

Loyola University Chicago Institutional Survey 5-Year Plan

Please contact the Office of Institutional Research and Analysis (OIRA@LUC.edu) for any points of inquiry regarding institutional surveys and/or research.					AY25-26		AY26-27		AY27-28		AY28-29		AY29-30		AY30-31		AY31-32	
Name	OIRA University Partner	Contact Person(s)	Report Accessibility	Purpose	FA25	SP26	FA26	SP27	FA27	SP28	FA28	SP29	FA29	SP30	FA30	SP31	FA31	SP32
<i>Alumni Survey BWF</i>	Alumni Relations	Michelle Marchand	N/A	Survey of all alumni & related (e.g., parents, family) every 2 years; lead by consulting firm helping with alumni relations			10				10!							
<i>Campus Sexual Misconduct Climate Survey (SPEAK UP)</i>	Office of Equity and Compliance	Tim Love; Chris Kaegi	Contact University Partner	Inform University policies and prevention efforts related to student experiences of sexual misconduct. Required by IL statute (at 110 ILCS 155/35(b))				1			1				1			
<i>Classroom Modernization</i>	Office of the Provost	Susan Ries	N/A	Survey of faculty and student communities on modernizing physical space of Loyola classrooms			8-P											
<i>Cost of Attendance (COA)</i>	Office of Financial Aid	Ashley Bergemann	N/A	Assessing student perceptions and experience with Loyola's cost of attendance			1				1-P				1-P			
<i>Dean Evaluation Survey</i>	Office of Institutional Research and Analysis	Chris Kaegi	N/A	Faculty, staff, and peer evaluations of academic college/school Deans	5		5		5		5		5		5		5	
<i>Exit Survey (ES)</i>	Operations and Events	Chris Kaegi	PowerBI Dashboard	Gathers outcomes data, service-satisfaction and preparation levels, and likelihood of alumni engagement behavior immediately upon graduation		1		1		1		1		1		1		1
<i>First Destination Survey (NACE)</i>	Career Services	Geni Harcelode; Chris Kaegi	PowerBI Dashboard	Accountability for job placement; marketing	1		1		1		1		1		1		1	
<i>Jesuit Mission Survey (JMS)</i>	Office of Mission Integration	Clare Noonan; Chris Kaegi	N/A	Measuring and understanding faculty and staff levels of Jesuit mission resonance and professional integration				6			6-P				6-P			
<i>Law Student Survey of Student Engagement (LSSSE)</i>	School of Law	Karen Shaw	Contact University Partner	Provides a measure the effects of legal education on law students, with a focus on student engagement. LSSSE provides benchmarking against custom peer sets.		3		3		3		3		3		3		3
<i>Multi-Institutional Study of Leadership (MSL)</i>	Division of Student Development	Shannon Howes	Contact University Partner	Understanding the influences that shape socially responsible human development capacities & other leadership-related outcomes (e.g., efficacy, cognitive skills, resiliency)		2												
<i>National Collegiate Health Assessment</i>	Student Health Services	Mira Krivoshy	Contact University Partner	Collection of data on wide range of health and wellness issues impacting undergraduate and graduate student populations, potentially affecting academic performance		1				1				1				1
<i>National Survey of Student Engagement (NSSE)</i>	Office of Institutional Research and Analysis	Chris Kaegi	Contact OIRA	Provides a measure of engagement inside and outside of the classroom. Allows opportunities to benchmark and analyze across groups and analysis of the effectiveness of HIPs				2						2				
<i>PULSE Survey</i>	Student Success	Andy Wilson	Contact University Partner	Capture 1st year experiences related to academic transition, financial navigation, sense of belonging, and support needs	2	2	2	2	2	2	2	2	2	2	2	2	2	2
<i>Transportation Survey</i>	School of Environmental Sustainability	Aaron Durnbaugh	Contact University Partner	Collection transportation data from faculty, staff and students. Was scheduled for Fall 2025 but pushed back to Fall 2026 (targeting September)			7				7							7

-P = Projected Date
Last Updated: March 2026

Population Legend	
1- Students (undergraduate/graduate/professional)	5- Faculty
2- Undergraduate students	6- Faculty and staff
3- Graduate/professional students	7- Faculty, staff and students
4- Staff	8- Faculty and Students

