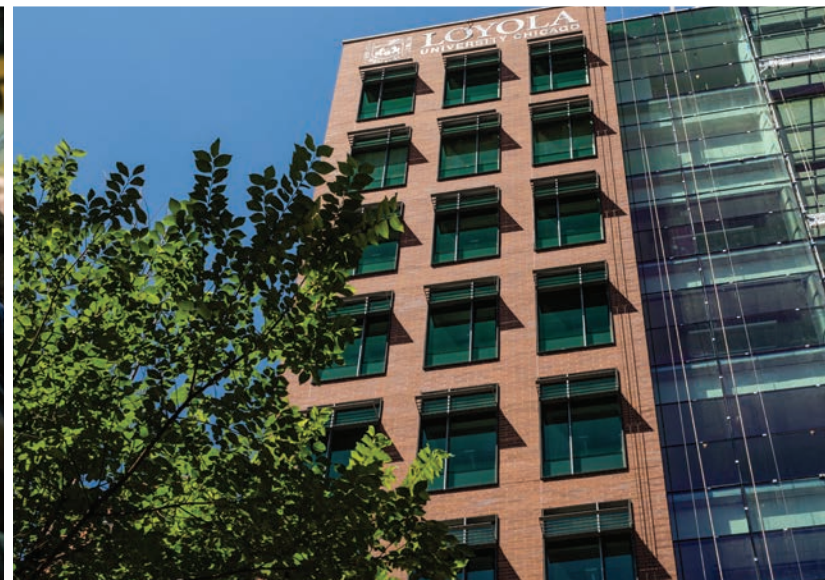


# 2016 STUDENT DEVELOPMENT ANNUAL REPORT

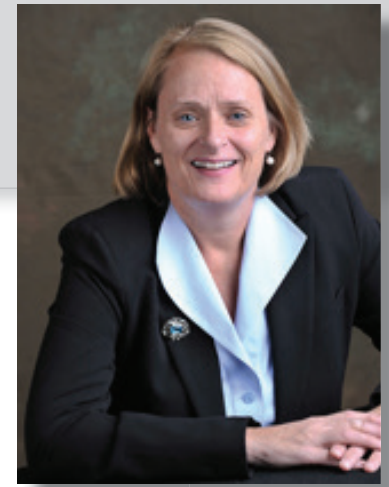


*Preparing people to lead extraordinary lives*

LOYOLA UNIVERSITY CHICAGO

# 2016 STUDENT DEVELOPMENT ANNUAL REPORT

## FROM THE VICE PRESIDENT FOR STUDENT DEVELOPMENT



September 2016

Dear Colleagues and Friends,

We present this Annual Report as a representation of the important work accomplished in the 2015-2016 academic year. This report provides an opportunity to celebrate our accomplishments and identify our areas for growth and improvement. As always, we are grateful for the many blessings we experienced throughout the year; we offer thanks for our students, staff, and colleagues around the University.

I am pleased to share the following initiatives and exciting happenings within the Division:

1. The Division worked closely with Student Government and University Senate to modify and update the student Demonstration and Fixed Exhibit Policy for our University's Community Standards. We are hopeful that the new policy will provide guidance on how students can meaningfully voice their concerns and engage with the campus community while ensuring a safe learning environment for all students.
2. The Department of Campus Ministry received a Lilly Foundation grant to establish a Youth Theology Institute to engage high school students in environmental and social justice.

As we welcome our new University President, Dr. JoAnn Rooney, and our largest incoming group of first year students, we look forward to continuing our work to transform students. By introducing our new students to the traditions of *The Loyola Experience*, we continue the important traditions of Ignatian education.

Thank you for your interest in learning about the exciting work of the Division of Student Development at Loyola University Chicago.

Sincerely,

Jane F. Neufeld  
Vice President for Student Development



# STUDENT PROMISE



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

## *Care for Myself*

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

## *Care for Others*

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

## *Care for Community*

I promise to acknowledge and celebrate diversity. I will contribute my talents, gifts, and ideas to strengthen the community. I aspire to be a person for others committed to working toward a more just world.

# ASSESSMENT



## DEPARTMENTAL STAFF INFORMATION:

1 full-time staff.

## DEPARTMENTAL MISSION STATEMENT:

The Assessment Office is dedicated to building a culture of evidence in the Division of Student Development, and to the use of data to demonstrate co-curricular learning, to inform decision-making processes, and to bring about continuous improvement to the benefit of students.

## 2015-2016 DEPARTMENTAL HIGHLIGHTS:

- Continued offering the Assessment Certificate Program in collaboration with colleagues from the Faculty Center for Ignatian Pedagogy, and DePaul University's Student Affairs Assessment Office of Teaching, Learning, & Assessment.
- Executed an assessment plan for the Weekend of Excellence, a University-wide event that occurs in April.

- Administered the second iteration of the Graduate, Professional, & Adult (GPA) Student Needs Assessment in Spring 2016 in collaboration with Water Tower Campus Life. Although the response rate was lower, the findings mirror those from Spring 2015, lending further support in the increase of services for Loyola's GPA populations.

## 2016-2017 DEPARTMENTAL GOALS:

- Revitalize the Divisional Assessment Committee to increase sharing of assessment results and findings with internal and external constituencies.
- Expand offerings for Assessment Certificate Program to aid in the development of capacity for assessment.
- Work together with campus partners such as the Faculty Center for Ignatian Pedagogy, Academic Advising, and Student Academic Services to develop a comprehensive assessment plan for *The Loyola Experience: The Four-Year Plan for Student Transformation*.

# BUDGET OFFICE



## DEPARTMENTAL STAFF INFORMATION:

2 full-time staff.

## DEPARTMENTAL MISSION STATEMENT:

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

## 2015-2016 DEPARTMENTAL HIGHLIGHTS:

- Maintained financial stability in the Division by continuous monitoring of spending and promptly addressing changes and variances in operations.
- Used assessment data of different programs, reviewed utilization of University resources and made recommendations for changes.

- Expanded the U-pass program to summer semester.
- Provided managers with data on the usage of funding for programs to assure that funds are used in the most effective way.
- Worked with individual offices on reviewing recordkeeping procedures.

## 2016-2017 DEPARTMENTAL GOALS:

- Maintain financial integrity in the Division by providing support and information to senior management in the Division.
- Continue to use assessment data of different programs, review utilization of University resources, and make recommendations for resource allocations.
- Continue review and development of business policies and procedures.
- Continue training of employees on University and Divisional fiscal policies and procedures.
- Work with purchasing department on expanding preferred vendor list.

## DID YOU KNOW?

- The Assessment Office is one of four key partners for the Assessment Certificate Program, a free professional development opportunity for faculty, staff, and graduate students at Loyola and DePaul University to develop assessment skills.
- The Assessment website hosts an Annual Report archive dating to 2008. With the availability of this information, one can readily review developments and changes within the Division.

# CAMPUS MINISTRY



## DEPARTMENTAL STAFF INFORMATION:

14 full-time staff, 5 graduate assistants, 15 student workers, 7 resident chaplains, 2 contracted chaplains, 238 student leaders.

## DEPARTMENTAL MISSION STATEMENT:

Campus Ministry invites students to experience, learn, and deepen their understanding of self, faith, and role in the world.

## KEY ASSESSMENT FINDINGS & ACTION PLAN:

- Of 367 Loyola 360 retreat participants, 88% indicated the retreat gave them an opportunity to think about an individual spirituality. Nearly all participants indicated the retreat allowed them to develop a deeper sense of belonging at Loyola. Given this assessment data, next year, we will focus our assessments on asking for specific examples of how the sense of belonging was developed on retreat.
- A qualitative analysis of CLC leader applications and end-of-year reflection letters found extensive anecdotal evidence that CLC participants are meeting the program's learning outcomes.
- In Fall 2015, 14 students participated in the nine-week Confirmation program. In a survey of 12 participants, 93% agreed that the classes helped them have an adult understanding of the Faith. Identified areas for growth include helping students identify one of their spiritual gifts and assisting students in committing to attend Mass regularly.

- In a survey of four of six sacristans, 94% said that they achieved at least a basic understanding of the Roman Missal rubrics. All said that working as a sacristan helped them to participate more actively during Mass.

## 2015-2016 DEPARTMENTAL HIGHLIGHTS:

- Increased participation in the Ignatian Silent Retreat by 33%, from 30 to 40 student participants and 10 spiritual directors.
- Launched the first Loyola 360 for the Rome Start to support first-year students study in Rome at the beginning of their Loyola Experience.
- Launched Agape Latte, an event that incorporates student musicians, coffee, and a faculty or staff speaker that shares personal experiences of the intersectionality of faith, love, and life. During Agape Latte's four events, participants averaged in 141 per event.
- Christian Life Communities (CLC) continued to experience strong growth during 2015-2016. Spring 2016 participation reached 275 students. The total number of participants during the year reached 326, a 65% growth over Spring 2015 and 550% growth since Spring 2013.
- The Muslim Chaplain received roughly 400 office visits in the school year on matters related to spiritual life, academics, and/or wellness. He frequently referred students to other campus offices (most commonly the Wellness Center). He conducted over 70 non-credit class sessions on topics from Qur'an study, Spirituality (Rumi), Philosophy (Socrates), New Atheism, Islamic Reform, and

posted 19 Muslim Chaplain Letters that were read far beyond the campus community.

- Anna Weinstein, director of Jewish Life, sponsored "When They Were Young: An Exclusive Evening with Holocaust Survivors, with over 92 attendees.
- Hosted Archbishop Blase Cupich for the 2016 Baccalaureate Mass, the first time such a Mass was presided by an Archbishop of Chicago.
- Between September and April, 12 students participated in weekly 90-minute classes about the basic teachings and practices of the Catholic Church followed by Mass at the chapel and a short scripture study. On Easter, five of these students were baptized, five were received as converts from other churches, two completed their initiation, and all twelve were confirmed.
- Continued to host Midnight Mass on December 24 along with Alumni Relations. About 300 alumni returned to campus for this annual tradition.
- Sponsored 24 alternative break immersion trips with 228 participants.

## 2016-2017 DEPARTMENTAL GOALS:

- Develop a more formative experience for the Loyola 360 and Unwritten captains.
- Grow the number of attendees at Agape Latte events in 2016-2017.
- Continue to hone the recruitment and group placement process for CLC while stabilizing the total population of CLC membership at not more than 360 participants.
- Organize programming focused on Suhba (Muslim companionship and fellowship)
- Create a back-to-school Jewish student leadership retreat program that will help students bond together, look critically at their leadership skills, and become comfortable with Jewish texts and scholarship.
- Reorganize the content and structure of the RCIA material to facilitate a more natural adult appropriation of the faith than is found in traditional religious education.



## MESSAGES FROM STUDENTS:

My current CLC has proven to me that faith discussions don't need to be stuffy or boring. We have dynamic conversations about real-life experiences and times in our lives when we have not felt God's presence. It's so comfortable enough to talk and cry together, and to reach out to someone when we need support. Until I joined CLC, I was afraid that my faith should not be accepted by my peers. I thought talking about God was taboo in college, but this group has given me the confidence to share my faith with others.

CLC Small Group Leader application

My first year undergraduate I spent in a support group. I wrote: "I cannot thank you enough for this group. It has been the most amazing thing I have participated in while at Loyola-your work makes life mean so much to me".

## DID YOU KNOW?

- There are nearly 800 Muslim students on-campus. Omer Mozaffar, our Muslim chaplain, interacts weekly with about 1/3 of the Muslim students. Not including the MSA events, he conducted as many as seven events each week.
- A team of six students help lead and direct the 40-person ensemble and music at the Sunday evening Mass.
- Labre Ministry had a successful crowd funding campaign through UMC and reached its goal of raising "\$2K in 2 Weeks." In fact, they raised \$4,600 in 2 weeks!

# COMMUNITY ACTION



## DEPARTMENTAL STAFF INFORMATION:

1 full-time, 1 AmeriCorps VISTA (full-time volunteer through Illinois Campus Compact partnership), 1 graduate assistant, and 1 student worker.

## DEPARTMENTAL MISSION STATEMENT:

Community Service and Action seeks to serve the diverse Loyola and local communities by fostering mutually beneficial partnerships designed to support neighbors in need. We aim to build the greater good by using our gifts and talents to create the change we seek.

## DEPARTMENTAL LEARNING OUTCOMES:

1. Students who participate in one-time CSA programs will articulate an awareness of the importance of service as part of Loyola's Jesuit, Catholic identity.
2. Students who participate in an ongoing CSA program will express a deepened knowledge of the social issue addressed by the partner agency after sustained immersion with the site.
3. Students participating in CSA education/advocacy activities will identify and describe 1-2 systems or structures impacting the justice issue being explored in the activity.
4. By participating in an ongoing community service program sponsored by the CSA, students will take part in reflection conversations in which they articulate two (2) personal values developed or deepened through their experience.

## KEY ASSESSMENT FINDINGS & ACTION PLAN:

- As reported in Loyola's 2016 President's Higher Education Community Service Honor Roll application, CSA programs engaged 1,179 students in 21,898 hours of service, valued at a \$554,895 in economic impact ([https://www.independentsector.org/volunteer\\_time](https://www.independentsector.org/volunteer_time)). Jumpstart (since terminated) and the Service and Faith Learning Community were highlighted, and CSA staff supported numerous other projects reported.
- While no quantitative data exists on the Service and Faith Learning Community, qualitative feedback and observations indicate that students are eagerly engaged. Through worship and service experiences over both semesters, the use of the Ignatian Examen in the spring Learning Community course, and the year-end retreat, students rose to the challenge of engaging faith and service in intellectual, spiritual, and practical ways.
- A Spring 2016 Loyola4Chicago survey indicates that the program participants value reflection upon service activities (89%) and are highly motivated by engaging a community outside of Loyola (86%).
- Participation in and impact from the Ignatian Family Teach-In for Justice, held in Washington, DC each November, is increasing. In 2015-2016, 14 students participated, the highest recent years. This is due, in part, to collaboration with Student Government of Loyola Chicago, which includes targeted recruiting and financial support from SGLC. In spring, two students sought to implement programs during Ignatian Family Advocacy Month, the campus-based follow-up to the Teach-In.

## 2015-2016 DEPARTMENTAL HIGHLIGHTS:

- The Service & Faith Learning Community continued a project with local congregations, the Service-Learning Manager in the Center for Experiential Learning, and faculty members in Theology, Philosophy, and Sociology. Through a new three-credit, engaged-learning Sociology course with an aim for students to integrate course content with experiences in local congregations, students served at least 25 hours in congregation-based senior citizen, children and youth, mental health, and nutrition programs.
- Spring registration for Loyola4Chicago, a weekly service program for small teams of students, filled to capacity. Moreover, the number of L4C partner sites increased to nine and included 187 students, 41 teams, and 7,747 service hours.
- Loyola's long-standing relationship with St. Thomas of Canterbury parish continued. The project targets first-year students, to provide an accessible service experience to new Ramblers. Each week, as many as 45 students prepared meals. In 2015-2016, 281 students participated, providing 1,751 service hours.
- A nine-member student Hunger Week team organized educational and fundraising activities for the Loyola community during the 42nd Hunger Week. The Breaking of the Fast (300+ attendees); OxFam Hunger Banquet (60+ attendees); "Bust It For Justice" (100+ attendees); and an art display in Damen were significant events. Contributions were distributed to the beneficiaries: A Just Harvest, Feeding America, and Action Against Hunger. For 2016-2017, the Hunger Week team will collaborate with the School of Nursing for its "Poverty Simulation" initiative.
- Fourteen students attended the annual Ignatian Family Teach-In for Justice in Washington, DC. The Loyola team engaged in education,

networking, and prayer around issues of human rights in Central America, immigration reform, and environmental justice. All students met with a congressional office to present their position on a theme of the Teach-In.

- The annual Post-Graduate Volunteer Send-Off honored 27 graduating seniors committed to a full-time post-graduate volunteer service program. Fifteen graduates attended the event with family, friends, faculty, and staff supporters. Other programming included annual post-graduate volunteer fair with 31 organizations recruiting students, and Jesuit Volunteer Corps International Discernment Weekend hosted on campus.

## 2016-2017 DEPARTMENTAL GOALS:

1. Address structural and staffing issues in the CSA, particularly the VISTA grant, based on the strong likelihood that the grant will not be renewed in the next AY.
2. Deepen connection with Loyola Partners for Education in support of the University's Strategic Plan.
3. Increase student leadership and input in program management and development.
4. Increase spring justice and advocacy programming, by enhancing efforts for Ignatian Family Advocacy Month.



## MESSAGES FROM STUDENTS:

...service helped me develop civic skills by giving me that responsibility to try and understand people of

...different races, ethnicities, and religions."

—Service and Faith Learning Community Member

"I gained my knowledge on how to communicate with kids that have been troubled or are in poverty."

—Spiritually, I grew in God in each and every day."

—Service and Faith Learning Community Member

—Service and Faith Learning Community Member

—Service and Faith Learning Community Member

## DID YOU KNOW?

1. In a single week during the academic year, the CSA engages over 20 teams of students in on-going partnership with at least 10 local community organizations!
2. In the 2016 President's Higher Education Community Service Honor Roll application, the CSA reports 5,453 students contributed 60,985 service hours through Student Development programs!

# RESIDENCE LIFE



## DEPARTMENTAL STAFF INFORMATION:

24 full-time staff, 12 graduate assistants, and 300+ student workers.

## DEPARTMENTAL MISSION STATEMENT:

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

### DID YOU KNOW?

1. The Department of Residence Life and its Resident Assistant staff implemented 1,134 programs for our on campus students.
2. The Green House Learning Community students started an ongoing initiative to compost the paper towels used in community bathrooms. LC residents collect used paper towels and compost them behind San Francisco Hall.
3. The Department of Residence Life employs 160 Student Support Staff that work in various support services positions from all years of academic standing. This group of student leaders averaged a 3.32 cumulative GPA for the 2015-2016 academic year.

## KEY ASSESSMENT FINDINGS & ACTION PLAN:

- Presentations from campus partners such as Sustainability, Career Services, ACE, SSWD, Office of International Programs, Center for Experiential Learning, and Tutoring & Academic Excellence led to 86% of RAs feeling confident in being able to identify key office staff to the benefit of students.
- Because of the Academic Round Robin Conversations sessions, 89% of RAs said they could articulate to LC students the connections between LC courses and the LC experience.
- Responding RAs said at an 80% rate that online training for Fall Student Staff Training was very or somewhat helpful.
- The speed of the check-in process left 94% of parents satisfied or very satisfied, while 86% of parents were satisfied or very satisfied with the helpfulness of move-in volunteers and staff.
- The Residence Directors received 1,359 after-hours duty calls during the 2015-2016 academic year. Of those, the most common call was for suspicion of Marijuana use.
- Annually, the Resident Assistant position models involvement and leadership within the residence halls, inspiring others to seek out this opportunity. This year, we had over 250 applications for these positions. The average GPA for Resident Assistants is 3.48.

## 2015-2016 DEPARTMENTAL HIGHLIGHTS:

- The Department hired a new Director in January 2016. The entire department of full and part time staff is 36. During this year, 10 new staff were hired, with three vacancies to be filled in early July 2016. This is nearly one third of the department. The department did consistently good work while consistently being less than full staff.
- The Resident Assistant Advisory Council (RAAC) was developed as a formally recognized body within the Department of Residence Life to allow direct communication, counsel, and advocacy between RAs and departmental senior leadership.
- A new learning community - First Year Research Experience (FYRE)—was launched this past academic year with 71 participants.
- The Department utilized a new closing procedure that included an express check out option. This worked very well for students and staff who reported its ease as a highlight.

## FUTURE DEPARTMENTAL GOALS:

1. Review/revise departmental mission, vision, values and diversity statement.
2. Develop a 3–5 year strategic plan for the Department.
3. Develop departmental and programmatic learning outcomes.
4. Complete a housing demand and cost study.
5. Complete an operational review and develop necessary policies to accompany the review.



### MESSAGES FROM STUDENTS:

*“I chose to live in Baumhart because I wanted the chance to really live and experience the heart of Chicago. Living in the middle of it is something that I’ve always wanted to try, so getting the opportunity to live here made that happen. There are so many things to do and so many places to go, and I was so thankful that I got the chance to do it through Loyola. I really am a part of the Baumhart community because I work in the Residence Life office located in Baumhart hall. I’m one of the Office Assistants here, so I get to help out so many students and learn what it’s like to live here, but also what it’s like to really bring the Water Tower community together with one another.”*  
— Baumhart Resident

*“My family and I were approximately 20 minutes early to our scheduled move-in time, but we proceeded toward the valley and before even getting out of the car, the movers were already unloading the car... I remember the time that I went across the other side of the valley to check in, my things were already on their way to my room. Everything was very quick, and I was able to check in and go to my room. Very easy and stress-free process.”*  
— 2015 Resident Life Move-In Assessment

*“As an RA I am now much more aware of social justice issues as well as the effort it takes to create an inclusive community. Through my position I have worked on intentional programming in order to have meaningful conversations about various social justice topics, and I have been pleasantly surprised by how much my residents are willing to engage in these conversations. In relation to inclusivity, being an RA has influenced how I approach building relationships and programs, and has helped me to keep in touch with my ability to be empathetic.”*

— from RA Selection promotional materials

*“My experience throughout this past year working as a Desk Receptionist at San Francisco Desk has been nothing but positive. I am so grateful for the opportunity to create relationships with not only the Residence Life Staff, but also all of the residents of San Francisco Hall. I would love to work as a Desk Receptionist again next year.”*

— 2016 Student Support Services Employment Intent Questionnaire

# WATER TOWER CAMPUS LIFE

## (Graduate, Professional, and Adult Student Life (GPASL))



### DEPARTMENTAL STAFF INFORMATION:

3 full-time, 8 student workers, 1 graduate intern.

### DEPARTMENTAL MISSION STATEMENT:

The mission of Water Tower Campus Life is to increase and support the academic, faith, personal, social, and professional growth of all students on Loyola University Chicago's Water Tower Campus—with a focus on graduate, professional, and adult students. We are committed to enhancing the student experience and fostering a transformative learning community.

### DEPARTMENTAL LEARNING OUTCOMES:

1. Graduate, Professional, and Adult (GPA) students will be able to identify at least 3 activities or experiences in which they have made a connection to Loyola.
2. Graduate, Professional, and Adult students will be able to identify and utilize resources at the WTC and within the broader Loyola University community as a result of the GPA Resource Orientations.
3. GPA students feel welcome and supported at Loyola University Chicago.
4. All Loyola University Chicago can identify at least three resources at the WTC.

### KEY ASSESSMENT FINDINGS:

- Findings from the GPA survey indicated a lack of affordable parking options near campus. GPASL is investigating possibilities to create more economical parking spaces near WTC.
- Due to frequent responses describing an absence of affordable and diverse food selection in close proximity to Water Tower Campus, GPASL is working to forge more partnerships with local vendors and Aramark to expand food options.
- GPA students said they were frequently unaware of some of the WTCL resources and events. GPASL identified a need for additional and stronger communication channels and will ask partners to add a link to the GPA newsletter in their communications and on their websites.
- GPA students overwhelmingly said that work-life balance resources are among the most important and sought after resources. One such example would be availability of a gym/recreation space on or near campus for which students would not have to pay additional fees.
- Responding students in the GPA survey described a need for more convenient access to the Career Development Center and a more efficient system of elevator use in Corboy Law Center. GPASL will be communicating with CDC about student feedback and presenting the idea of virtual meetings.

### 2015-2016 DEPARTMENTAL HIGHLIGHTS:

- Supported the inaugural year of the Graduate, Professorial, and Adult Council.
- Created a very strong relationship with The Graduate School, SCPS, and IPS and made inroads toward closer relationships with other graduate, professional, and adult schools.
- Created and executed the Graduate & Adult Leadership Awards (GALA) during the Weekend of Excellence.
- Produced the first annual Graduate Student of Color Social.
- Supported and Advised the GPA students' Black Lives Matter Conference.

### 2016-2017 DEPARTMENTAL GOALS:

1. Strengthen collaborations between GPASL and Academic/Administrative departments to support and engage GPA students.
2. Produce a definitive mission and vision for the newly named Graduate, Professional, and Adult Student Life (GPASL).
3. Support GPAC and other GPA student organizations initiatives.
4. Produce a strong five-year strategic plan for GPASL.
5. Provide additional support and space for marginalized members of the GPA community.



### MESSAGES FROM STUDENTS:

*Serving on GPAC gave me the opportunity to connect with other GPA students and advocate for our shared interests to make Loyola a more just and open institution for all members of the community.*  
—Chelsea De

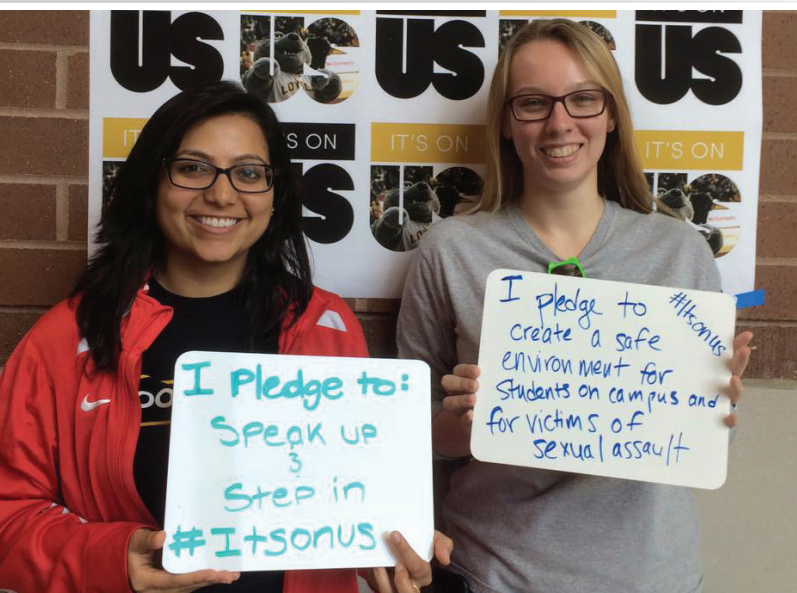
*As a second year graduate student in the school of social work, I have found great support from the Office of Water Tower Campus Life. From the small ways of offering coffee and tea, which creates a welcoming environment and a chance to meet other students, to the programs like the Students of Color Mixer and the Black Lives Matter Conference which were held this year, what I am grateful for is the way in which the WTC Life Office has helped to foster and create community.*  
— Anonymous

### DID YOU KNOW?

1. The GPA Student Boat Cruise has been sold out for the past three years.
2. WTCL/GPASL sponsors affinity spaces for GPA students of color.



# WELLNESS CENTER



## DEPARTMENTAL STAFF INFORMATION:

28 full-time mental health, medical, and health education staff; 9 student workers; 4 unpaid advanced practice graduate nursing students; 6 unpaid clinical psychology graduate student counselors; 3 unpaid social work interns; 1 advanced therapy extern; 19 student volunteer peer health educators (Wellness Advocates), and 1 therapy dog.

## DEPARTMENTAL MISSION STATEMENT:

The Wellness Center provides high quality interdisciplinary medical, mental health, and health promotion services that enable our diverse student population to more fully participate and succeed in the college experience. By enhancing health and wellness, within the context of a Jesuit Catholic institution, each student is empowered to take responsibility for self-care by making informed lifestyle choices that contribute to their success and to the well-being of the community.

## DEPARTMENTAL LEARNING OUTCOMES:

1. Students will identify risk-reducing behaviors that promote a healthy community.
2. Students will demonstrate health literacy.
3. Students will demonstrate self-care skills that promote optimal health to enable academic success.

## KEY ASSESSMENT FINDINGS & ACTION PLAN:

- The Wellness Center experienced an 8% increase in direct student clinical contacts this year. Clinical visits were 21,850 (medical 12,897 and mental health 8,953) with an additional 14,155 student contacts and outreach through 295 programs, training, and open groups.
- The Student Health 101 Health Care Guide continues to provide accessibility of health information. There were 736 visits to the Self Care Guide.
- There were 5414 visits to Student Health 101, with 3,327 being unique visitors.
- Web analytics: There were 48,683 Wellness Center Website visits, 13,577 being unique visitors. 26% were to the main page, 10% to the immunization page, 6% to view the centers hours, and 5% to the counseling page. Tivo has 1041 likes on Facebook. The Wellness Center has 1453 followers on Twitter.
- On Line Depression screening, E-CHUG: There were 262 mental health screening completed. 101 were screened for depression, 8 for alcohol use, 81 for generalized anxiety, 19 for posttraumatic stress, 27 for disordered eating and 26 for bipolar. 75 students completed ECHUG to Go.
- Alcohol Edu for College continues to be a primary prevention tool. In comparison to other Jesuit institutions that use Alcohol Edu, Loyola has a 10% higher percentage of abstainers and non-drinkers.

## 2015-2016 DEPARTMENTAL HIGHLIGHTS:

- Conducted a needs assessment and based on results provided training for Arrupe College staff and students including I'm here for You, Active Bystander Training, Peer Counselor Gate Keeper training and ongoing clinical supervision. Provided direct clinical services to Arrupe College students.
- The Wellness Center in partnership with the School of Social Work initiated a three year, \$300,000 federal suicide prevention grant, providing gatekeeper training and conducting outreach to underrepresented groups.
- Added electronic prescription capabilities and mobile texting to the electronic medical record to facilitate student access and improve communication.
- The Body Project, a peer/led program based on healthy body image was brought to Loyola. Conducted an intensive training for student leaders, and trained 15 participants in the Spring semester. Project initiated and conducted with Student Activities and Greek Affairs.



## FUTURE DEPARTMENTAL GOALS:

1. Implement Wellness Center new five-year strategic plan.
2. Investigate opportunities for partnerships for delivery of healthcare services.
3. Review current Wellness Center student educational and clinical materials for cultural competency.

# LA

MESSAGES FROM STUDENTS:

A third year undergraduate student volunteer wrote:  
"Being part of Wellness Advocates helped me find my niche at Loyola. This organization provided me opportunities to interact and educate peers on topics I am passionate about."  
A second year undergraduate participant in a support group wrote:  
"I cannot thank you enough for this group. It has been the most amazing thing I have participated in at Loyola-your work really makes a difference in my life. This means so much to me".

# GLORIAMOREM

## DID YOU KNOW?

1. The Wellness Center introduced "First. Only. Different." a group providing safe space to support students of color.
2. All incoming new fraternity and sorority members received ByStander Intervention training.

# CAMPUS RECREATION (STUDENT COMPLEX)



## DEPARTMENTAL STAFF INFORMATION:

4 FTE, 2 Graduate Assistant, 135 Student Workers.

## DEPARTMENTAL MISSION STATEMENT:

The Loyola University Chicago Campus Recreation Department – which consists of Outdoor Experiential Education (OEE), Aquatics, Club & Intramural Sports, and Fitness – strives to provide recreational and social experiences that build community and promote values-based action while preparing people to live healthy and balanced lives.

### DID YOU KNOW?

1. Outdoor Leadership Workshop participants experience over 140 hours of training on leadership, group development, Jesuit values, and technical skills.
2. The Intramural Basketball championship games was held in Gentle Arena for the first time.
3. The overall sport club GPA is 3.22, with highest club being 3.49

## KEY ASSESSMENT FINDINGS & ACTION PLAN:

- All OEE survey respondents noted that they would recommend OEE on campus programming to others. All student employees mentioned self-reflection and learning from their experience as an OEE facilitator or Rock Wall staff member in their annual re-applications and a majority of challenge course participant survey respondents agreed that they learned a new or different way to reflect during their experience.
- Group fitness class participants indicated at a 93% rate that the Group Fitness Program increased the frequency/duration of their physical activity.
- A survey of personal training program participants showed that 90% of respondents would rate the personal training program as “excellent” and 10% would rate the personal training program as very good based on the level of difficulty.
- To address identified need for customer service training, each monthly in-service training includes customer service, in addition to skills work and conditioning.
- Student staff noted a need to train on program areas and emergency response. Semester assignment now includes spending time with a student in another program area to learn about that program area.

## 2015-2016 DEPARTMENTAL HIGHLIGHTS:

- Over 5,100 Loyola students, faculty, and staff participated in OEE on-campus programming which included Paddles on the Lake, On-Campus Group Development programs, climbing technique classes at the Rock Wall and many others.
- Campfire on the Quad program was created with 645 campfire visitors in the fall. This program offered an alternative experience on Friday nights for students connect with each other around a campfire in the middle of campus.
- More than 1,300 Loyola students, faculty, and staff participated in meaningful experiences with Ramble Outdoors on the challenge course, including the inaugural Arrupe class during their Summer Enrichment Program.
- Campus Recreation increased the number of specialty classes/programs available to participants. Specialty classes included Candlelight Yoga, Aqua Zumba, Yoga Sculpt, Circuit Cycle, Tandem Yoga, Club Spin, and Loyola’s Largest Zumba by 10%. This was in addition to the 12% increase the regular Group Fitness class participation as compared to the 2014-2015 year.
- Intramural participation increased by 40%, with a 49% increase in female participation.
- Club sports held its first annual “Sport Club Recognition night”, a banquets to honor all club officers. All 26 clubs were represented
- Club sports increased driver’s certification to comply with risk management and university standards.
- Increased the number of user groups in the pool and Swimming Lesson participants, leading to more space on staff for instructors

## FUTURE DEPARTMENTAL GOALS:

1. Offer an OEE Start the Fire experience to be offered at the Retreat and Ecology campus.
2. Create weekend campout experiences to be offered at the Retreat and Ecology campus.
3. Expand winter paddling programs in the Halas pool.
4. Improve drivers training for club athletes.
5. Improve concussion and injury awareness for club athletes.
6. Train staff on navigating the pool with a disability.
7. Certify all Learn to Swim Instructors as Water Safety Instructors through American Red Cross.
8. Help students identify at least 3 transferrable skills from their student employment experience



## MESSAGES FROM STUDENTS:

“I learned that I can lead without necessarily being the leader, but just by contributing my own strengths and working to provide emotional, physical support and affirmation to fellow team members.”

“Outdoor Leadership Workshop participant via Practical Interview application”

“Through the Outdoor Leadership Workshop, I have learned to internalize the Loyola student promise.”

“The commitment to care for self, others, and the environment has become much clearer to me.”

“The OLV experience has been more than compared to any class or fieldwork opportunity that I have participated in.”

– Outdoor Leadership Workshop participant via Practical Interview application

“My favorite part of being involved in club sports is the comradery within our team...we have become very close over the years and I don’t take that for granted.”

– Men’s Soccer, Drew Markey

“My favorite part of being involved in club sports is the community. Everyone makes playing so much fun, and the fact that we are club sports at a smaller school and yet have done so well goes to show the passion everyone has for the sport they play.”

– Women’s Soccer, Tracy Korn

# STUDENT CENTERS/U-PASS (STUDENT COMPLEX)



## DEPARTMENTAL STAFF INFORMATION:

2 FTE, 60 student staff members.

## DEPARTMENTAL MISSION STATEMENT:

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

## DEPARTMENTAL LEARNING OUTCOMES:

As a result of their student employment experience with the Department of Student Centers...

1. Student staff are able to identify the four key principles of customer service as defined in the FISH Philosophy of Customer Service.
2. Student staff are able to name and explain the importance of at least (3) university departments and their importance to the university.
3. Student staff can confidently describe the impact that the experience had on at least 3 relationships that were developed through employment (professional, student-student, faculty, etc.)

## 2015-2016 DEPARTMENTAL HIGHLIGHTS:

- Partnered with the Department of Off-Campus Life on creating a much larger and dedicated commuter resource room featured on the 2nd floor of the Damen Student Center. This space has provided a great deal of support to this area.
- Created new websites for the Student Complex and the U-Pass areas that fit the university standards for web-sites. This has allowed us to direct people to the most pertinent information regarding anything related to our individual areas. The traffic to our U-Pass website increased by 100% in 2015-2016 as a result of its re-developed website.
- Reserved, set up/changed over and planned logistics for over 3,100 individual meetings, events, and programs in the Damen Student Center and Centennial Forum. Out of these 3,100 reservations, approximately 1,700 were student related events, roughly 1,200 were departmental related reservations, and about 300 were external events and programs. Key events and programs included, but are not limited to, New Student Orientation, Welcome Week, Movie Series', Board of Trustees events, Family Weekend, Pizza with the President, MLK related events (including keynote event), ((dop)) events including Colossus Reveal, St. Baldrick's Day (Sigma Alpha Epsilon), student performance dates, Weekend of Excellence, Commencement, Alumni Weekend, and Founders' Dinner.
- The Damen Student Center student staff was nominated and received the Ignatian Team Spirit Award which recognizes their achievements as a student staff at Loyola University Chicago. This award was given as part of Loyola's annual Weekend of Excellence.

- The U-Pass program received approval for the first-ever summer U-Pass program at Loyola University Chicago. In the 10+ year history of the U-Pass program at Loyola, there has never been a summer U-Pass program. We are excited to report that the initial reaction to this program has been very positive. We look forward to expanding this program in the future.

## 2016-2017 DEPARTMENTAL GOALS:

1. Continue to develop an assessment program that efficiently monitors various elements of the Student Center facilities, student employment program, and services.
2. Remain current with industry trends by attending various conferences, networking with industry professionals, and research of the field. This includes looking at ways to continue to be more efficient in maintaining our LEED certification for the Damen Student Center and other facilities within the Student Complex



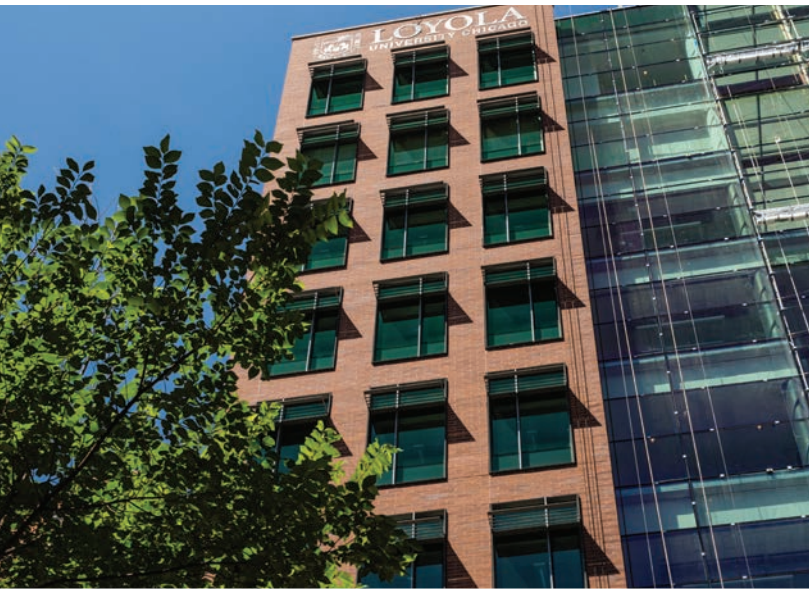
LOYOLA  
MESSAGE FROM STUDENTS:

Working with the Damen Student Center for the last 3 years has provided me with an unbelievable experience that I will draw from often in my life after graduation.  
Graduating student, staff member, senior exit interview

## DID YOU KNOW?

1. There were over 2,000 individual tabling reservations in the Damen Student Center in 2015-2016. Student organizations and university departments utilize tabling to assist them in marketing their organizations to the Loyola community.
2. The Damen Student Center played host to portions of the historic AIDS Quilt during the month of April 2016. The AIDS Quilt was founded in 1987 and as of 2010 is the largest piece of community art in the world.

# DEAN OF STUDENTS



## DEPARTMENTAL STAFF INFORMATION:

6 full-time staff.

## DEPARTMENTAL MISSION STATEMENT:

You matter here at Loyola. Your goals, potential, and needs are important to us, as these will uniquely define your college experience. From celebrating successes to overcoming challenges, the Office of the Dean of Students (DOS) is here to provide care and support as you navigate college and pursue the academic and personal goals that are important to you. We offer encouragement, advocacy, and a personalized response when the unexpected happens, and we will always be here to connect you with the resources you need to emerge successful.

## DEPARTMENTAL SERVICES:

1. **Coordinated Assistance and Resource Education (CARE):** Individualized support for dealing with illness, personal emergencies, or other unexpected difficulties.
2. **Behavioral Concerns Team (BCT):** A network of campus resources coordinated by the DOS to address reports of concerning student behavior.
3. **Gender-Based Misconduct Services (Title IX):** Ensuring a prompt, effective, and thorough response to reports of dating violence, stalking, sexual assault, or other gender-based misconduct.

## KEY ASSESSMENT FINDINGS & ACTION PLAN:

- The DOS processed 350 *CARE Reports* between June 2015-May 2016. Among the most commonly addressed concerns were academic distress (96), medical concern (74), and mental health concern (39). Cases also included family issues (25), grief/loss (22), and social/emotional adjustment (12).
- **Behavioral Concerns Team (BCT)** reports numbered 210 between June 2015-May 2016. Mental health concerns (88), suicide ideation, thoughts, or threats (43), and self-harming behaviors were among the most common issues. The BCT also supported students with eating disorders (6), students who abuse/misuse alcohol or other drugs (19), and students facing financial/economic difficulties (5).
- Via the Title IX Deputy Coordinator, the DOS assisted with 102 cases of **Gender-Based Misconduct**. Of these cases, 30 were incidents of non-consensual sexual penetration, 20 were instances of non-consensual sexual contact, and 15 were incidents of stalking. There were 14 incidents each of dating/domestic violence and sexual harassment, 5 instance of "other" or unknown type of sexual misconduct, and two cases apiece for sexual exploitation and gender-based discrimination.
- Given assessment findings, the DOS will actively promote CARE among campus partners throughout the 2016-17 academic year. The DOS will continue to provide training and support for the 20+ volunteer investigators who help address incidents of alleged gender-based misconduct. The DOS plans to deliver programs and initiatives intended to foster positive and collaborative relationships with students.

## 2015-2016 DEPARTMENTAL HIGHLIGHTS:

- Traditionally Offices of the Dean of Students are the centralized points of contact for students who experience personal and/or academic challenges. Historically, the DOS has always served these students, but without a formalized process. In spring of 2015, general outreach and support for students through the DOS was formalized as "CARE Services," resulting in 350 referrals during the 2015-2016 academic year.
- The Office of the Dean of Students further enhanced operating procedures and University protocols, contributing to a more efficient system to deliver critical support in a time of crisis.

## FUTURE DEPARTMENTAL GOALS:

1. Establish and maintain a positive, proactive presence among Loyola's student body, assuring the community that the DOS is here to provide support, advocacy, and care as difficult situations arise during the college experience.
2. Continue to refine protocols and policies to ensure prompt and effective response to incidents of crisis or trauma among the student body.
3. Promote the services of the DOS more widely to campus partners, including faculty and college/program administrators.
4. Create regular opportunities for students, faculty, staff, and University leadership to engage in meaningful dialogue.



## DID YOU KNOW?

1. The Office of the Dean of Students was an active contributor and advocate during the drafting and passage of the **Preventing Sexual Violence in Higher Education Act (P.A. 99-426)**, state legislation that demands Illinois colleges and universities respond fairly and effectively to incidents of sexual violence.

2. The Foundation for Individual Rights in Education (FIRE) recognized the Office of the Dean of Students' revision of the Free Expression and Demonstration Policy as "a good example for how to accommodate student protests and demonstrations...we hope that other colleges and universities will follow in LUC's footsteps." (March 24, 2016, <https://www.thefire.org/following-protests-loyola-chicago-releases-improved-demonstration-policy/>)

## MESSAGES FROM STUDENTS:

"The time is finally here. I'm graduating. Before I leave, I want to take the opportunity to thank you for everything you've done for me. My life is finally back on track...None of this would have been possible without you believing in me."

— Graduating CARE student

"I just want to say thank you for not feeling embarrassed about my mental health [issue] with you and I thank you for making it comfortable for me to have told you about it. It's really hard to confide in someone about my [mental health] issue, and how you makes me feel and thank you for being able to create a comfortable environment for me to talk about it and just challenging my negative thoughts. Thank you so much."

— Student regarding BCT services received

"You have been an invaluable resource to me. You were the first call I returned in the hospital, and I will happily continue talking to you for as long as you'll have me."

— Student regarding BCT services received

"You have been an invaluable resource to me. You were the first call I returned in the hospital, and I will happily continue talking to you for as long as you'll have me."

— Student regarding BCT services received

# OFF-CAMPUS STUDENT LIFE



## DEPARTMENTAL STAFF INFORMATION:

2 full-time and 4 student workers.

## DEPARTMENTAL MISSION STATEMENT:

The Office of Off-Campus Student Life (OCSL) serves Loyola University Chicago's non-residential student populations: commuter and resimuter students. Through advocacy and programming, OCSL enhances students' connection to campus while strengthening the relationship between our student and nonstudent neighbors to build a strong community.

## DEPARTMENTAL LEARNING OUTCOMES:

1. Non-residential students who participate in Off-Campus Student Life (OCSL) programs and services will know about and understand the various off-campus resources available to them related to transitioning to off-campus living, tenants' rights, safety, and community building.
2. Non-residential students who participate in Off-Campus Student Life (OCSL) programs and services will identify ways to connect to on-campus programs and services that assist them in finding community.
3. Non-residential students who participate in Off-Campus Student Life (OCSL) programs and services will recognize how their engagement in OCSL programs contributes to having a sense of community and peer connection on campus.

4. Resimuting students who participate in Off-Campus Student Life programs and services will identify behavior that is consistent with the *Good Neighbor Policy*.

## KEY ASSESSMENT FINDINGS & ACTION PLAN:

- OCSL experienced a 24% increase in student program participation this academic year. Students' attendance is tracked at all OCSL programs throughout the academic year through Orgsync scanning.
- OCSL served 564 individual commuter students this academic year, a 59% increase over the previous year.
- The Commuter Resource Room experienced a 66% increase in usage this academic year. This increase is as a result of a new, larger space as well as increased student awareness.
- "Resimuter" (students living within the University district) students who completed the online Off-Campus Living Seminar, reported retaining the seminar content to utilize in real-world experiences, as evidenced by focus group participants passing a seminar quiz at a 100%.
- This academic year was a pilot for transitioning the Off-Campus Living Seminar to an online platform. Due to the positive feedback received through a focus group as well as the increase in completion rates the OCSL will continue to deliver the seminar through an online platform.

## 2015-2016 DEPARTMENTAL HIGHLIGHTS:

- Secured a new home for the Commuter Resource Room. This change not only provides commuter students with more space, but it also sends a message of University support and appreciation to the commuter population.
- Transitioned its annual Off-Campus Living Seminar to an online platform, yielding a 92% completion rate for the academic year. This change was in response to student feedback from students who communicated preferring the flexibility of an online version.
- Hosted over 4400 off-campus students at 92 events this academic year. This number is an indication that students are becoming more aware of the services offered and thus, participating at an increased rate demonstrating an interest in connecting with their peers and their community.
- Served more off-campus students than ever on record. Over 50% of students served engaged in multiple programs during the academic year.



## 2016-2017 DEPARTMENTAL GOALS:

1. For students who connect with OCSL to know and understand the resources available to them related to safety, tenants' rights, community building, and transitioning to off-campus living.
2. For resimuting students to have a sense of responsibility as they reside independently in surrounding communities.
3. Commuting and resimuting students can identify University-wide programs and services available to them while residing off-campus.
4. For commuting and resimuting students to connect to on-campus resources and programs to feel a part of the campus community.

## MESSAGES FROM STUDENTS:

"Thank you so much for your help with my landlord. The situation was really intimidating, we could not have known what to do without you. I really enjoyed the Off-Campus Student 2015-2016. I received a follow up email from staff to staff."

"Going to commuter programs has helped me meet new people. The [Commuter Resource Room] is a great place to meet other commuters and make friends. I found my community here."

(conversation with commuter student)

## DID YOU KNOW?

1. There are more students who live off-campus at Loyola University Chicago than in on-campus housing.
2. Many of our commuting students travel as long as four hours a day to engage in classes and co-curricular experiences.

# OFFICE OF STUDENT CONDUCT AND CONFLICT RESOLUTION



## DEPARTMENTAL STAFF INFORMATION:

4 full-time staff, 1 graduate assistant, 1 intern, 2 student workers, and 21 volunteers.

## DEPARTMENTAL MISSION STATEMENT:

The Office of Student Conduct and Conflict Resolution (OSCCR) is dedicated to providing a safe environment for students by promoting responsible decision making and a focus on self-awareness. We also strive to strengthen relationships between students and their communities by encouraging students to take ownership of the choices they have made, enforcing accountability and engaging in open dialogue with community members.

## DEPARTMENTAL LEARNING OUTCOMES:

1. As a result of participating in the conduct process, students will understand the negative ramifications related to their alleged misconduct.
2. As a result of a conduct hearing, students will learn one or more skills to develop ethical decision-making, risk assessment, or self-advocacy.
3. As a result of engaging with the OSCCR, students will improve their understanding of and commitment to The Student Promise.
4. As a result of participating in conflict resolution services, students will improve communication skills, increase confidence to address conflict, and experience increased self-awareness.

## KEY ASSESSMENT FINDINGS:

- Incident report data from 2015–2016 indicate a 20% decrease in alcohol and drug related incidents from the previous year. In at least 10 instances, students enacted the Good Samaritan protocol to assist a student in need of emergency care.
- Multiple repeat neighborhood disturbances during 2014-2015 academic year led the OSCCR to pilot the CommUNITY Conference, a Restorative Justice (RJ) conference, designed to restore relationships and repair harm after an incident occurs that negatively affects a community. The responsible person and the community members affected meet and identify the impact of the incident and determine collaboratively how to rebuild trust and repair any harm. Three neighborhood disturbances were reported in the piloted area during the 2015-2016 academic year, an 80% reduction.
- All CommUNITY Conference participants believed that the collective agreement reached among the participants seemed to address directly the harm caused by the incident, that they would recommend CommUNITY to others, and that the CommUNITY Conference process was effective.
- In 2015-2016, 93 students participated in the Values Workshop, a weekly interactive skills-based workshop designed and led by Peer Ambassadors for students to explore personal and community values, develop ethical decision-making skills, and practice ways to live the Student Promise. More than 80% of participants said the workshop gave them the opportunity examine their personal values and what role their values play in decision-making, and over 70% of participants said they have a better understanding of how their actions affect the community.

## 2015-2016 DEPARTMENTAL HIGHLIGHTS:

- During 2015-2016, a talented team of six student Peer Ambassadors facilitated reflection sessions with other students. These sessions allowed participants to evaluate engagement in the Loyola and Rogers Park communities, to make connections between their personal and professional goals and the needs of the community, and to establish a greater sense of belonging at Loyola. Peer Ambassadors gave peer-to-peer support; they raised awareness of services, and provided guidance to peers regarding the conduct process.
- With the Title IX Deputy Coordinator, the OSCCR staff delivered two intensive 10-hour trainings for gender-based misconduct: one for investigators and one for hearing board members. The trainings provided in-depth skill-development to support over 20 faculty and staff volunteers to serve gender-based discrimination and misconduct cases. The OSCCR also promoted continued skill development through sessions during the year.
- The OSCCR developed an extensive protocol to investigate and adjudicate reported “bias-motivated incidents,” incidents of discrimination or other misconduct that appear to have been motivated by an individual’s membership in a protected class. This protocol is reflective of standards and guidance provided by the U.S. Department of Education Office for Civil Rights, and will be published in the 2016-2017 Community Standards.
- The Office of the Dean of Students, University Senate, Student Government of Loyola Chicago, and OSCCR published the new Student Free Expression: Demonstration and Fixed Exhibit policy in response to a critical call for action. This policy reflects our institutional values and demonstrates our commitment to serving as a “marketplace of ideas, where freedom of inquiry and open exchange of conflicting viewpoints is supported and encouraged.”

- In February 2016, the OSCCR was a collaborator in the delivery of the first annual Summit on Conflict and Peacebuilding. The summit brought together 35 faculty, staff, and student participants to address the tensions on our local campus, Chicago community, and elsewhere. Participants deconstructed structures of power, privilege, and oppression, to understand the roots causes of conflict, and to commit to strategies for active participation in building peaceful communities. The summit provided an opportunity for participants to meet with and pursue partnerships with three local non-profit organizations serving conflict resolution and peacebuilding services in Chicago.

## 2016-2017 DEPARTMENTAL GOALS:

1. Incorporate *The Loyola Experience* and *2020 University Strategic Plan* as the basis for an extensive and comprehensive departmental assessment plan.
2. Examine the role of the OSCCR to promote and encourage fundamental student rights within the University.
3. Develop a multidimensional deferred suspension program that promotes behavioral change, retention, and holistic success.



## MESSAGES FROM STUDENTS:

*I feel like we're making a positive difference in our communities."*  
*["CommUNITY Conference"] was as opposed to...*  
*...two CommUNITY Conference participants*  
*I think this session is great because I have learned about my personal values which I didn't really prioritize at first. But now I understand how important it is to me."*  
*The Values Workshop participant*

## DID YOU KNOW?

1. The OSCCR offers presentations and skill-based workshops on conflict resolutions practices to equip student groups or teams with tools to address difficult issues.
2. Full-time OSCCR staff are trained by the Center of Conflict Resolution in Chicago to provide services in facilitative mediation as a neutral third-party. Mediation is a voluntary opportunity for parties to resolve a conflict privately, on their terms, and outside of the University conduct process. Services are available for students experiencing conflict with another student, faculty, staff, or community member.

# STUDENT ACTIVITIES & GREEK AFFAIRS



## DEPARTMENTAL STAFF INFORMATION:

7 full-time staff; 2 graduate assistants; 4 interns; and 5 student workers.

## DEPARTMENTAL MISSION STATEMENT:

The mission of Student Activities & Greek Affairs is to offer 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.



## KEY ASSESSMENT FINDINGS:

- Students desired more collaboration and less competition among student organizations
- Students found the additional CAN hours helpful, but suggested they be advertised more broadly.
- Students desired details for events to be shared more broadly.

## 2015-2016 DEPARTMENTAL HIGHLIGHTS:

- Rebranded OrgSync as LUCentral, and created accompanying marketing strategies to encourage student usage.
- Created and implemented Sorority & Fraternity Life (SFL) Emerging Leaders Program.
- Created increased accountability measures for the allocations process in an effort to be good stewards of University funds.
- DOP offered 156 events to students.

## 2016-2017 DEPARTMENTAL GOALS:

1. Increase DOP collaboration efforts with student organizations and University departments.
2. Increase education support for student organization regarding budget.
3. Increase SAGA collaboration efforts with University departments.
4. Implement SAGA Assessment plan in an effort to create consistent standards for program assessment.



## MESSAGES FROM STUDENTS:

*SFL gave me strength and knowledge to be a leader. The Greek Leadership Retreat showed me how to be an effective leader and peer in our community.*

— Char Bradley, Senior, sister of Alpha Chi Omega

*Getting involved allowed me to enhance my communication skills, networking skills, organizational skills, and most importantly, my interpersonal skills.*

— Matthew Bayo, Junior

*I thank you so much for all of your help in making Relay for Life a success this year. We could not have raised over \$100,000.00 for the American Cancer Society without SAGA's support."*

— Colleges Against Cancer, Executive Board

*When I think about DOP is the feeling of togetherness and community. I love how DOP makes the Loyola student body a community that is inclusive and fun for all...*

*I've found my friends at these events, whether you're a student, an introvert or not even a student, there is a sense of welcoming at these events. I believe it is so important.*

— Ryan Sevilla

*Welcome Week is special because incoming students get a great introduction to Chicago while forming meaningful relationships with their fellow peers.*

— Elizabeth Black – Rising Senior

## DID YOU KNOW?

1. SAGA processed over 2,000 requests for students? That's almost one request per each incoming freshman!
2. SFL counts 15% of Loyola's undergraduate student population among its member base. SFL also consistently maintains a higher average GPA than the University average, with a 3.33 GPA in Fall 2015.
3. SAGA allocates over \$475,000 to student organizations each year to aid in their programming needs!

# STUDENT DIVERSITY & MULTICULTURAL AFFAIRS



## DEPARTMENTAL STAFF INFORMATION:

5 full-time; 2 graduate assistants; and 4 student workers.

## DEPARTMENTAL MISSION STATEMENT:

We firmly believe 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. We embrace all races, sexes, gender identities, gender expressions, religions, ethnic backgrounds, socio-economic classes, sexual orientations, abilities, and residency statuses. We foster the success and community building of historically underrepresented student populations through mentorship, multicultural education, academic support, and celebration of our unique shared experiences.

## DEPARTMENTAL LEARNING OUTCOMES:

1. Define the social identities as they relate to privilege and oppression (e.g. race, sex, gender, socioeconomic status).
2. Articulate how privileged and oppressed social identities intersect to influence their lived experiences.
3. Demonstrate social perspective taking by learning about one perspective different from their own as it relates to privilege and oppression.
4. Demonstrate skills to interrupt micro-aggressions (individual and systemic) that adversely affect marginalized communities (Micro-aggressions are brief statements or behaviors [overt/covert] that send denigrating and hurtful messages toward different groups).

## KEY ASSESSMENT FINDINGS & ACTION PLANS:

- The Department of Student Diversity & Multicultural Affairs (SDMA) offered 113 different programs, events, trainings, and workshops during the 2015-2016 academic year.
- The second cohort of the Seizing Opportunities for Academic Resilience (SOAR) comprised of 15 first-time freshmen and transfer students of color completed the four-day transition program. In final program evaluations, 100% of students reported forming peer friendships that helped them feel comfortable about starting at Loyola. Additionally, 100% of the students surveyed credited the SOAR program for informing them "of where to go on campus if I need support and resources."
- Qualitative feedback from SOAR participants indicated that SDMA staff need to streamline outreach to incoming students and their families so they are more informed about the program's objectives and the benefits it can provide new Loyola students.
- SDMA introduced two overnight retreats for students in the Students Together Are Reaching Success (STARS) and Brothers for Excellence (B4E) mentorship programs. The retreats foster a brave space where students of color and first-generation students share personal narratives of bias experienced at Loyola, stories of resilience, masculinity, campus activism, and the desire to achieve their full potential. All STARS respondents said they learned something about their social identities that will inform how they approach their peers with different identities; all B4E mentees respondents expressed a better understanding of how to practice resilience strategies to reach success in all aspects of their life.

- Loyola hosted 225 high school students during the spring Empowerment Pipeline Overnight Program. All attending overnight participants shared that after meeting with an Admissions Counselor, they felt confident about the college application process as well as how to prepare for college financially.

## 2015-2016 DEPARTMENTAL HIGHLIGHTS:

- SDMA updated the curriculum for *Share the Dream Undocumented Student Ally Training* to reflect evolving public policies at the federal and state level and inform participants about Loyola's demonstrated efforts to be more inclusive of student needs. SDMA also used its Social Justice Dinner Dialogues to sponsor two presentations focused on undocumented immigrants.
- Throughout the spring semester, 12 first-year students in the Students Together Are Reaching Success (STARS) mentorship program volunteered at Family Matters, a local nonprofit organization in the north of Howard neighborhood of Rogers Park. This partnership was first established in 2013 and has expanded to include a focus on leadership development and reflection.
- Staffing changes for SDMA in the past year included a new Director and Assistant Director, new Graduate Assistants, and two Program Coordinators.
- SDMA co-sponsored the inaugural Black Lives Matter conference, organized by Loyola graduate students. This conference engaged over 100 participants and presenters from Loyola and the broader Chicago community. The conference was inspired by the founders of *Black Lives Matter*, who visited Loyola in January as featured speakers.

- The Department significantly raised the number of students who participated in SDMA's annual Legacy Celebration. Over 100 undergraduate and graduate students of color, first generation, and LGBTQI students participated. The event also featured a keynote by a doctoral graduate in the Higher Education program who addressed the intersections of multiple social identities.

## 2016-2017 DEPARTMENTAL GOALS:

1. Hire and orient a new Administrative Assistant for the Department by end of fall 2016.
2. Infuse Department Learning Outcomes into evaluations and assessment, with particular focus on articulating privilege, oppression, and intersectionality terminology.
3. Expand and further streamline support services for undocumented students with and without Deferred Action for Childhood Arrivals (DACA) status at Loyola University Chicago.
4. Introduce a new overnight retreat experience for Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, Asexual (LGBTQIA) students.
5. Enhance the Brothers for Excellence mentorship program to integrate substantial curriculum about masculinity.
6. Maximize cultural competence training of students and campus partners by launching Social Justice Peer Educator team to facilitate topical workshops.

## MESSAGES FROM STUDENTS:

One of the take-away lessons was that we need to stand up for racism in the sense that when we notice it we need to speak up and let that person know that it isn't right. The other lesson was that we need to stick together and support each other. We're part of a community.

Brothers for Excellence program participant

"Although I am surrounded predominantly by white people, I did not let my race or socioeconomic status define my academic abilities. With that, I demonstrated hard work and determination that I can make it at Loyola. I received this award and deserve to be here. I have earned this opportunity and will not let it slip away by any means."

SOAR transition program participant

## DID YOU KNOW?

1. The academic retention rate of SOAR program students was 86% after the first semester at Loyola, with an average GPA of 3.1 by the end of the first academic year.
2. Campus partners including the Office for International Programs, Financial Aid, First & Second Year Advising, and the Center for Experiential Learning host regular walk-in advising at the SDMA Resource Room to meet with students.



# STUDENT LEADERSHIP DEVELOPMENT



## DEPARTMENTAL STAFF INFORMATION:

2 full-time staff, 1 graduate assistant, 2 interns, 1 summer intern, and 7 student leaders.

## DEPARTMENTAL MISSION STATEMENT:

Student Leadership Development (SLD) encourages and supports students as they reflect on their values, identities, and passions, and develop the knowledge, skills, and self-efficacy to engage in collaborative work to enact positive change in various communities throughout their personal and professional lives at Loyola University Chicago and beyond.

## DEPARTMENTAL LEARNING OUTCOMES:

1. As a result of participating in SLD programs, students will build networks and develop a sense of community on campus.
2. As a result of participating in SLD programs, students will develop and articulate a higher level of self-efficacy in their ability to engage in leadership development opportunities.
3. As a result of participating in SLD programs, students will develop skills related to intercultural competence and a commitment to socially just leadership practice.
4. As a result of participating in SLD programs, students will develop knowledge and skills related to socially responsible leadership.

## KEY ASSESSMENT FINDINGS & ACTION PLAN:

- The Emerging Leaders Program (ELP) saw a 62% participation increase in the Emerging Leaders Program (ELP), to 42 students. The six-workshop program helped participants feel confident to engage in leadership opportunities; develop a greater understanding of the Social Change Model of Leadership; and learn about themselves, others, and systems that contribute to development of multicultural competence.
- A total of 134 students attended Student Leadership Institute's (SLI) "Snapshots of Leadership" conference (a 23% increase from last year). The year's mission was to challenge and empower students to recognize the diversity of leaders and leadership styles that exist in our world. By engaging in dialogue, learning from others, and sharing personal experiences, students reflected on their everyday encounters with leadership. Of 29 workshop proposals submitted, 22 were accepted and over 48 students (including graduate students) presented at SLI.
- Eighty students submitted SLI evaluations, on which they noted that the most important things students learned included the themes: students have power to make change, it is important to share our stories, just because someone is shy, it doesn't mean one can't be a leader, we can be leaders every day, all different types of people can be leaders, increased awareness of personal styles of leadership.
- **The People's Institute (TPI)** was offered in partnership with Student Diversity & Multicultural Affairs, and is focused on leadership and social justice. On a 4-point scale, results of participating in The People's Institute, students claimed gains related to engaging in socio-cultural conversations (3.9), social justice advocacy (3.8), and working towards positive change in society (3.9).

- **Connections for Extraordinary Lives (CFEL):** 257 students attended a CFEL event this year. This is less than last year's Sophomore Suppers program (342) but more than the prior year's number (111). The SLD team believes that the drop in numbers this year was primarily a result of changing the name and branding of a program that had existed for 3 years. Students did not initially know about the program (although it had been offered in a similar format in the past). The series was effective at encouraging networking and relationship building between students, staff, and alumni: on an evaluation form shared with all students at the end of each event (with varying degrees of return rates), students generally rated their relationship building with staff as strong. For example, at our "Re-Routed" event, 100% of students agreed that it was "true" or "very true" that the event had allowed them to learn "more ways to connect with the staff and resources at Career Development & Academic Advising" (59% of students chose "very true" for this prompt).

## 2015-2016 DEPARTMENTAL HIGHLIGHTS:

- Continue to strengthen, develop, and implement our marketing strategies with a focus on our identity as Student Leadership Development, a new office name.
- Improve program assessment to understand their influence on students.
- Thoroughly review our Peer Leadership Team (PLT) training, and development. Create a more comprehensive experience for our PLT to support the expansion of the Workshops by Request program.
- Increase efforts to provide students with programs that are designed with developmental sequencing in mind.
- Expand and deepen partnerships. The annual report focused on the partnership with the new Leadership Studies Minor, but a depart-

mental strategic planning document (developed in fall 2015) also referenced other academic units, as well as a goal to strengthen partnerships with student organizations.

## 2016-2017 DEPARTMENTAL GOALS:

1. Improve marketing and strengthen our Workshops by Request program. Revise workshop content and create new materials that market the program benefits; strengthen our partnership with Student Activities and Greek Affairs to connect our Workshops By Request Program to student organizations' needs; hire a student worker to manage workshop requests, ensure that resources are shared with student facilitators, and market events through emails, one-on-one meetings, and social media posts.
2. Structure roles for student leaders and volunteers to provide applicable and specific training for student employees based on the type of position they hold; to continue to market and increase attendance at all SLD programs; to enhance professional development opportunities and evaluation processes for paid positions with more goal setting, and a more developmental focus; and to increasing communication of responsibilities through an online project management system.
3. Strengthen BIL program's community building and action piece components, strengthen the curriculum, and develop self-efficacy. We will integrate the first three sessions into a day-long Saturday session, and spread the remaining five sessions across the semester, integrating more time on the action piece components during each session.
4. Continue to partner with the Leadership Studies minor, now in its second year, to connect monthly co-curricular programs with the Introduction to Leadership class. It will be beneficial to continue and deepen the conversations with partners to make communication efforts more streamlined.

## MESSAGES FROM STUDENTS:

**LA**  
"ELP has been an amazing experience for me! ELP has helped me gain confidence in sharing my experiences. Also, highlighting my strengths has been extremely helpful."  
— ELP participant

**CHICAGO**  
"SLD taught me that I have the power to be a leader even during matters how small the issues I am passionate about may seem."  
— SLI participant

**M**  
"I needed my perspective. I feel a strong sense of community, and I needed to bring more self-awareness and inclusivity to my leadership."  
— TPI participant

**AM**

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**OR**

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**YOU KNOW?**

1. Instead of doing a "Be the Change Week," SLD did a series of three events in the Spring, for which average attendance was over 60 per event.
2. The "Connections for Extraordinary Lives" series included more than 75 staff guests from over 20 different LUC offices, 11 alumni, 5 faculty, 3 community partners, and 2 student organizations.



## DEPARTMENTAL STAFF INFORMATION: 65

### DEPARTMENTAL MISSION STATEMENT:

The Department of Intercollegiate Athletics champions the values expressed in the Mission Statement of Loyola University Chicago and seeks to promote in its student-athletes the spirit of searching for truth, pursuing excellence and living for others, which characterized St. Ignatius of Loyola. Accordingly, it is the mission of the department to encourage positive attitudes in its student-athletes and to motivate them to be “the brightest and the best” in physical fitness, academic development, religious commitment and moral character.

### DEPARTMENTAL LEARNING OUTCOMES:

1. Continue to develop and implement a four-year plan to guide and integrate our student-athletes' Loyola experience.
2. Assist in developing overall skill set to prepare them to achieve their collegiate goals, accomplish their post-graduate ambitions and to lead extraordinary lives, in accordance with the Loyola motto.
3. Articulate and communicate these skills to others.

### KEY ASSESSMENT FINDINGS:

- Loyola finished in a national third-place tie on the NCAA Graduation Success Rate (GSR). Loyola's 98% score was the highest in the Missouri Valley Conference and put them in a tie with 11 other schools, including Columbia, Duke, Harvard, Holy Cross, Notre Dame, Princeton, Stanford, and Yale.
- Eight athletic programs received a perfect score of 1,000 on the NCAA four-year, Academic Progress Rate (APR) data, the most among Missouri Valley Conference institutions.
- At the end of the spring semester, 67% of Loyola's student-athletes had a 3.0 cumulative GPA or higher, with 33% of student-athletes possessing a 3.5 GPA or better. In addition, 13 of 15 athletic teams have a cumulative GPA of 3.1 or higher.
- Twenty-one student-athletes earned spots on the Missouri Valley Conference Scholar-Athlete Team in their respective sports, and over 125 student-athletes were recognized on the Missouri Valley Honor Roll.

### 2015-2016 DEPARTMENTAL HIGHLIGHTS:

- Former men's volleyball student-athlete Thomas Jaeschke, who helped lead the Ramblers to back-to-back national titles, earned a spot on the U.S. Olympic Team for the upcoming Rio Games. Jaeschke is Loyola's first Olympian since Tom O'Hara made the U.S. Track and Field team for the 1964 Tokyo Games with their bronze medal win.

- Three men's volleyball players (Peter Hutz, Jeff Jendryk, and Nick Olson) earned All-American status with Jendryk becoming just the fourth player in program history to earn such an honor in multiple seasons. The three were also among 35 student-athletes who earned all-conference recognition this year.
- Men's soccer senior Eric Schoendorf capped off his illustrious career by becoming the first player in Missouri Valley Conference history to win both MVC Player of the Year and MVC Defensive Player of the Year in the same season. Schoendorf, along with MVC Goalkeeper of the Year Tim Dobrowski, were two of the anchors of a Loyola defense that posted a national-best 0.39 goals-against average to help the Ramblers to the MVC semifinals. Schoendorf was also recognized for his efforts in the classroom, becoming the program's first National Soccer Coaches Association of America (NSCAA) College Soccer Academic All-American selection.
- Junior outfielder Erica Nagel set a new Loyola single-season record with a .453 batting average, good for 10th in the country this season and shattering Dawn Juliano's 1988 school record of .389.
- The Men's Soccer and Men's Volleyball teams traveled for cultural immersion trips. Men's Soccer ventured to Peru as the culmination of a class set up through the Center for

Experiential Learning, which focused on service and community development and the role of sport in those concepts. Men's Volleyball spent 10 days in Italy, experiencing the Italian culture while also playing three matches against Italian professional clubs.

### 2016-2017 DEPARTMENTAL GOALS:

1. Energize and influence University culture to continue to leverage Athletics to enhance the Loyola Experience (loyalty, pride, excitement, tradition).
2. Promote Loyola Athletics' story as part of the transformative undergraduate experience at Loyola and as the premier Division I athletics program in the Missouri Valley Conference.
3. Set new and defined targets for fundraising, corporate sponsorships, and season ticket sales for Athletics and determine most efficient vehicle to maximize financial potential and revenue stream.
4. Improve overall fiscal responsibility and strategic use of Athletics funds to support programs and goals.
5. Expand programs that support academic success, health and well-being, performance excellence, and post-graduate aspirations of our student-athletes.



*"The Loyola Experience does far beyond what is learned in the classroom. It is at Loyola that I have learned the most valuable lessons about the importance of acceptance, service, and helped me not only find myself but also how to make a better sense of the world around us."*  
— Senior Jake Mazanke, Track & Field

### DID YOU KNOW?

1. Loyola's men's cross country program earned a perfect Academic Progress Report (APR) score for the 11th consecutive year – every year in which the NCAA has charted APR.

# JOHN FELICE ROME CENTER OFFICE OF STUDENT LIFE



## DEPARTMENTAL STAFF INFORMATION:

2 full-time, 6 graduate assistants, and 2 student workers.

## DEPARTMENTAL MISSION STATEMENT:

The JFRC Office of Student Life aims to ignite individual passions and social responsibility in partnership with our students and greater community to develop a vision of self and others beyond one's home culture and country.

## DEPARTMENTAL LEARNING OUTCOMES:

1. Students will reflect on their role in the larger global community and become challenged to interpret values, beliefs, lifestyles and ethnicities not familiar to one's own culture.
2. Students will be enriched with opportunities to gain valuable skill sets and improve as leaders on campus and in their worldwide communities. Students will attend programs, training workshops, or actively engage in leadership through participation in Student Activities Committee or other Student Life sponsored leadership positions.
3. Students will develop a concern for justice, integrity formation and develop competencies that critically examine one's ethical responsibilities and choices in both local and global contexts.
4. Students will identify staff members and community resources that serve in areas of wellness, self-care, and personal balance while applying ways to address various stressors that come

with living abroad (homesickness, culture shock, relationship issues, anxiety, depression, alcohol/substance misuse, time management).

5. Students will articulate the difference between American and Italian drinking culture in the framework of the LUC and JFRC Community Standards. Students will develop a sense of what it means to be a well-balanced global citizen by defining personal safety skills for living in an urban environment and adopting those behaviors that contribute to positive quality life in Rome.

## KEY ASSESSMENT FINDINGS:

- Over 30% of students surveyed confirmed their world view was changed and their intercultural understanding has expanded due to their JFRC abroad experience. (End of Semester Fall 2015 and Spring 2016 Survey).
- JFRC student participation in Rome community service initiatives during academic year as compared to last year more than doubled. (an increase from **525** hours last year to **1,150** this year!).
- Campus leadership and Student Life Involvement Opportunities continue to offer students outlets to build community abroad. During Spring 2016 semester, 73% of students surveyed were involved in one or more JFRC Student Life activities, including Calcio (student soccer league), Community Garden, and Christian Life Communities.

## 2015-2016 DEPARTMENTAL HIGHLIGHTS:

- During the Fall 2015 semester, students harvested olives from the JFRC Olive Grove and pressed the olives into olive oil at a local mill. JFRC olive oil was then distributed to JFRC alumni at the May 2016 reunion.
- The US Ambassador to the United Nations, David Lane, addressed students on food sustainability efforts and initiatives during JFRC Hunger Week.
- Fifteen students travelled to Malta with Student Life staff to meet with Jesuit Refugee Services and Agency for Asylum Seekers to gain insight on the refugee crisis and challenges of integration for displaced people on the island. After the trip, students presented a solidarity teach-back seminar to the JFRC community.
- For the first time, Rome Start students were offered a 360 Retreat during their second semester to build community, reflect on their experiences as First Year students in Rome and develop Ignatian values in preparation for their transition to Chicago.
- With support from JFRC Student Life, two students created an *It's On Us* video to show that JFRC students, faculty, and staff pledge to stop sexual assault. This video shows that we are all charged to end sexual assault, no matter where we are in the world. *It's On Us* is a global campaign to raise awareness, and promote sexual assault prevention.

## 2016-2017 DEPARTMENTAL GOALS:

1. Expand implementation of online assessment survey tools for tracking feedback of key student experiences including co-curricular activities/study trips, and expand alcohol wellness profile surveys to include overall wellness.
2. Develop a more integrated assessment plan to include programs such as Rome Start and study trips.
3. Creation of Alternative Break Immersions (ABIs) and/or Rome Urban Immersion focusing on global social justice themes in local Italian and European contexts.



## MESSAGES FROM STUDENTS:

*"I was able to gain a deeper insight into Italian life and culture living in a residential neighborhood and the residents there made the assimilation easy and fun."*

*"I had a great time at the 2015 Student End of Semester Student Life Survey."*

*"I really enjoyed volunteering at Casa Ronald Palumbo. It was one of the most enlightening and grounding experiences thus far at JFRC. We had no idea what to expect and that it was all the more rewarding while when we were able to contribute meaningful work to the cause."*

*Aaron Carlson, Spring 2016*

## DID YOU KNOW?

1. JFRC students have engaged in over 1,150 combined community service hours for the academic year. Students served marginalized and homeless people, accompanied sick children and their families, and became active citizens in their Roman neighborhood.
2. The JFRC offered 9 study trips in the Fall Semester and 8 study trips in the Spring Semester. Destinations included Greece, Malta, and Poland.

# STATISTICS 2015-2016



	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (including first-time first year)	Total Undergraduates (both degree- and non-degree-seeking)
Nonresident Aliens	108	504	579
Hispanic/Latino	316	1,464	1,523
Black or African American	101	456	482
White	1,227	5,974	6,152
American Indian or Alaska Native	0	6	6
Asian	303	1,188	1,223
Native Hawaiian or other Pacific Islander	9	29	33
Two or more races	104	512	526
Race and/ or ethnicity unknown	26	143	555
<b>TOTAL</b>	<b>2,194</b>	<b>10,276</b>	<b>11,079</b>

	First-time, first-year (freshman) students	Undergraduates
Percent of out-of-state student (excluding international/non-resident aliens)	40.2%	34.6%
Percent of men who join fraternities		8.3%
Percent of women who join sororities		13.7%
Percent who live in college-owned, -operated, or -affiliated housing	84.5%	41.3%
Percent who live off campus or commute	15.5%	58.7%
Percent of students age 25 and older	0.1%	7.9%
Average age of full-time students	18.6	20.7
Average age of all students (full- & part-time)	18.6	21.3



## Enrollment Data, Fall 2015

Arts & Sciences	5,239
Beijing Center	48
Business	1,705
Communications	666
Cont. & Prof. Studies	82
Education	245
Inst. Environ. Sust.	38
Nursing	188
Rome Center	1,014
Social Work	234
St. Joseph Seminary	30
<b>Total</b>	<b>9,615</b>

Arts & Sciences	833
Business	65
Communications	20
Cont. & Prof. Studies	116
Education	1
Inst. Environ. Sust.	7
Nursing	106
Social Work	5
<b>Total</b>	<b>1,153</b>

Arts & Sciences	292
Biomedical Sciences	107
Education	243
Law	6
Nursing	62
Social Work	20
<b>Total</b>	<b>730</b>

Arts & Sciences	87
Cont. & Prof. Studies	105
<b>Total</b>	<b>192</b>

Arts & Sciences	478
Biomedical Sciences	202
Business	591
Communications	47
Education	389
Law	392
Nursing	321
Pastoral Studies	203
Social Work	602
<b>Total</b>	<b>3,225</b>

Arts & Sciences	4
Biomedical Sciences	24
Business	2
Education	34
Nursing	23
Pastoral Studies	10
Social Work	9
<b>Total</b>	<b>106</b>

Law	655
Medicine	642
<b>Total</b>	<b>1,297</b>

# RECOGNITIONS



## AWARDS, PUBLICATIONS, PRESENTATIONS, & PROFESSIONAL DEVELOPMENT:

Anandappa, C. (Wellness Center). "Mr. Red": A Forensic Case Presentation. Loyola University Stritch School of Medicine, Maywood, Illinois. December 2015.

Anandappa, C., & Caprio, G. (Wellness Center). "Internet Activity, College Students and Interpersonal Relationships: A Review and Recommendations" research poster. Depression on College Campuses Conference, Ann Arbor Michigan. March 2016.

Barry, Megan with April Gutierrez, Jon Schmidt, and Colby Dickinson. Approaching the Bridge: Service and Justice in the Context of Diversity. Loyola University Chicago Focus on Teaching and Learning, Fall 2016.

Barry, M. (CSA). Illinois Campus Compact VISTA Grant Awardee.

Beltran, A. & Taylor, A. K. (SAGA). Moving Forward Together: Managing Collaboration with Multiple Umbrella Affiliations. Association of Fraternal Leadership & Values. February, 2016

Beltran, A. (SAGA). When Fraternal Values Aren't Enough: Incorporating University Mission into the Fraternal Experience. Association of Fraternal Leadership & Values. February, 2016

Betancourt, S. (Ministry). Solo Organist for Fauré Requiem at Saint James Episcopal Cathedral, November 2015

Betancourt, S. (Ministry). Solo Concert Presenter. Saint Olaf Catholic Church, Minneapolis, Minnesota, Saturday, April 2016

Bhargal, N. (SDMA). JASPA: Ignatian Medal for Outstanding Graduate Assistant in Jesuit Education. Annual JASPA Conference, Indianapolis, IN. 2016

Bozeman, D., (WTCL) & Robles, Tasha. To Whom Much Is Given: Tools to Overcome Imposter Syndrome. NASPA Region IV-E WISA Drive-In Conference

Bozeman, D., (WTCL). Current Title IX issues in Graduate Student Life. NASPA AGAPSS National Conference Pre-Conference

Cohen, M., Gardner, P., & Gowanlock, F. Ramblers Analyzing Whiteness: White Students Engaging In Self-Exploration at Loyola University Chicago. Focus on Teaching and Learning Conference, Chicago IL. September 2015.

Cohen, M., & Gardner, P. (SDMA). Ramblers Analyzing Whiteness: White Students Engaging In Self-Exploration at Loyola University Chicago. 2016 National Conference on Race and Ethnicity, San Francisco, CA.

D'Angelo, R., & Orth, C. Understanding route setting intentionality. Midwest Outdoor Leadership Conference.

De Boer, D. (Wellness Center). "Bringing a Canine Therapy Program In-House." Panel presentation at Association of University and College Counseling Center Directors. October 2015.

Ewert, S. (Residence Life). "Behind the Curtain: Helping Your Entry-Level Supervisees Prepare for Mid-Level Leadership." National Association of Student Personnel Administrators Conference, March 2016.

Ewert, S. (Residence Life). "What Are They Thinking?! Understanding and Preparing Yourself for Mid-Level Decision-Making." Great Lakes Association of College and University Housing Officers, November 2015.

Gardner, P., Macias, M., & Haarman, S. Alternative Break Immersion (ABI) for Women and Men of Color Focus on Teaching and Learning Conference, Chicago IL. September 2015.

Garcia, K. (OCSL), & Gardner, P. (SDMA). Cultivating Sistership-Scholarship-Leadership: Why programming for WOC is important at Predominately White Institutions. 2015 NASPA Regional IV-East Conference, Schaumburg, IL.

Gould, J., & Pape, T. (Wellness Center) "Creating and Implementing a DBT Based Skills Group on a College Campus." Depression on College Campuses Conference, Ann Arbor, Michigan, March 9, 2016.

Howes, Shannon. Development of Leadership Self-Efficacy for Students who Identify as Women or Female. Presentation at ACPA's international convention in March, 2016.

Hutchings, Q., & Saucedo, J. (SDMA). I am My Brother's Keeper: Mentoring Men of Color. 2016 Motivate Me Young Men's Conference, Illinois Association for College Admissions Counseling, Chicago, IL.

Krumbhaar, Hannah. What suits your group, tailoring customized experiences. Midwest Outdoor Leadership Conference.

Luckose, A. (Wellness Center), & Velsor- Friedrich, B. (Marcella Niehoff School of Nursing). Effect of NP visits on Health Outcomes in African American Teens with Asthma. The Midwest Nursing Research Society Abstracts of Distinction Annual Conference. Milwaukee, WI, March 2016.

McLean, J. (WTCL). Vice President, Scholarship and Membership Services Area, Jesuit Association of Student Personnel Administrators.

McLean, J. (WTCL). Cura Personalis and our Graduate and Professional Students, JASPA 5-Year Summer Institute

Metayer, J. (SAGA). Division of Student Development *Ad Majorium del Glorium* award. May 2016.

Moore, K., & Garcia, K. (OCSL). Rebirth of a Commuter Program: Changing Culture, Creating Community. Renaissance Schaumburg/2015 NASPA IV-E Annual Conference.

Moore, K. (OCSL). Staff Member of the Year. Loyola University Chicago.

Mozaffar, O. (Ministry). "Muslim Chaplaincy at a Catholic University." Association of Catholic Colleges & Universities, January 2016.

Myers, J. (SAGA). Undergraduate Interfraternity Institute, Facilitator. July 2015.

Myers, J. (SAGA). Transcending Inclusion, Building Community. Association of Fraternal Leadership & Values. February 2016.

Ramey, K. (SAGA). National Association of Student Personnel Administrators, Attendee. March 2016.

Reiter, L. (Ministry). Best Practices in Interfaith Work, Association of Catholic Colleges & Universities, January 2016.

Reiter, L. (Ministry). \$600,000 grant from the Lilly Endowment to establish the Theology of Healing Earth in Action Institute (THEA). November 2015.

Saucedo, J. Self-Preservation and Ways to Cope with Identity-Related Stress. 2015 NASPA Regional IV-East Conference, Schaumburg, IL.

Saucedo, J. (SDMA). First-Generation Professionals : Transcending the Narrative and Attaining Successful Careers in Higher Education. 2015 NASPA Multicultural Institute, Miami, FL.

Saucedo, J. (SDMA). NASPA Latina/o Knowledge Committee Regional Representative. NASPA Association.

Schmidt-Rogers, D. (Residence Life). ACUHO-I Vice President. Association of College and University Housing Officers – International. July 2015 – December 2016.

Schmidt-Rogers, D. (Residence Life) "You've Got a Leader in Me." University of St. Francis/ Illinois Residence Hall Association Conference. February 2016.

Schmidt-Rogers, Deborah. "Supervision is NOT a Dirty Word". National Association of Student Affairs Administrators, Mid-Level Administrators Conference. Chicago, IL. June 2016.

Schwer, L. (Ministry). The First Principle of Campus Ministry: How the Spiritual Exercises Serve as the Foundation of an Ignatian Approach to Campus Ministry. University of San Francisco, JASPA 5-year Summer Institute.

Taylor, A. K. (SAGA). National Black Greek Leadership Conference, Logistics Coordinator. February 2016.

Taylor, A. K. (SAGA). Who's Suing Who?: Mitigating Risk in Student Activities & Greek Affairs. February 2016.

Tennison, Ray. Governance Task Force for the Great Lakes Association of College and University Housing Officers. January 2016 – present.

Thies, K. (Campus Recreations). Selected for the National Intramural and Recreational Sports Association (NIRSA) Career Opportunities Center committee

Tiberi, T. (Wellness Center). The Psychological Impact of Injury: Helping Athletes Return to Play. Presentation for Loyola Sports Medicine Update Conference, Loyola University Stritch School of Medicine, Maywood Illinois. February 2016.

Traxler, K. G. "Learning the Essentials of Allyship: Understanding One's Role as an Ally in Black Lives Matter & Beyond." Loyola University Chicago Black Lives Matter Conference. April 2016.

Traxler, K. G. "Am I Enough? The Wonderings of a Multiracial Latina." University of Illinois Urbana-Champaign Black & Latina Womxn's Summit. 2016.

Williams, A. (Residence Life). Great Lakes Association of College and University Housing Officers Mid-level Institute Scholar. June 2016.

Zaffar, Taha. Facilitating activities to discuss issues of power, privilege, and race. Midwest Outdoor Leadership Conference



*Preparing people to lead extraordinary lives*

## DIVISION OF STUDENT DEVELOPMENT

6511 North Sheridan Road • Damen Student Center, Suite 300 • Chicago, IL 60626

(O) 773 508 8840 • (F) 773 508 3895

[LUC.edu/studentdevelopment](http://LUC.edu/studentdevelopment)