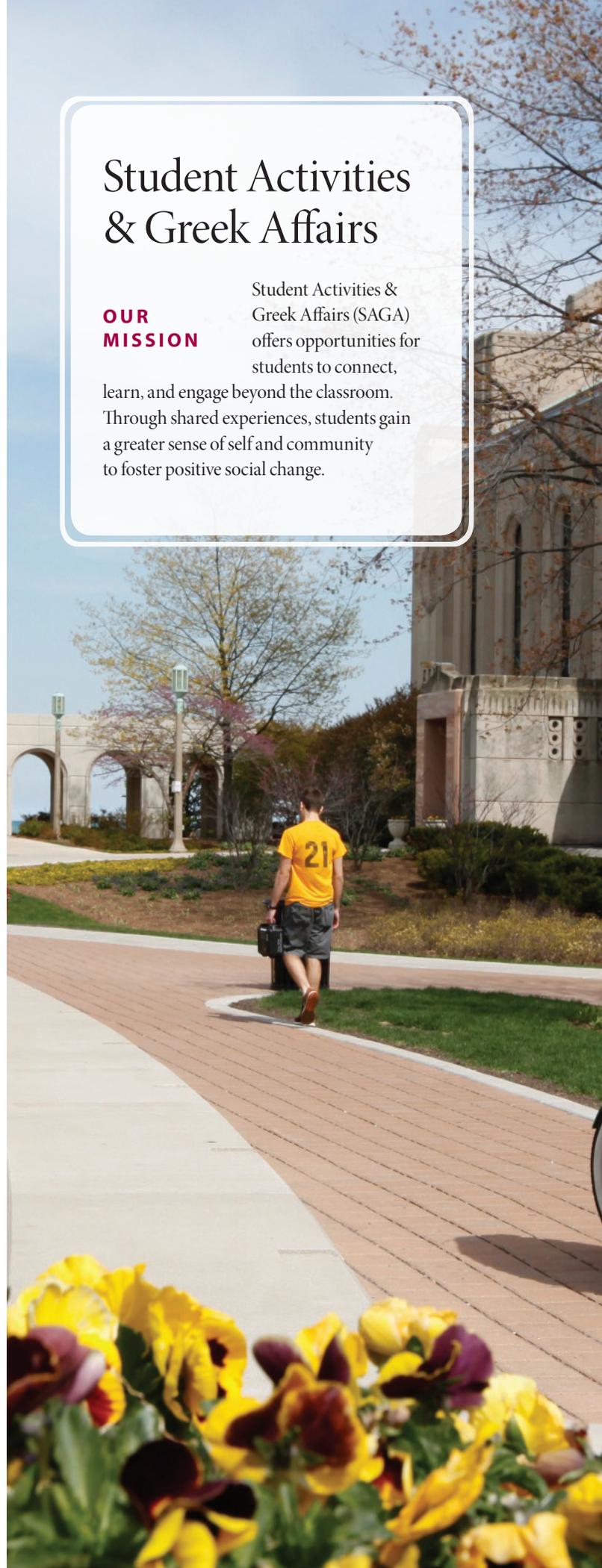
HIGHLIGHTS 2009-10

- Welcome Week was incredibly successful as a result of instituting the Welcome Week Leadership Program. Thirty upperclass students acted as guides and mentors to first year students. They helped students move in, facilitated group discussion, and managed events and programs.
- Under the guidance of SAGA, the Campus Activities Network (CAN) proved to be an effective and powerful forum for student organizations this past academic year. CAN acted as a strong voice affecting the finalization of campus development plans. The new student center will have many of the amenities recommended by CAN representatives.
- Greek Life highlights include the finalization of Panhellenic expansion efforts. One of the oldest and most distinguished social fraternities, Chi Omega, was selected as the next Panhellenic chapter to join the LUC Greek community.

Student Activities & Greek Affairs

OUR MISSION

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.





ASSESSMENT FINDINGS

- Through a renewed division-wide commitment to enhance campus life, a late-night and weekend programming initiative was launched in fall 2010. As a result of strong advisement and student collaboration, the Department of Programming and other registered student organizations successfully planned and implemented nearly 450 programs during the academic year, of which 50 qualified as late-night programs.
- Participation in student organizations has increased by nearly 20 percent this past year, bringing our total to 210 registered student organizations. The majority of these new registered student organizations are committed to service and justice initiatives.

GOALS 2010–11

- Implement a proactive advising model, thus allowing staff to work with student organizations in a way that prevents issues and concerns from arising.

- Increase intentionality through consulting with student organizations and challenging them to plan programs with purpose.

- Enhance/create traditions so as to increase a sense of spirit and pride among the undergraduate student population.

“Student affairs professionals at Catholic colleges and universities are committed to creating inclusive, welcoming campus environments in which the members celebrate the diversity of all in both faith and culture. Their works, actions, and programs reflect respect, justice, collaboration, and dialogue.”

—PRINCIPLES OF GOOD PRACTICE FOR STUDENT AFFAIRS
AT CATHOLIC COLLEGES AND UNIVERSITIES

FROM THE ASSOCIATE VICE PRESIDENT & DEAN OF STUDENTS

JANE F. NEUFELD

The Dean of Students Office has undergone a number of exciting changes over the 2009–10 academic year. This past fall, Student Diversity & Multicultural Affairs, Campus Recreation, Student Union, and University Welcome Center joined our staff while we saw Water Tower Campus Life grow into its own, stand-alone area. Looking to fall, we will be welcoming a new associate dean of students and a new director of student leadership development to our staff. As a department we look forward to working with our new colleagues and continuing to engage and empower our students to lead and to serve.

The Behavioral Concerns Team (BCT) is a group of Loyola administrators from various departments who deliberate about and reach out to students whose serious behavioral problems may be of concern to the community. In our second year, the BCT is a team approach based in caring for the well-being of students and the University community. We support the student in a caring and holistic manner while simultaneously attending to the needs of the Loyola community.

Dean of Students Office

OUR MISSION

The Dean of Students Office 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. Our central mission is educating and empowering students to lead and 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.

ENCOURAGING students to take responsibility for shaping their personal experiences.





FROM THE ASSISTANT DEAN

JEREMY W. INABINET

This year concludes the inaugural year of the Office of Student Conduct and Conflict Resolution (OSCCR). This change reflects the true work that is done in the office and mirrors trends in the field. We look forward to continuing and growing our relationships around the university and as an office, we will continue to be a resource for students, faculty, and staff that find themselves in conflict. As the new academic year approaches, we ask everyone in the university community to read and reflect upon the university mission and the student promise and ask what can be done on an individual level to strengthen the community.

Student Conduct & Conflict Resolution

The Office of Student Conduct and Conflict Resolution (OSCCR) is dedicated to providing a safe environment for students by promoting

OUR MISSION

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.

FROM THE ASSOCIATE DEAN

JAVIER CERVANTES

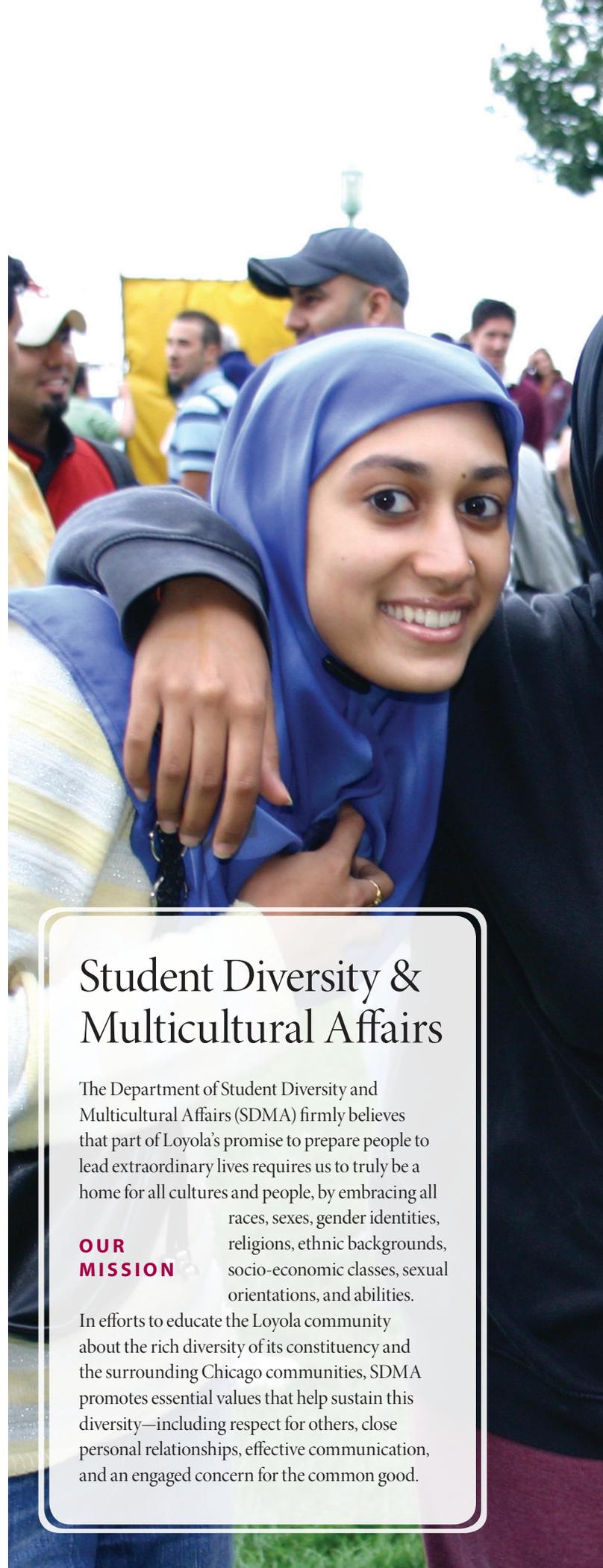
As the academic year concludes, the Department of Student Diversity & Multicultural Affairs planned and co-sponsored 231 programs, workshops, trainings, and events. SDMA programs enhance Loyola's academic rigor by offering co-curricular activities that challenge participants to critically think, reflect, and examine issues of inclusion, diversity, and social justice. By providing co-curricular experiences that put theory into practice, participants are well prepared to face a world that is becoming more diverse by the day. The Department of Student Diversity & Multicultural Affairs looks forward to more opportunities to engage every part of the Loyola campus, as well as to bringing increased awareness to our efforts as a place where students, colleagues, and community members can expect excellence, challenge, and engagement.

HIGHLIGHTS 2009–10

- The Students Together Are Reaching Success (STARS) program had a very active year with twelve mentors and 70 mentees. High School STARS, a college preparation/awareness initiative for high school students, held Loyola's first Spring Perspectives Weekend for prospective students of color.
- SDMA created The People's Institute (TPI). TPI is a collective of over 200 student leaders and campus/community partners dedicated to youth activism through education and social justice.
- *Yes We Can: Making the Dream a Reality* was the theme of the 2010 Martin Luther King celebration. Keynote speaker Dr. Michael Eric Dyson from Georgetown University attracted over 450 guests combined at both the Water Tower and the Lake Shore campuses.
- Loyola's Campus Climate Survey was implemented and completed. Data from the survey will be interpreted and shared with the University community.

"I feel that there is a lot more expected of me. Now that I have this extended family I know that [the mentors] want the best for me and are there to support me [in] everything that I do."

—STARS MENTEE



Student Diversity & Multicultural Affairs

The Department of Student Diversity and Multicultural Affairs (SDMA) firmly believes that part of Loyola's promise to prepare people to lead extraordinary lives requires us to truly be a home for all cultures and people, by embracing all races, sexes, gender identities, religions, ethnic backgrounds, socio-economic classes, sexual orientations, and abilities.

OUR MISSION

In efforts to educate the Loyola community about the rich diversity of its constituency and the surrounding Chicago communities, 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.



ASSESSMENT FINDINGS

- The Department of SDMA organized and co-sponsored 231 programs in the 2009–10 academic year.
- With 17 Black Men’s Initiative participants, the average GPA was 2.90.
- 2,100 full-time undergraduate students were e-mailed an invitation to participate in the 2009–10 Campus Climate Survey; 576 students completed it. The final analysis of the data will be shared at the start of the 2010 fall semester with the Division of Student Development.

90% of RA’s believe the training met its goal for understanding the difference between Diversity, Multiculturalism, and Social Justice.

88% of Welcome Week Leaders believed the training met its goal for beginning to understand and build awareness about privilege and oppression.

GOALS 2010–11

- Continue leading the advancement of enhanced skill development in regards to the cultural competency of colleagues within the Division of Student Development.

- By the fall of 2010, the Division of Student Development will have had access to the full results of both the Campus Climate Survey and the Multicultural Competence in Student Affairs Organizations questionnaire.

- Sustain and strengthen The People’s Institute and all the initiatives that are a part of it; be more intentional with assessing learning outcomes.

- Identify greater sources of funding to hire more STARS Mentors. With additional peer mentors, we will be able to reach a larger number of first year students.

- Continue fostering increased participation of the Diversity Council (DC) constituents. The DC consists of representatives from over 30 organizations that have interests in social justice, cultural diversity, and awareness.

FROM THE ASSISTANT VICE PRESIDENT

JACK McLEAN, J.D.

Student Leadership Development completed a successful year by improving current programs and laying the foundation for future growth. Over 60 students participated in the new Student Leadership Certificate Program that started in fall 2009, with 16 students completing all certificate requirements. The fourth annual Student Leadership Institute was positively reviewed by the participants as a valuable and enriching experience. Recognizing the importance of networking with other universities, Student Leadership Development sponsored a total of 29 students to attend various national leadership conferences.

HIGHLIGHTS 2009–10

- Planned and facilitated the inaugural Student Leadership Certificate Program, which included 14, 90-minute workshops. Sixty-three students participated in these workshops and 16 students completed all certificate requirements.
- Planned and facilitated Loyola's Fourth Annual Student Leadership Institute (SLI), which was merged this year with the Christian Leadership Retreat. SLI featured a nationally known keynote speaker and 12 concurrent workshops held in four rounds.
- Inducted more than 175 new members into Alpha Sigma Nu. The Jesuit Honor Society recognizes those who exemplify academic excellence, loyalty and service. Students from all twelve colleges and schools of the university were inducted.
- Sponsored attendance at the following national conferences:
 - 6 students** at the National Collegiate Leadership Conference at the University of Arizona.
 - 4 students** at the Jesuit Universities Humanitarian Action Network Conference at Georgetown University.
 - 3 students** at the National Conference for College Women Student Leaders at the University of Maryland
 - 16 students** at the National Jesuit Student Leadership Conference at Fordham University (which Loyola will host in 2011).

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. The department seeks to:

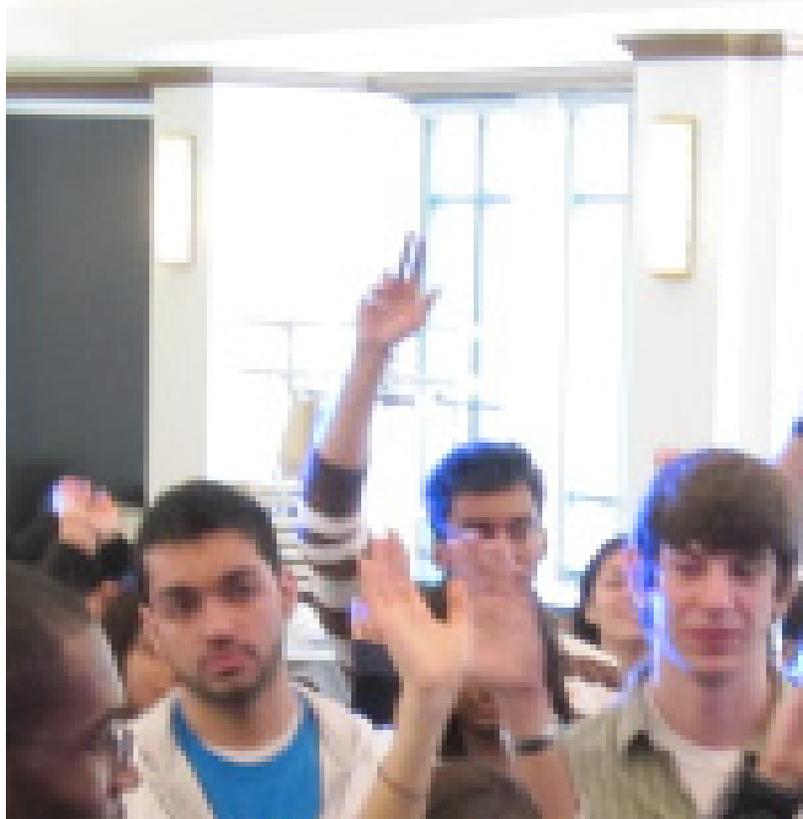
IDENTIFY AND PROMOTE the competencies associated with effective leadership development.

PROVIDE students opportunities 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 FINDINGS

- **88%** of respondents agreed or strongly agreed that “The workshop presenters (for the Student Leadership Institute) were knowledgeable about the topics and material they presented.”
- **100%** of respondents strongly agreed that “Neil Willenson (keynote speaker for the Student Leadership Institute) was motivational or inspiring.”
- **88%** of respondents agreed or strongly agreed that “The workshop presentations (at the Student Leadership Institute) met or exceeded my expectations.”
- **77%** of respondents agreed or strongly agreed that “I feel that my own leadership skills have been improved as a result of attending the Student Leadership Institute.”
- **72%** 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.”

GOALS 2010–11

- 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 the Student Leadership Certificate Program into a series of incremental developmentally-based programs designed for students with varying degrees of leadership experience.
- Enhance collaboration with other programs in the Center for Student Formation.

“Student Leadership Development is truly irreplaceable because it offers Loyola students the qualities and opportunities to become a great leader. . . If every university had a program and department like this, the world would definitely be a different place.”

—TIMOTHY SCHRODER

“I have always believed that there is a leader within us all. Not everybody truly realizes that until they complete the Student Leadership Certificate Program here at Loyola.”

—TAMEER SIDDIQUI

FROM THE ASSOCIATE DEAN

ANN MARIE MORGAN

While Water Tower Campus Life is still a very young member of the greater division, we are getting geared up to make quite an impact. The unique multi-functional area approach we are taking positions us well to create a seamless co-curricular experience. By bringing professionals in Ministry, Activities Programming, and Residence Life together in one team, we have the ability to partner and collaborate in new ways.

HIGHLIGHTS 2009-10

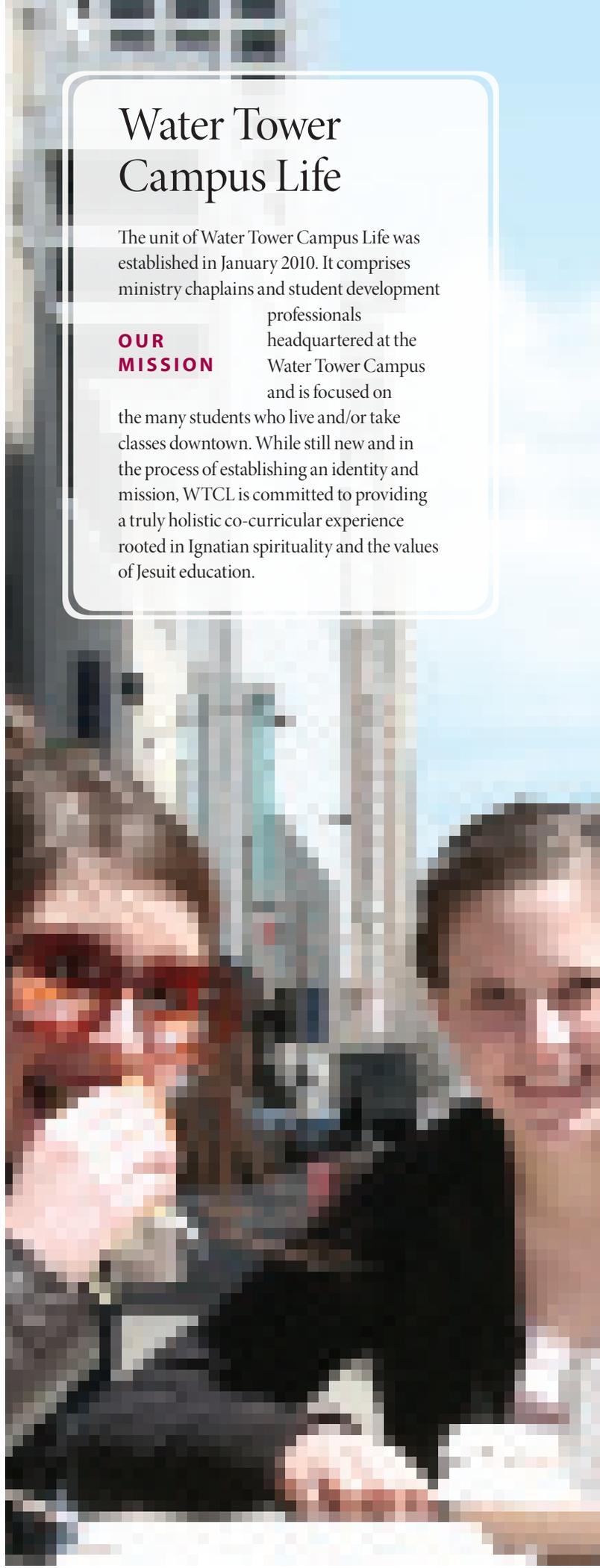
- Sunday Mass at St. James Chapel: Beginning in August 2009, the WTC gained its own weekly liturgy on-campus. In partnership with the Archdiocese of Chicago, the beautiful St. James Chapel provided a beautiful setting for this new offering targeted to young adults. From a modest initial attendance of 25 to a crowd of regulars totaling 75, Loyolans and young adults from the downtown area have claimed this Mass as their own.
- Windows To the City: Each month during the spring semester, groups of students explored the city with a faculty or staff member. Whether having tea at The Drake with the dean of students, attending the ballet with a professor in communication, or touring Goose Island Brewery with a Jesuit, students got to interact with faculty and administrators in a new way.
- Labre Ministry to the Homeless: In its second year, this student-initiated ministry has seen tremendous growth and development. Each week small groups of students gather to prepare food and participate in some prayerful reflection before they hit the streets. Using two routes in the downtown area, participants engage with the homeless men and women they encounter. While distribution of food and other items occurs, the true focus of this ministry is to develop relationships.

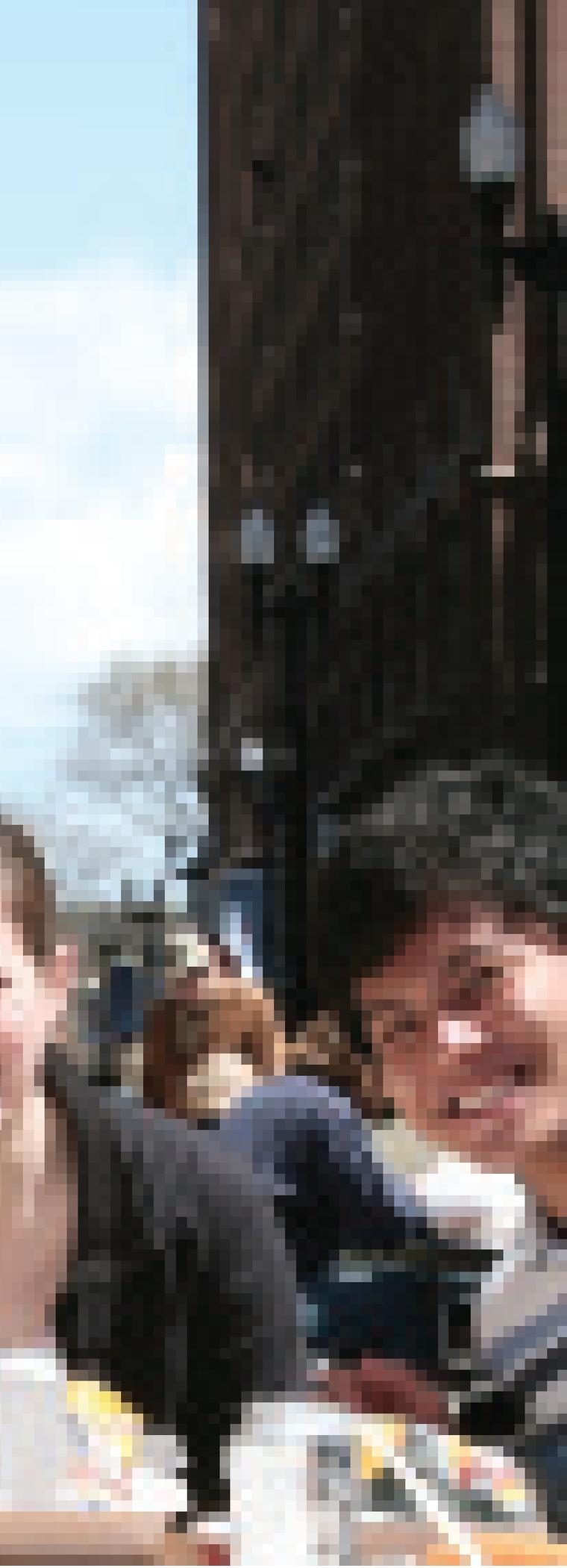
Water Tower Campus Life

The unit of Water Tower Campus Life was established in January 2010. It comprises ministry chaplains and student development

OUR MISSION

professionals headquartered at the Water Tower Campus and is focused on the many students who live and/or take classes downtown. While still new and in the process of establishing an identity and mission, WTCL is committed to providing a truly holistic co-curricular experience rooted in Ignatian spirituality and the values of Jesuit education.





GOALS 2010-11

- Develop a strong, cohesive, committed core team of student assistants who will offer hospitality to all who visit the Terry Student Center, and make the student experience at the WTC engaging and transformational.

- Incorporate the full Baumhart Hall staff into the larger picture of Water Campus Life.

- Continue to grow the Sunday evening liturgy.

- Launch a concentrated marketing plan aimed at promoting the Terry Student Center.

“The ‘Windows To the City’ program not only opened my eyes to exciting and unique opportunities within Chicago but introduced me to new friends and helped me develop an ownership for my personal experience at Loyola.”

—ASHLEIGH GRIZZELL '10

FROM THE DIRECTOR

DIANE ASARO

This was a particularly interesting year in light of the H1N1 outbreak. Clinical visits increased and health promotion contacts remained high while staffing and space continue to be a challenge. Demands on staff at every level were high. The Wellness Center staff responded admirably and provided high quality cost effective health services to students.

HIGHLIGHTS 2009-10

- The Wellness Center was awarded a 3-year, \$300,000 grant from the U.S. Department of Justice, Office on Violence Against Women. The project will comprehensively address sexual assault, domestic/dating violence, and stalking on campus through prevention education, coordinated community response, training, and expanded survivor services. As part of this project, a campus-wide Coordinated Community Response Team (CCRT) has been established with the goals of improving Loyola's response to survivors of violence and holding students who use violence more accountable.
- In collaboration with the Chicago Department of Public Health, the WC effectively responded to the H1N1 outbreak and contained and minimized the impact of the H1N1 virus on both the Loyola Campus and in the community at large. WC nurses, health educators, and nursing students from Loyola's School of Nursing developed an H1N1 information program and material and presented 43 sessions on residence hall floors and other high traffic student locations. H1N1 and seasonal influenza vaccination clinics were provided with significant student participation. 1,860 students were vaccinated against the H1N1 virus, and 1,200 seasonal flu vaccinations were administered.
- Mental health group support services were well attended this year. Emphasis was placed on mindfulness-based and other stress reduction programs. ACHA surveys consistently show stress as a leading factor that negatively impacts student performance. By focusing our group offerings on stress reduction, students were provided with a variety of options to assist them with stress management.

"I am currently the secretary of the Wellness Advocates and I've been part of them for two years. I love this group because it serves as a great way for me to express my passion for helping others live better lifestyles. Not only have I learned a great deal myself, I also enjoy communicating information to other students on campus about various health related issues."

—ADIBA KHAN

Wellness Center

The mission of Loyola University Chicago's Wellness Center (WC) is to support the educational purposes of the University by enhancing the health and wellness of the diverse student population through the

OUR MISSION

provision of wellness services. Within the context of a Jesuit Catholic institution, the WC is committed to fostering a healthy campus environment by empowering individuals to reach their full potential by making informed positive lifestyle changes and taking responsibility for self care in order to achieve and maintain optimal levels of wellness.





ASSESSMENT FINDINGS

- The Wellness Center continued to provide high-quality health care in response to high student demand with a total of 21,757 clinical visits (17,156 medical visits; 4,601 mental health visits), representing a 7.5 percent increase in clinical service usage. 7,000 individual students accessed clinical services.
- Health Education programming reached a total of 7,700 students. H1N1 informational sessions alone reached approximately 850 students.
- Triage phone calls made to the Dial-A-Nurse advice line increased by 70 percent.
- Internal satisfaction surveys conducted monthly reveal that 98 percent of the students accessing Wellness Center services are satisfied with their care. 88 percent of students who responded positively when asked "Did you come to the Wellness Center for a reason that could interfere with your ability to stay at Loyola?" responded that the Wellness Center services contributed to their ability to stay enrolled.
- AlcoholEdu continues to be an effective primary prevention method. 94 percent of first-year students (N=1,921) completed AlcoholEdu during the fall semester. When asked the question "To what degree did AlcoholEdu prepare you to...establish a plan ahead of time to make responsible decisions about drinking?" 80% responded in the top 3 of a 7-point Likert scale, with over 40% of those answering "Completely".
- Web usage of wellness services also increased this year. On-line scheduling and provider communication was introduced to the student body during the prior academic year. This year deliberate efforts were made to promote the on-line appointment system. As a result, the number of medical appointments scheduled via the web increased by 650 percent. In addition, there were 23,346 visitors to the Wellness Center website: 9,909 visitors to the Student Self-Care Guide and 562 completed mental health screenings. Four hundred and forty-one students completed e-CHUG (alcohol) and 101 completed the e-TOKE (marijuana) self-screening.

GOALS 2010-11

- Continue to reassess workflow and staffing in light of increased demands.

- Continue to identify needs and solutions to limitations of physical space.

- Implement a telephone triage system for initial counseling visits.

- Increase outreach programming by health education staff on issues of alcohol use, violence prevention, and stress management.

- Enhance campus-wide cooperation on responding to survivors of violence.

FROM THE DIRECTOR

TERRY WILLIAMS, PhD

What an exciting year this has been! Students and faculty welcomed Dr. Bridget Turner Kelly, bringing us to five full-time faculty for the first time! The year was also marked by record attendance with over 100 master's and 35 doctoral students enrolled. Faculty and student research presentations at national, regional, and institutional programs grew significantly as more students engaged with faculty and each other on research teams. In early March, at NASPA, over 200 alumni and friends attended a reception hosted by the Dean of the School of Education. In July 2010, Dr. Turner Kelly assumes leadership for the graduate programs with the full support of her faculty, staff, and student colleagues.

HIGHLIGHTS 2009-10

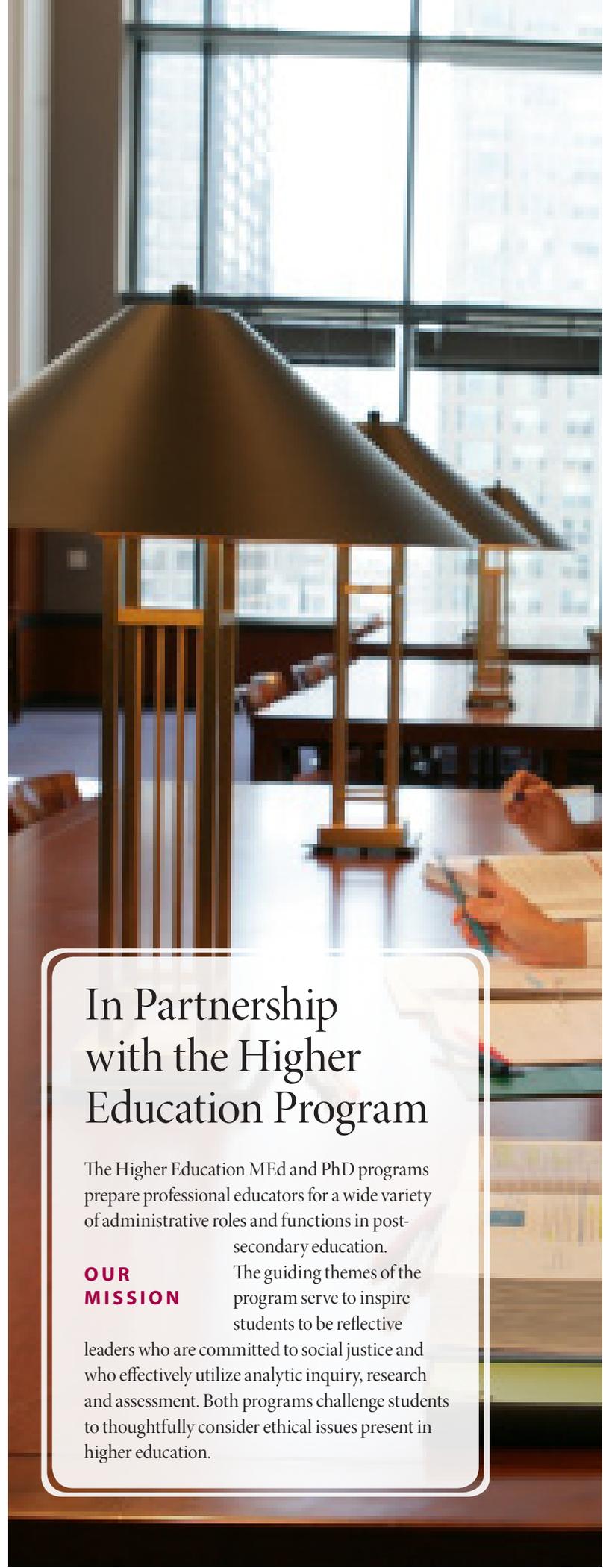
- A total of 37 MEd, 5 PhD, and 1 EdD students graduated in May 2010.
- In March, five faculty and 17 students presented at conferences; and one student and faculty member presented at the International Leadership Association in Prague. In April, two faculty members, 10 MEd students, and 5 PhD students presented research papers or posters at the 12th Annual School of Education Research Symposium.
- Dr. John Dugan received NASPA's Student Leadership Research Award from the Student Leadership Programs Knowledge Community.
- MEd student Dawn Simounet received the ACPA—Outstanding Graduate Student Award from the Commission for Student Involvement.
- MEd student Ana Del Castillo received the ACPA—Master's Student of the Year Award from the Standing Committee for Graduate Students and New Professionals

In Partnership with the Higher Education Program

The Higher Education MEd and PhD programs prepare professional educators for a wide variety of administrative roles and functions in post-secondary education.

OUR MISSION

The guiding themes of the program serve to inspire students to be reflective leaders who are committed to social justice and who effectively utilize analytic inquiry, research and assessment. Both programs challenge students to thoughtfully consider ethical issues present in higher education.





Over the course of 2009–10, the division of Student Development strengthened its relationship with the School of Education’s program in Higher Education. Given the number of graduate assistants employed in the Division and the fact that the academic program is educating tomorrow’s student development professionals, it is only natural that the two areas work closely together.

GOALS 2010–11

- Implement new changes to the MEd curriculum.

- Increase student involvement on campus and within national organizations.

- Institutionalize program collaborations with Division of Student Development.

“Throughout my time in the higher education program, I was encouraged, challenged, and supported to learn about who I was, who I wished to become, and how these components could further develop me as a person for others. Loyola truly prepared me to live an extraordinary life.”

—MICHELLE KUSEL, MEd

A LOOK AHEAD

Recognizing “Key” Experiences

As the Division of Student Development strives to deliver an overall co-curriculum that is transformative in nature, we also strive to offer individual experiences to students that are personal, meaningful, and memorable. To that end, the “Key Experiences” initiative will be launched in the 2010–11 school year.

The Class of 2014, at convocation, will be introduced to this new chapter of the Loyola story. As each student passes through the doors of Cudahy Library, he/she will receive a key. Over the course of the school year, the entire campus will be introduced to the “Key Experiences.” Students will learn of the many co-curricular opportunities available to deepen their commitment to Loyola’s core values.

Center for Community Service and Action

2010–11 will be the inaugural year for the Center for Community Service and Action (CSA). The CSA responds to the University strategic plan and the focus on transformative education for our students. Serving as a co-curricular counterpart to the Center for Experiential Learning, the CSA will refine existing community service programs, enhance community partnerships, and streamline connections between community needs and developmental opportunities for students.

Outdoor Experiential Education

The Outdoor Experiential Education Program provides Loyola students, faculty, and staff with opportunities to experience outdoor activities which are designed to promote positive lifetime skills and leadership development; encourage personal and interpersonal development; and increase environmental awareness.

The program will be operational in the Fall 2010 semester and will have a full time staff member and one graduate assistant.



reimagine Update

In order to ignite campus spirit and to provide our students with a world-class collegiate experience, Michael J. Garanzini, S.J., President, presented a five-phased building project. Rob Kelly, PhD, Vice President for Student Development, met with ad hoc groups of faculty, staff, and students to discuss their ideas to be presented to the designers. The campaign was launched on January 23, 2010.

Prior to the exciting launching activity, trustees met and approved *reimagine*. The Blue Ribbon Task Force (composed of trustees, administrators, faculty, staff, alumni, and students), chaired by Rob Kelly and co-chaired by James Bouchard and Jean Dolores Schmidt, BVM, met for discussion and presentation of further ideas.

The Phase V Steering Committee, which was formed during second semester and is composed of trustees, administrators, staff, alumni and students, is in the process of contributing workable suggestions.

\$100 million five-phased building project:



PHASE 1

The Norville Center for Intercollegiate Athletics, named for Al and Alfie Norville



PHASE 2

Gentile Center Renovation



PHASE 3

A True Student Union



PHASE 4

Halas Sports Center Renewal



PHASE 5

Centennial Forum Transformation



Retreat & Ecology Campus

The recent acquisition of a 98-acre Retreat Center in Woodstock, Illinois, now named the Loyola University Retreat and Ecology Campus (LUREC), makes this the optimum time to expand upon Loyola’s retreat and leadership programs for undergraduates. The campus features 100 guest rooms, a chapel, a full-service dining area, and meeting space. In addition, many additional outdoor amenities have been planned.

DID YOU KNOW?

- **Five Loyola athletic teams** earned Public Recognition Awards from the NCAA for having outstanding Academic Progress Rate scores.
- **Over 250 Loyolans** received Diversity/Social Justice Training in 2009–10 and over 335 people attended the Social Justice Dinner/Dialogue Series.
- **Student Development** has 139 staff members, 482 student workers and 25 graduate assistants.
- Through the student conduct system students provided **2,732 hours of service** to the Loyola community and 4,636 hours to the community outside of Loyola.
- **\$369,859** was allocated to fund the 450 student-organized programs.
- Senior Cynthia Morote-Ariza became the **first Loyola women's soccer player** to be drafted by a professional team when she went in the fifth round of the Women's Professional Soccer Draft to the Boston Breakers.
- The Christian Life Communities' annual Christmas can food drive collected **5,000 pounds of food**.
- **45%** of all Resident Assistants achieved a grade point average of 3.50 or higher.
- **The Chicago Water Tower**, which lends the Water Tower Campus its name, was one of only a few downtown buildings to survive the Great Chicago Fire of 1871.
- There are seven altars and two graves in the basement of the **Madonna della Strada Chapel**.
- **The Wellness Center** served as the model for the division in the process of developing departmental learning outcomes.
- There are more than **700 student leaders** who serve as executive board members in more than 200 clubs and organizations.
- Now entering its third year, **Loyola's "borrow-a-bike"** program is the first student-run bike loaning program in Chicago.
- Of **168 hours in a week**, students spend about 15–18 hours in class and roughly 50 hours sleeping, thus leaving about 100 hours of outside-the-classroom to fill.

WITH GRATITUDE

The Division of Student Development prizes the many partnerships we have developed over the years. We know that everyone across the University community works together for the good of our students. In that spirit, we would like to offer our thanks to many who have engaged in collegial partnerships with the departments of Student Development:

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