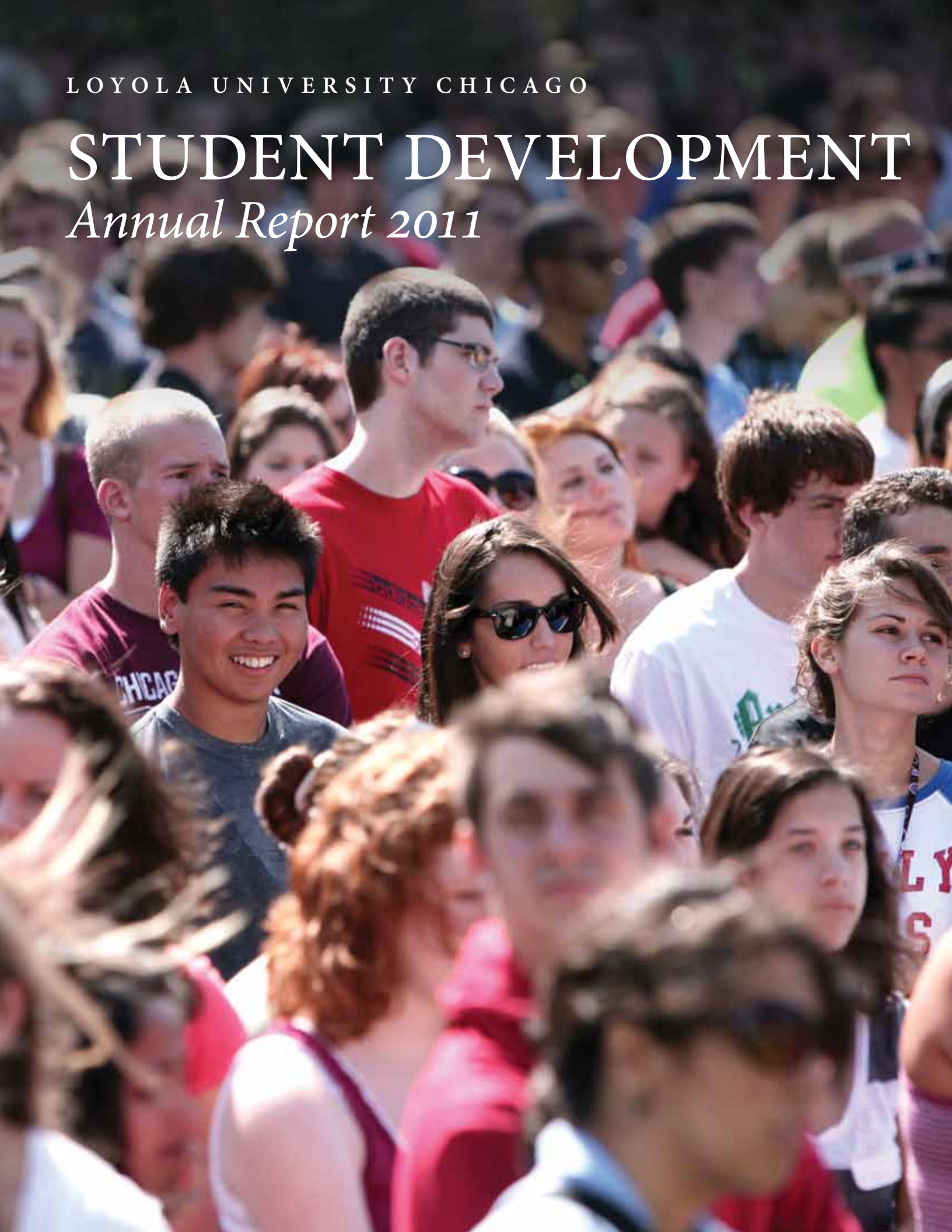


LOYOLA UNIVERSITY CHICAGO

STUDENT DEVELOPMENT

Annual Report 2011



WHAT WE DO AND WHY WE DO IT

A Jesuit university must be outstanding in its human, social, spiritual, and moral formation, as well as for its pastoral attention to its students and to the different groups of people who work in it or are related to it.

GENERAL CONGREGATION 34

For four hundred and fifty years, Jesuit education has sought to educate “the whole person” intellectually and professionally, psychologically, morally, and spiritually. But in the merging global reality, with its great possibilities and deep contradictions, the whole person is different from the whole person of the Counter-Reformation, the Industrial Revolution, or the 20th century. Tomorrow’s “whole person” cannot be whole without educated awareness of society and culture with which to contribute socially, generously, in the real world. Tomorrow’s whole person must have, in belief, a well-educated solidarity.

PETER HANS KOLVENBACH, S.J.

It is imperative that students learn to recognize, understand, and celebrate human differences. Colleges can, and indeed must, help their students become open to the differences that surround them: race, religion, age, gender, culture, physical ability, language, nationality, sexual preference, and life style. These matters are learned best in collegiate settings that are rich with diversity, and they must be learned if the ideals of human worth and dignity are to be advanced.

A PERSPECTIVE ON STUDENT AFFAIRS (1987)

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

PRINCIPLE & FOUNDATION OF THE EXERCISES



FROM THE VICE PRESIDENT

August 2011

DEAR MEMBERS OF THE LOYOLA UNIVERSITY CHICAGO COMMUNITY:



It is impossible to capture all of the student development efforts at Loyola in a single publication, but this annual report is a snapshot of what we do, why we do it, and how we support student learning. Students are transformed through their experiences with others, be it in the residence hall, on the field, in the classroom, in the chapel, in community service endeavors, through leadership and involvement, and in exercise, counseling, and play. Student development is our reason for being and at the heart of everything we do at Loyola.

The Loyola story is one of student transformation. Students are transformed because of the purposeful interaction with our educators across a variety of programs, services, and opportunities. The Division of Student Development cannot and does not do this alone: faculty, staff, members of the Jesuit community, parents, and friends add to the vitality of the campus and aid students in the completion of the Loyola Experience, a four-year journey.

We have completed Phase I of *reimagine*, the Norville Center for Intercollegiate Athletics, and we have begun Phase II, the Gentile Arena. Phases III and IV, the Student Center and Halas Addition, are already underway. In Phase V, Centennial Forum is envisioned as an extension of the Alumni Student Center, providing a starting point for students, alumni, and visitors to support activities and services that promote community. This five-phased initiative will completely transform Loyola, tangibly and intangibly, and provide our students with unmatched opportunities for engagement.

Our goals flow directly from the University strategic plan for 2009–2015:

- Create and enhance initiatives and experiences that foster student engagement and development.
- Establish and expand partnerships that integrate academic learning, spiritual growth, and student development.
- Create a campus culture and climate that support a transformative education fostering a comprehensive and holistic approach to student learning and development.
- Help students to develop a reasoned set of values and ethical standards consistent with our Jesuit, Catholic mission.
- Develop and utilize ongoing systemic assessment of division programs to enhance the quality of student learning.
- Develop and implement coherent and coordinated programs for all students.

These goals, our facilities enhancements, and our overall investment in student engagement will renew a sense of pride and energy in all areas of campus life. This annual report is also available online at LUC.edu/studentdevelopment.

Sincerely,

Robert D. Kelly, PhD, Vice President for Student Development

LOYOLA'S MISSION AND THE STUDENT PROMISE

LOYOLA'S MISSION

We are Chicago's Jesuit, Catholic University—a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice, and faith.

THE STUDENT PROMISE

In the spring of 2007, a student committee created a document representing the voice, spirit, and values of the student body. This document, the Student Promise, is intended to unite all students around the things that make Loyola students unique. The Student Promise is a statement of pride and dignity. It is about care for self, others, and the community.

Over the past four years, the Student Promise has been woven into the fabric of the student experience. Videos have been made, programs created, and crucial conversations have been centered on the Student Promise. This year alone, over 4000 students had some contact with the Student Promise. During April of 2011, eight different offices/departments and several student groups collaborated to plan and execute The Student Promise Days. Additionally, the National Jesuit Student Leadership Conference, which was held at Loyola in July, was rooted in the tenets of the Student Promise. The Office of Student Conduct and Conflict Resolution, along with other campus partners, use the Student Promise in day-to-day interactions to advocate for community engagement, development, and character-building.

Students are heard using the Student Promise to challenge one another on the decisions they make and to encourage one another to be men and women for others. Throughout campus, offices proudly and prominently display the document. The Student Promise continues to grow and is leaving an indelible mark on the Loyola campus.



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HIGHLIGHTS AT A GLANCE

OUTDOOR EXPERIENTIAL EDUCATION

The Office for Outdoor Experiential Education (OOEE) grew out of students' deep hunger to engage in wilderness activities while living and studying in the urban metropolis of Chicago. By using the outdoors as a classroom, the OOEE provides access to the natural world and exposes students to an ethos of care for self, community, and the environment.

In early fall 2010, over 450 undergraduate students expressed interest in participating in OOEE-sponsored experiences. The first offering was a fall break backpacking trip to Shawnee National Forest. Nine students from diverse areas of study, ages, and levels of outdoor experience thrived on the trail. One student remarked, "I can now successfully pack a backpack, set up a tent, filter water, and make meals for myself and my group." Students also spent time relaxing and reflecting on their experience. Another student said, "I learned that with time and a supportive group, I can do anything."

Following the trip, many of these students stayed connected with the OOEE by applying for the student facilitator team. This year-long commitment prepared students to intentionally and effectively lead outdoor experiences by completing 150 hours of classroom and field training. Rose Brickley, a student facilitator, said, "Being part of the student facilitator team has not only provided me with a wealth of outdoor experience, meaningful relationships, and practical skills, but also developed my leadership, self-awareness, and group management abilities, which are useful everywhere, not just in the middle of the woods."

With the momentum of this year's success, the OOEE will continue to bring the outdoors to a larger, more diverse Loyola community. This will include an expansion of on-campus clinics, gear rentals, wilderness trip offerings, and student trainings. Additionally, the new LUREC Challenge Course offers the Loyola community a unique group formation experience in an inspiring natural setting.

ADMINISTRATIVE PROGRAM REVIEW

The Division of Student Development, starting Fall 2010, initiated a continuous cycle of Administrative Program Reviews of its departments. Administrative Program Reviews (APRs) were launched as part of the division's strategic plan and commitment to continuous improvement. The APR functions much like a reaccreditation process and is designed to help a director examine his or her department's current operations, make any necessary adjustments, and establish plans for improvement. At least one office, department, or functional area in the division will be reviewed each semester. For the 2010–2011 academic year, the functional areas reviewed were Student Diversity & Multicultural Affairs, Residence Life, and Learning Communities.

The APR includes an internal self-assessment conducted by members of the department, a campus visit by peer experts from other leading universities, the implementation of an action plan for changes based on recommendations from the APR reviews, and ongoing monitoring and follow-up.



THE MAROON & GOLD SOCIETY

The Division of Student Development, in establishing The Maroon & Gold Society, seeks to recognize rising seniors who have demonstrated a commitment to leadership, academic excellence, and service to others. Members represent a cross-section of undergraduate communities and leadership paths at the University. Faculty, staff, administrators, and fellow students nominated rising seniors for membership in this new honor society.

Maroon & Gold Society members, as role models, will offer diverse, lived examples of leadership to which other students may aspire. Upon selection, members will be expected to contribute to our university community through leadership projects, advising the President and other university administrators and mentoring younger leaders. The Maroon & Gold Society will act as a liaison between the student body and the President of the University. Members of the Society will be living examples of an integrated Jesuit education for leadership.

This spring, the University invited 23 juniors to participate as the inaugural members of the Maroon & Gold Society during their senior year. They were inducted during the Weekend of Excellence.

GRADUATE ASSISTANT SELECTION AND FORMATION

The Division of Student Development recently adopted a division-wide graduate assistant selection and formation process. Previously, each department in the division was responsible for its own graduate assistant selection. Departments had varying application deadlines and were often competing for the same students.

The Division of Student Development hoped to develop a more holistic approach to graduate assistant education that fostered division-wide collaboration emphasizing divisional needs as much as departmental needs.

Another hallmark of the new process was closer collaboration with the Higher Education Program in the School of Education. Both Student Development and Higher Education sought to minimize "assistantship shopping" that attracted students primarily because they received an assistantship and not because of our mission or the quality of our program. Student Development firmly believes that such collaboration will strengthen the quality of both the Higher Education Program and the Division of Student Development graduate assistantship candidate pool.

For the second consecutive year, Student Development had a division-wide graduate assistant orientation in early August. In addition, all graduate assistants and interns were invited to monthly professional development presentations on a wide variety of topics.

FROM THE ASSISTANT VICE PRESIDENT AND DIRECTOR

DR. M. GRACE CALHOUN

Loyola Rambler teams are well on their way to reclaiming the victories and national prominence that have eluded those programs in recent decades. Under new leadership and with state-of-the-art new facilities, including the Norville Center for Intercollegiate Athletics and the renovations to Gentile Arena, the department feels energized and guided. Our goal is to work tirelessly to get Loyola back onto the national stage when it comes to athletic success without compromising the high standards that our student-athletes have set in the classroom.

HIGHLIGHTS 2010-11

- Men's Basketball 16-15 (7-11 Horizon; 8th place)
- Women's Basketball 12-19 (5-13 Horizon, 8th place)
- Men's Soccer 5-11-2 (4-3-1 Horizon, T-3rd place)
- Women's Soccer 7-12-1 (4-3-1 Horizon, 5th place)
- Women's Volleyball 11-17 (4-12 Horizon, T-7th place)
- Softball 26-26 (16-7 Horizon, 1st place)
- Men's Volleyball 21-8 (9-3 MIVA, 2nd place)
- Women's Golf 3rd place
- Men's Golf T-5th place
- Men's Cross Country 2nd place
- Women's Cross Country 2nd place
- Men's Indoor Track & Field 5th place
- Women's Indoor Track & Field 4th place
- Men's Outdoor Track & Field 5th place
- Women's Outdoor Track & Field 5th place

"Being a student-athlete at Loyola has given me the opportunity to play the sport I love at a high level while enjoying a supportive, athlete-driven environment. My experience is about more than success in softball. My coaches and administrators push me to excel in the classroom and give me tools that will help me later in life . . . I am confident I will leave Loyola a stronger, smarter player, as well as a more well-rounded and confident adult."

—LAUREN ARCENEAU, JUNIOR,
WOMEN'S SOFTBALL



Athletics

The Department of Athletics champions the values expressed in the Mission Statement of Loyola 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.

OUR MISSION

DID YOU KNOW?

Loyola is the only school in the state of Illinois to have won the NCAA Division I Men's Basketball Championship.

ASSESSMENT FINDINGS

- 80 Ramblers were named to the Horizon League Academic Honor Roll in the fall (must be in the sophomore year or above and earn a cumulative grade-point average of 3.20 or higher).
- 8 Loyola athletics programs were honored by the NCAA with a Public Recognition Award (PRA) for scoring in the top 10 percent in their sport's Academic Progress Rate: Men's basketball, women's basketball, men's golf, men's soccer, women's soccer, men's cross country, men's indoor track and men's outdoor track. Loyola received more PRA awards than any other Horizon League school.

GOALS 2011-12

2011-12 represents the first year of an aggressive three-year plan to elevate the department so that all 15 varsity teams compete annually for conference championships and regularly earn berths into NCAA championships. The plan includes maintaining a comparable level of academic achievement and enhancing the overall student-athlete experience.

Staffing

Address the present understaffing of the department through the creation of six new full-time positions and one internship.

- Achieve competitive basketball staffing and compensation levels.
- Reorganize the department through four operating units: student-athlete development, team performance, external operations, and internal operations.

Finances

Address funding shortages by:

- Growing fund-raised dollars and evaluating external revenue streams—facility rentals, sponsorships, major contracts (marketing and media rights, apparel), royalties, guarantees, and ticket sales—for growth opportunities.
- Striving for early successes through external funding sources to generate revenue to properly fund operating budgets and support new initiatives.
- Establishing a plan to fill the voids in equipment or replace dated equipment.

Facilities

The Norville Center has given the department a wonderful home with many improvements. However, several facility deficiencies remain that must be addressed. The priority is approval for a facility plan to address field house and practice court needs.

FROM THE BUDGET MANAGER

IRINA GREENWALD

The financial stability of the division can be attributed to the hard work of all individual budget administrators. The Budget Office works closely with directors to ensure that the needs of their programs are met. In the upcoming year, as new funding is limited, we will evaluate existing programs and look for ways to reallocate funding to the most successful programs. We also will continue working on the development and implementation of various policies and procedures.

HIGHLIGHTS 2010-11

- Offered workshops for new budget administrators in the division to educate them about the budget process, financial policies, and business procedures at the University.
- Prepared comparative analysis of the resources (personnel and non-salary) of the Division of Student Development and its departments.
- Monitored performance of multiple programs to assure that they continue to be self-subsidized.

ASSESSMENT FINDINGS

During the Leadership Retreat, an evaluation of services offered by the Budget Office was performed. As result of that evaluation, a need for more training and workshops was identified. This need will be addressed with an increased number of workshops and training.

GOALS 2011-12

- Maintain semi-annual budget reviews with directors of all departments in the division.
- Provide managers with data on the usage of funding for programs in order to better utilize existing funding.
- Establish a process for providing scholarships to students attending retreats.
- Develop and implement cell phone policy.
- Expand the number of workshops for new budget administrators.
- Evaluate room and board rates.
- Review and adjust record keeping of the Student Activity and Services fee over the summer.



Loyola Dining

Loyola Dining is committed to providing socially and environmentally responsible offerings and services that enhance the student experience, support the development of community, and contribute to the retention and long-term success of Loyola students.

OUR MISSION

Our services also focus on meeting the needs of the broader Loyola community including staff, faculty, and visitors.

FROM THE RESIDENT DISTRICT MANAGER

LARRY WEGER

With our recent transition to the Division of Student Development, the expansion and development of our culinary team, and the addition of key members, including the Director of Residential Dining and our Registered Dietician, we have completed a successful year of building our team. As we progress into the 2011/2012 academic year, we are positioned better than ever before to understand and meet the needs of our diverse customer base and to fulfill our commitment to enhance the student experience and support the development of community.

HIGHLIGHTS 2010-11

- Successful transition to the Division of Student Development.
- Implementation of enhanced residential menus.
- Expanded fresh food offerings prepared in-house.
- Opened Center Stage Café.
- Reorganized the Loyola Dining Leadership Team to align with key constituencies.
- Expanded the culinary team.

ASSESSMENT FINDINGS

- The overall experience rating improved 4% over prior year with only one of 17 categories declining versus prior year.
- Variety rating improved by 4.8%.
- Availability of healthy options rating improved by 5.3%.
- Price/value rating improved by 6.5%.
- Availability of vegetarian options rating improved by 4.9%.
- Welcoming and friendly staff rating improved by 3.8%.

GOALS 2011-12

- Enhance retail services, including refresh of food court locations.
- Increase engagement with Residence Life programming.
- Expand sustainability and local purchasing initiatives.
- Refresh residential menu offerings.
- Improve the WTC dining experience through enhanced offerings and hours of service.
- Improve customer awareness and satisfaction through marketing and communication initiatives including upgraded systems and use of social media.

Budget Office

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

OUR MISSION

The office works with departments to assure financial sustainability. The office ensures close linkage between departments within the Division of Student Development and the Finance Department.

DID YOU KNOW?

Over 11,000 students take advantage of the U-Pass program.

DID YOU KNOW?

For the 2010/2011 academic period, Loyola Dining served 510,000 residential meals, conducted 1,166,000 retail transactions and provided services for over 4,400 catered events.

FROM THE ASSOCIATE DEAN

ANN MARIE MORGAN

2010–2011 saw a number of positive developments for the Water Tower Campus Life (WTCL) team. This past year saw the most effective collaborative relationship among Ministry, Residence Life and Programming thus far. This resulted in better communication, increased partnership, and more effective programming. While there is still much to be done at the WTC, the many strides taken this year and the addition of a new professional position set the stage for an even more successful 2011–2012.

HIGHLIGHTS 2010–11

- **Labre Ministry to the Homeless:** This initiative continued its pattern of growth in the 2010–2011 school year. Perhaps most notable is the fact that the group received a \$1000 grant from Kraft Foods for use in their ministry. Organizationally, Labre has formalized its leadership structure and training. Future leaders are identified earlier and are mentored by more experienced members to maintain strong leadership. Labre continues to attract LSC students to the WTC to engage in this work.
- **Learning Communities:** The WTCL has been involved with Residence Life in the development of a new “Urban Issues” Learning Community in Baumhart Hall. The success of Labre served as the inspiration for this particular LC. WTCL staff will be instrumental in helping to provide a substantive co-curricular component for students in the community.
- **Activities Programming:** August 2010 saw the largest “Welcome Back” schedule to date. With a “Pizza Wars” event, trips to local stores, game night, and movie night, a solid foundation has been laid for the future. The school year saw the establishment of weekly “Movie Nights” that proved to be exceedingly popular. Collaboration with Student Activities and Greek Affairs yielded two late night events downtown: an “Elf Pajama Party” at the Terry Student Center and “Skating in the Sky” at the Hancock Center. 2010–2011 saw the most successful programming calendar to date.
- **Staffing:** The addition of a new graduate assistant for Ministry at WTC allowed for new and innovative programs during Hunger Week and Lent. Furthermore, a new Program Director position dedicated to programming at WTC was approved for 2011–2012. This new professional will focus on the Terry Student Center and wider community building. With a new set of eyes and additional creative energy, activities programming at WTC will move to the next level.



Water Tower Campus Life

The unit of Water Tower Campus Life was established in January 2010. It comprises chaplains and Student Development professionals headquartered at the Water Tower Campus. WTCL is committed to providing a truly holistic co-curricular experience rooted in Ignatian spirituality and the values of Jesuit education for upperclass and graduate students.

OUR MISSION

DID YOU KNOW?

Labre Ministry to the Homeless (a signature program of WTC Campus Life) is named after St. Benedict Joseph Labre who chose to live a life of poverty and pilgrimage.

GOALS 2011–12

- Develop a comprehensive formation plan for the WTC “Core Team” students who provide hospitality and assistance to all who come into the Terry Student Center.
- Initiate efforts to develop an overall WTC Student Leader training and development experience.
- Work with appropriate partners in creating co-curricular plans for the Urban Issues and School of Communication Learning Communities.
- Increase the number of opportunities for students to participate in the Labre Ministry to the Homeless.
- Establish wellness services for WTC.

“Thank you for giving me the opportunity to work at the Information Desk this year. I had such a great time getting to know the amazing WTC staff. I felt like being part of the Core Team was not just a job, it was being part of a family.”

—2010–2011 CORE TEAM MEMBER

FROM THE ASSISTANT VICE PRESIDENT

DR. DAWN V. OVERSTREET

This year was a momentous one for EVOKE. In our official transition from being a grant-funded initiative to an integrated part of the institution, hard work was met with great success. We established a number of new programs that focused on increasing student and faculty/staff interaction, highlighting potential mentors on campus, and assisting students with the “big questions” about navigating life during college and beyond. We titled these programs, “Signature Series,” which attracted a large number of participants from the beginning and have already become important traditions. In addition, we began a bold new initiative with the “Ignatian Heritage Pilgrimage to Rome,” and would like to create similar pilgrimages which help students to connect their academic discipline with an immersion experience. Finally, a presentation was given to the Council for Student Success on the future vision for EVOKE, which includes explicit ways in which to strengthen and reinforce the mission of Loyola University Chicago.

HIGHLIGHTS 2010-11

- New collaborations with First- and Second-Year Advising, Student Leadership Development, WLUW, Gannon Center for Women and Leadership, Alternative Break Immersions (Campus Ministry), College of Arts & Sciences, the Career Center, Office of Conduct and Conflict Resolution, and Loyola Retreats.
- Inauguration of Ignatian Heritage Pilgrimage to Rome.
- Developed a series of new programs we titled “Signature Series,” which attracted more than 1,000 students, faculty and staff throughout the year.
- Launched the inaugural series of “Telling HERstory”, which features women in leadership positions at Loyola.
- Increased access of EVOKE programs significantly through online initiatives.
- Launched the inaugural series of “This I Believe”, which provides faculty, staff, and students the opportunity to share their core beliefs.



EVOKE

Developing an awareness of who we are and who we are being called to become has long been foundational to the Ignatian charism for leading an extraordinary life. EVOKE’s mission is to raise Loyolans’ awareness of their vocation through intentional reflection and experiences with students and the faculty and staff who teach, advise, and mentor them. In the words of St. Ignatius of Loyola, we challenge students to “conceive great resolves and elicit equally great desires.”

OUR MISSION

DID YOU KNOW?

Over 75 faculty and staff members contributed to EVOKE’s programs this year. You can view/hear recordings of “Telling HERstory” and “This I Believe” on EVOKE’s website.

ASSESSMENT FINDINGS

- Overall program attendance: 2,829
- Total hits on “Telling HERstory” videos on IgNatian: 3,750
- 85% of participants in “This I Believe” felt they understood the mission of Loyola better because of the program.
- 81% of participants in “Telling HERstory” felt they had a better understanding of their gifts in application to the world’s needs.
- 88% of participants in the Ignatian Heritage Pilgrimage stated the experience impacted their faith and spiritual life “considerably” or a “great deal.”
- 95% of participants in “You’ve Heard the Name Now Meet the Person” program with Al Norville felt the event offered a new perspective on vocation they had not considered.

GOALS 2011-12

- Continue implementing the Signature programs and Big Questions Series.
- Develop Sophomore Scramble in addition to the EVOKE Ramble.
- Develop small cohort-based group to explore intersection of vocation and student development.
- Continue to review and assess the vision of EVOKE within the larger context of Student Development.
- Reinforce the Jesuit, Catholic mission of Loyola through refined marketing and programming efforts.
- Expand EVOKE’s exposure beyond Loyola through continued development of online initiatives.

“Just one week in Rome as a pilgrim moved and inspired me in ways that I was never expecting. I left that trip with a new sense of who I am, a deeper appreciation for my Jesuit education, and friends that I will never forget. I wish I could experience this pilgrimage every year!”

—KELLY BARTUSIAK, CLASS OF 2013, IGNATIAN HERITAGE PILGRIM

FROM THE DIRECTOR

MEGAN A. BARRY

The first year of the Center for Community Service and Action has been an exciting one! Service programs have been stabilized in the new office, student connections have been made, community partnerships have been enhanced, and efforts to streamline student entry into service are under way. With the support of colleagues across campus and across the city, the CCSA is well on its way to enhancing student volunteer service experiences.

Having supported the University's recognition as a Presidential Awardee of the President's Higher Education Community Service Honor Roll, the CCSA understands the breadth and depth of community engagement at Loyola and strives to support that effort as effectively as possible. We look forward to the year ahead, certain that transformational learning opportunities await our students and the entire Loyola community.

HIGHLIGHTS 2010-11

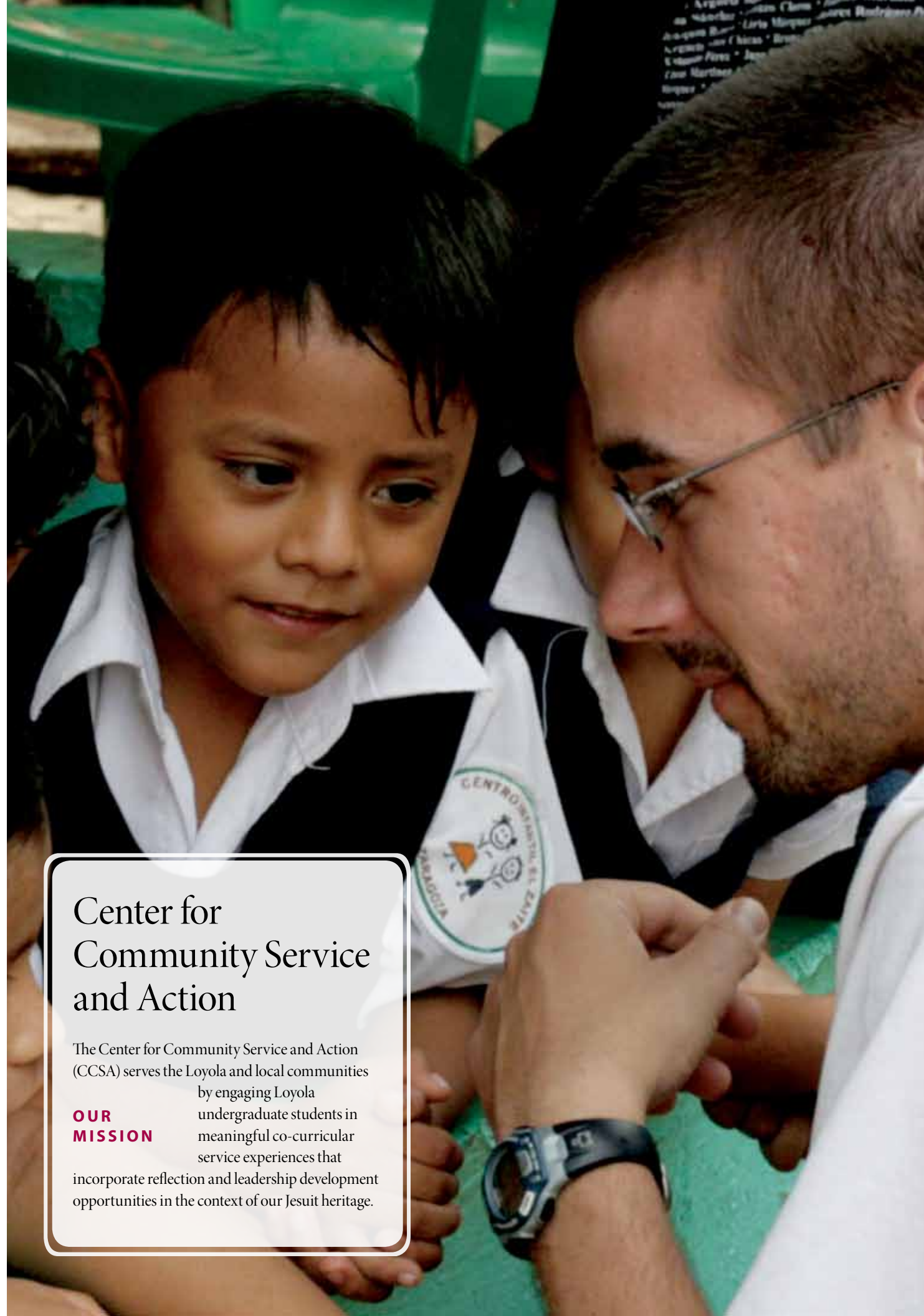
- Loyola was named #6 in *USA Today's* list of 20 U.S. colleges most committed to community service.
- The CCSA was awarded a grant from Illinois Campus Compact to host a Volunteer in Service to America (VISTA). The VISTA focuses on our collaboration with community partners and manages the Loyola4Chicago program. The VISTA will return in the upcoming year to further this essential work.
- Loyola4Chicago stabilized and grew, with 120 students taking part in this weekly service project at one of 8 sites in Rogers Park, Edgewater, Uptown and Austin. The number of returning leaders and volunteers demonstrates the 94% satisfaction rate with the program.
- Loyola received top honors in the 2010 President's Higher Education Community Service Honor Roll. Student Development programs alone engaged over 3500 students in over 35,000 service hours!
- The first interfaith service retreat was held over the MLK holiday weekend and stood as a wonderful example of how service and care for others is a common value among people of faith.

Center for Community Service and Action

The Center for Community Service and Action (CCSA) serves the Loyola and local communities by engaging Loyola undergraduate students in meaningful co-curricular service experiences that

OUR MISSION

incorporate reflection and leadership development opportunities in the context of our Jesuit heritage.



DID YOU KNOW?

Hunger Week is a nearly-40-year-old, student-led tradition. From the sustainable dinner to the Fast-a-thon, Loyolans came out to learn about hunger across the globe and to raise funds to help alleviate it.

ASSESSMENT FINDINGS

Through the University Pulse Survey, which targets a group of 1000 students, we learned:

- 61% of students were involved in volunteer activities through Loyola in the prior academic year. indicated that the primary motivation is to "pay-it-forward" for the things people have done for them.
- Hunger Week and the AIDS Walk are the most highly recognized service projects on campus: over 75% of students know these programs.
- Over half of the students who took part in service in the previous year did so through a student organization.
- When asked why they take part in service, students indicated that the primary motivation is to "pay-it-forward" for the things people have done for them.
- Student satisfaction with programming is significant.
- 98% of respondents to the L4C end-of-year survey who will be on campus next fall plan to participate again.
- 94% of L4C participants were very satisfied or satisfied with the overall program.

GOALS 2011-12

- Initiate a new service program supporting early childhood education in local schools, in collaboration with partner organization.
- Develop outreach and support for registered student organizations, including the pilot of a new service fund.
- Enhance service experiences with increased educational programming and reflection opportunities.
- Assist with the development and implementation of an interfaith service project.
- Increase student awareness of post-graduate volunteer opportunities.
- Refine departmental and program learning outcomes and develop related assessment techniques.

"As a journalism major and sociology minor, I am very interested in civic journalism, so I signed up for Big Brothers/Big Sisters through Loyola4Chicago during my first year at Loyola. This enriched my college and learning experience in such a profound way that I wanted to give the experience to other Loyola students, so I decided to become a leader in L4C. [These] experiences have changed me as a person and will prepare me for life well beyond college."

—LOYOLA4CHICAGO SITE LEADER
AND 2011-2012 LEYDEN COMMUNITY SERVICE SCHOLARSHIP RECIPIENT

photo: Jennifer Murray

FROM THE DIRECTOR

DIANE ASARO

The Wellness Center staff completed another successful year by providing high quality cost effective health services and health promotion programming for our students. Staff worked diligently on enhancing their cultural competency in an effort to better serve our diverse student body. It was exciting to watch the efforts of our federal grant's Coordinated Community Response Team coming to fruition. Space and staffing continue to be a challenge but the teamwork, professionalism and compassion of the staff remain undaunted.

HIGHLIGHTS 2010-11

- The Wellness Center continued to provide high quality healthcare in response to high student demand with a total of 21,798 student contacts. There were a total of 17,156 clinical visits (12,736 medical visits; 4,420 mental health visits) and 4,642 health promotion and outreach contacts. 4,418 individual students accessed clinical services.
- The Wellness Center completed the second year of its Violence Against Women grant from the Department of Justice. The Coordinated Community Response Team solidified its role on campus, collaborating with campus partners to provide training and outreach to these stakeholders. Twenty-eight students, staff, and faculty, from more than ten departments, sit on the CCRT, which is tasked with improving dating violence, stalking, and sexual assault survivor services, policies, and initiatives.
- The WC's long-standing internal diversity committee coordinated a group project in which interdisciplinary teams of staff selected a topic and researched it over the course of the semester, providing a teaching event that was very well-received by both staff and campus partners. The project is a reflection of ongoing efforts to provide culturally competent healthcare and wellness services to our increasingly diverse student body.
- The Wellness Center coordinated Loyola's participation in the Mental Health First Aid (MHFA) study, which provided gatekeeper training to 20 resident assistants, provided train-the trainer certification to a wellness psychologist, and collected mental health needs and service utilization data on up to 300 undergraduate residents.

"Being an advocate has given me the opportunity to develop great relationships with many other individuals, including my advisors and teammates. I loved the feeling that I was making a difference in the lives of many LUC students."

—A WELLNESS ADVOCATE (A PEER HEALTH EDUCATOR)

The Wellness Center

The mission of the Wellness Center is to support the educational purposes of the University by enhancing the health and wellness of the diverse student population through the provision of wellness services. Within the context of a Jesuit, Catholic institution, the Wellness Center is

OUR MISSION

committed to fostering a healthy campus environment by empowering individuals to make informed lifestyle choices and take responsibility for self care to maintain optimal levels of wellness.



DID YOU KNOW?

You can now schedule medical and mental health counseling appointments online.

ASSESSMENT FINDINGS

- Internal satisfaction surveys conducted monthly reveal that 97% of the students accessing Wellness Center services are satisfied with their care. With respect to the Wellness Center's impact on student retention, 90% of students who responded positively when asked "Did you come to the Wellness Center for a reason that could interfere with your ability to stay at Loyola?" responded that the Wellness Center services contributed to their ability to stay enrolled in school.
- AlcoholEdu continues to be an effective primary prevention method. 83% of first-year students (N= 1601) completed AlcoholEdu during the fall semester. When asked the question "To what degree did AlcoholEdu prepare you to . . . establish a plan ahead of time to make responsible decisions about drinking?" 85% responded in the top 3 of a 7-point Likert scale, with nearly 50% of those answering "Completely."
- The Mindfulness Meditation group continues to be effective in helping students deal with their perceived stress. Of those students in the Mindfulness Meditation group who responded to pre/post test, 100% saw a decrease in their Perceived Stress Score and an increase on the Self Compassion Scale in week seven of the eight-week program.
- Online service usage remains frequent, with 30,052 visitors to the Wellness Center website, 853 visitors to the Student Self-Care Guide and 243 completed mental health screenings. 321 students completed e-CHUG (alcohol) and 89 completed the e-TOKE (marijuana) self-screening. 435 students follow the Wellness Center's Facebook page and 536 subscribe to our Twitter account.

GOALS 2011-12

- Provide input into planning and development of new state-of-the-art facility at LSC.
- Complete development of comprehensive assessment plan.
- Explore sustainability of the CCRT after the upcoming final year of grant cycle.
- Review and evaluate Wellness Center's outreach to and treatment of underrepresented and nontraditional students on campus.
- Continue emphasis on interventions to impact on stress and alcohol misuse.
- Develop a plan for wellness services at Water Tower Campus in conjunction with Water Tower Campus Life.

FROM THE DIRECTOR

ROMANDO NASH

The Residence Life program and experience is rapidly growing at Loyola University Chicago. Despite our assessment data demonstrating that we are either considerably above average or doing excellent in regards to our residents' satisfaction, we are seeking to improve our programmatic initiatives and further align our department's efforts with the vision, mission, and strategic plans of both the division and University. I am proud of the residential experience we are seeking to create for students and look forward to its impact on the vitality of campus life and significantly contributing to Loyola's educational mission. The robust nature of our programs and services will help guide our students transformative education in the Jesuit tradition.

HIGHLIGHTS 2010-11

- Creating new mission, vision, and diversity statements, determining our core values, and developing a five-year strategic plan.
- Increasing the numbers of RAs from 77 to 84.
- Depopulating, lowering cost, and creating community/study space in Baumhart Hall to better reflect student needs.
- Partnering with student organizations to personally invite underrepresented groups to apply for RA positions, resulting in a higher recruitment number of students of color.
- Creation of an RA Advisory Board that works directly with the Director of Residence Life.
- Approval and support of a Housing Master Plan that will result in significant growth in the residential population through the construction of new residence halls, the demolishing of older residence halls, and the renovation of some current residence halls.

"I remember moving into Simpson knowing no one and having a blank slate of expectations. I was welcomed with helpful and open arms by Residence Life Staff upon my arrival at Loyola. This first encounter acted to pave the way for a smooth transition into my college experience. My positive experiences with the Residence Life staff and community only continued throughout my years at Loyola."

—ABBIE JO CORRELL, SENIOR,
LOYOLA STUDENT AND RESIDENCE LIFE STUDENT WORKER



Residence Life

Residence Life integrates Ignatian tradition into the formation of students and is committed to fostering and promoting inclusive residential communities where the intellectual and personal growth of residents as people of character, conscience, and integrity complement the academic mission of the University.

OUR MISSION

DID YOU KNOW?

Resident Assistant staff members are academically sound: 90% maintained a GPA of 3.0 in Fall 2010 and over 50% of them maintained a GPA of 3.5 or better.

ASSESSMENT FINDINGS

Our most effective assessment tool is the ACUHO-I/EBI survey that we have participated in for over a decade. The ACUHO-I/EBI survey is a resident satisfaction survey that can be conducted either online or in a paper format. It consists of 103 questions (with the ability to add an additional 20 institution specific questions) and uses a Likert scale of one to seven. A score of 1 represents very dissatisfied, and a score of 7 represents very satisfied. The survey is broken down into 19 specific factor areas with each one receiving a mean and performance descriptor. This past fall, each of our factors fell into the performance descriptor range of either good or excellent. However, we have identified the following as key areas for additional focus:

- Provide more emphasis on residential services areas (i.e. internet connectivity, cable TV, laundry, computing, etc.).
- Evaluate the cost-to-quality of the residence hall experience and its overall value to the residents.
- Work more closely with Dining Services to improve scores in this area, as four out of five of our lowest mean scores are dining related.
- Work more closely with Campus Safety in regards to students' safety concerns in the surrounding area and walking on campus at night.

GOALS 2011-12

- Develop, implement, and assess a learning-outcome-based programming model that is grounded in the department's six core values.
- Restructure, redesign, and enhance RHA to become a stronger voice regarding residential issues and traditions.
- Expand sustainability efforts in conjunction with other campus constituents.
- Increase involvement in regional and national leadership roles and/or committees.
- Increase number of program submissions for local, regional, and national conferences.

FROM THE PROGRAM DIRECTOR

TARA SULLIVAN

The 2010–2011 academic year was exceptional for the Learning Community program. The Program Director and Faculty Director for Learning Communities both started in early July and have made great progress with the program in a short period of time. Students enjoyed enriching courses and co-curricular activities with their faculty and upper-class student mentors. A 3–5 year vision and plan was developed during the fall 2010 semester. Implementation of the first year is well under way.

HIGHLIGHTS 2010–11

- The Arts in Society students presented the puppets and puppet shows they created in their Fine Arts and Social Justice Puppetry course at the Department of Psychology's Evening of Solidarity: Children of El Salvador. The puppets were donated to the children at Lidia Coggiola School in El Salvador.
- The first LC Retreat helped students understand themselves and their personal strengths, to explore the benefits of their communities, to reflect on their participation in their community, and to develop a plan for the roles they would like to play in their community.
- With the new connections students made during the retreat, they put together their own LC team for Loyola Relay for Life.
- A 3–5 year vision and plan was developed during the Fall 2010 semester. Implementation of the first year is under way, and we currently have 330 first-year students planning to participate in LCs next year—up from 192 this year.
- Two upper-class learning communities were developed and will open in Baumhart in the fall of 2011. The Urban Issues LC will have a floor of 27 continuing students and a floor of 24 incoming transfer students. This is the first time we will offer an LC specifically for transfer students. The School of Communications will also host an LC of 15 continuing students.

ASSESSMENT FINDINGS

- Learning Community students participate in more co-curricular activities outside of the LC program than their non-LC peers.
- Learning Community students earned higher GPAs during both Fall and Spring semester than their non-LC peers.
- Learning Community students reported more academic related peer interactions in both the Fall and Spring semesters and more faculty interactions in the fall semester compared to their non-LC peers.

Learning Communities

The goals of the Learning Communities (LCs) program are to:

- Build partnerships among faculty, staff, and students to increase interaction, involvement, and learning inside and outside the classroom.
- Foster an active commitment of reflection.
- Contribute to the University's strategic plan.
- Increase student retention and persistence to graduation.



DID YOU KNOW?

Loyola's learning communities, led by 24 different faculty members, are based on areas of interest and welcome students from all majors.

GOALS 2011–12

- Transition the Learning Community program into its new home in Residence Life.
- Continue to work to increase faculty involvement, both in terms of number of faculty who teach in the LCs and in level of engagement with students faculty provide.
- Develop a full curricular and co-curricular program for the Urban Issues Learning Community.
- Work with Ministry to determine the feasibility of creating an upper-class Ignatian Leadership LC.
- Partner with Student Leadership to develop a first-year Leadership LC for Fall 2012.
- Develop the International and Multicultural LCs into first and second year communities for the Fall 2012.
- Combine the current Health Science and Psychology & Wellness LCs into one Health and Wellness LC to fit the restructured vision for LCs.
- Develop a robust marketing and admissions process that generates increased interest in LCs from prospective students and educates the campus community.

“Coming from the small island of O’ahu, Hawaii, I was most interested in finding a close-knit community where I could easily form bonds and friendships. Not only did the pre-health learning community provide me with the opportunity to form friendships with most all of my floor and classmates, but it also allowed me to connect with many of my teachers. Because everyone on the floor is enrolled in many of the same classes, we have established some of the best study groups, which really come in handy with homework and preparing for exams! Our floor, Simpson 5, has evolved into a family; we take over the cafeteria during dinner, filling half of the tables; we go out together over the weekends; we go on trips visiting each others’ homes (so far I’ve been to New York, the Twin Cities, Arizona, Indiana, Detroit, and Miami). I highly recommend taking advantage of Loyola’s learning communities as you are handed the chance to form lifelong friendships, live on the same floor as your classmates, go on LC retreats, and build relations with your professors.”

—JACLYN EUSTAQUIO



FROM THE ASSOCIATE VICE PRESIDENT AND DEAN OF STUDENTS

August 2011

DEAR MEMBERS OF THE LOYOLA UNIVERSITY CHICAGO COMMUNITY:



Student Life and Involvement had a busy and very successful year. The addition of Student Diversity and Multicultural Affairs, Campus Recreation, Student Union and University Welcome Center to this area enhanced student involvement by offering a broad range of co-curricular activities and experiences that focus on areas of intellectual, social, spiritual, cultural and recreation growth. In collaboration with academic affairs and other University departments, many successful programs, such as Spirit Week, Family Weekend, and the first annual Weekend of Excellence, were accomplished.

The Behavioral Concerns Team is in its third year of existence and continues to provide support to students whose behavior may be of concern to the community. A group of Loyola administrators from various departments support these students in a caring and holistic manner while simultaneously attending to the needs of the Loyola community.

We look forward to expanding our collaborative efforts with colleagues from across the division and University as we engage and empower our students to lead and to serve.

Sincerely,

Jane Neufeld, Associate Vice President & Dean of Students

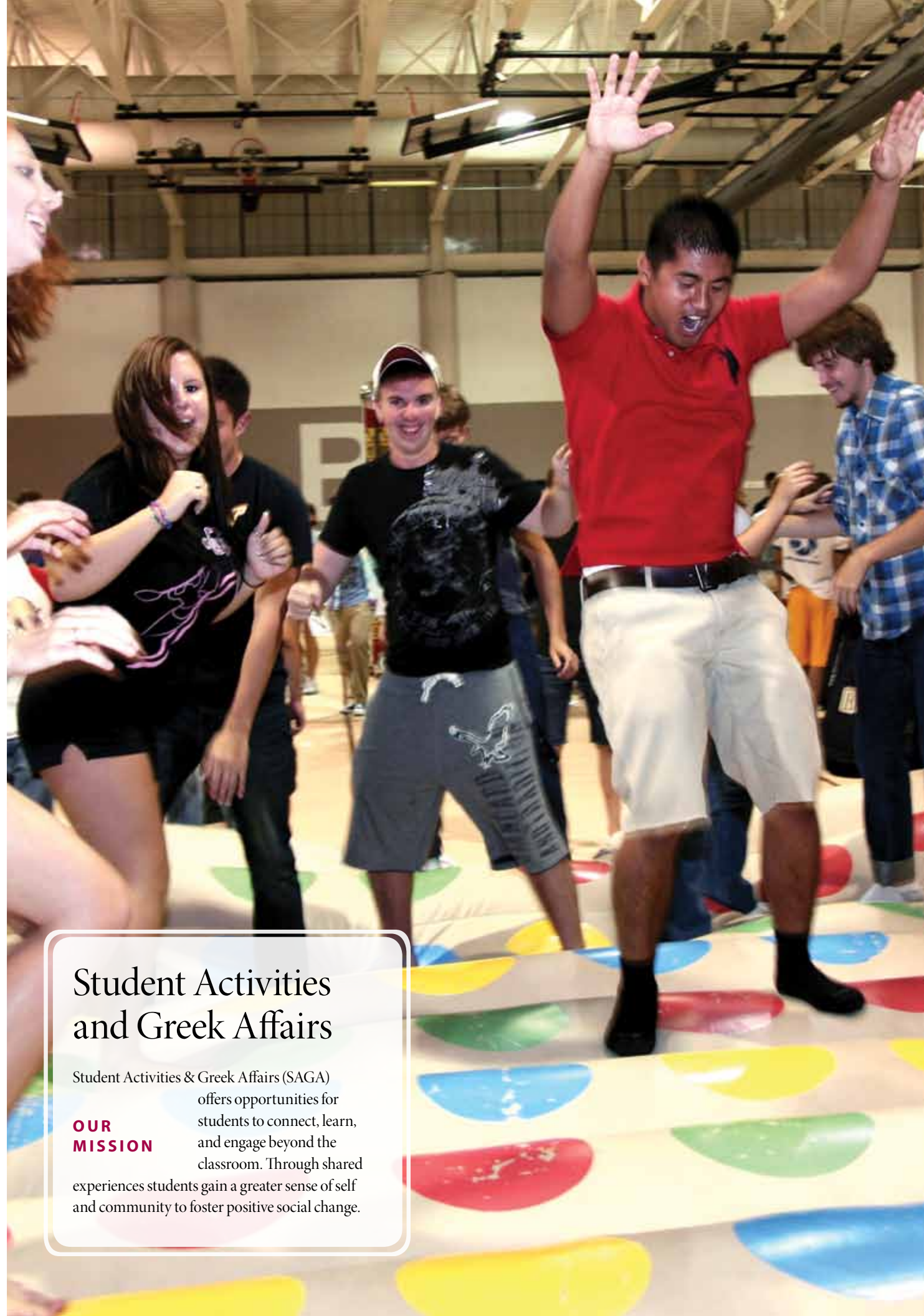
FROM THE PROGRAM DIRECTOR

KIMBERLY MOORE

Looking back over the 2010–2011 academic year, one word could be used to summarize the year: “new.” Student Activities & Greek Affairs welcomed three new graduate assistants and a new full-time coordinator to the team. The fresh faces brought renewed energy and excitement to begin the academic year. The team launched many new initiatives; the largest being Spirit Week and *Loyola After Hours*. The large scale programs proved successful and will someday be long-standing traditions. Sorority & Fraternity Life continues to grow. We installed a new Pan-Hellenic chapter, Chi Omega, and have begun working toward the installation of a new IFC organization, Sigma Chi. The team enjoyed national and institutional recognition as members received a NASPA Excellence Award, ACPA’s Student Involvement: Outstanding New Professional Award and the institution’s Team Spirit Award.

HIGHLIGHTS 2010–11

- Student Activities & Greek Affairs launched a late-night initiative, *Loyola After Hours*. The program offered 97 opportunities to engage in a variety of late night activities that helped students feel connected to the Loyola campus community.
- The Greek community continued its intentional expansion with the addition of Chi Omega and Sigma Chi this year and has invited Alpha Delta Pi and another IFC fraternity to expand in the coming academic year.
- The Greek community raised more than \$25,000 in philanthropy dollars and has committed more than 750 hours of service to the community. One of the most impactful Greek service projects is the annual Greeks for a Good Cause alternative spring break trip. This year 18 students and 2 advisors spent the week working with Habitat for Humanity in Tucson, Arizona.
- The Student Activities & Greek Affairs team, in cooperation with the Department of Programming and registered student organizations, created, developed and/or executed over 600 student programs this past year.



Student Activities and Greek Affairs

Student Activities & Greek Affairs (SAGA) offers opportunities for students to connect, learn, and engage beyond the classroom. Through shared experiences students gain a greater sense of self and community to foster positive social change.

OUR MISSION

DID YOU KNOW?

The 2010–2011 Welcome Week Program received a NASPA Excellence Awards Bronze recognition certificate. The signature program yielded the highest attendance numbers on record.

ASSESSMENT FINDINGS

The 2010 Welcome Week Program assessment plan was designed to evaluate learning outcomes and satisfaction. The data shows that students felt the 2010 Welcome Week Program eased their transition to campus; they felt the activity offerings helped them feel comfortable with campus, the Rogers Park neighborhood, and Chicago. Students reported feeling significantly connected to campus, to peers, and to faculty and staff members. The most significant assessment data showed that 91% of participating students reported feeling satisfied with their decision to attend Loyola as a result of participating in Welcome Week activities.

As a result of attending After Hour events, students felt connected to the Loyola campus community and they gained knowledge on both familiar and unfamiliar topics. 94% of After Hour respondents enjoyed their experience so much they would recommend future programs to their friends.

GOALS 2011–12

- Move to intentional programmatic advisement for registered student organizations: enhance outreach efforts, increase accountability, and overhaul risk management process and procedures.
- Provide opportunities for members of sororities and fraternities to develop leadership skills, execute values-based programming, and renew their commitment to community.
- Grow the Sorority & Fraternity Life Program with intentionality and efficacy in order to provide increased access while maintaining quality.
- Identify core leadership competencies for undergraduate students involved in the Department of Programming, Registered Student Organizations and Sorority & Fraternity Life. Provide opportunities for these students to develop and/or enhance these competencies through shared engagement experiences.

“Before Welcome Week, I was planning to transfer out second semester—I’m a Syracuse legacy. I believed it was the better place for me, until the VP of the University shook my hand at one of the events. My view has completely changed. I fell in love with the campus already, but now Loyola’s the place for me. I’m not transferring anymore. I never felt like a number; I still feel like a person here.”

—STUDENT

FROM THE DIRECTOR

JEREMY INABINET

The OSCCR continues to be a sought-after resource among community members when concerns about alleged student misconduct arise. The office continues to have intentional conversations with students that challenge them to pause, reflect, and respond to concerns about their behaviors. We challenge students to live the Student Promise and to display the ideals of a person receiving a Jesuit education. Members of the office stay up-to-date on the current trends within the field of student conduct and serve as a trusted source of knowledge for the campus community.

HIGHLIGHTS 2010-11

- Integrated the Rome Center conduct process with that of the main campus.
- Expanded programming and collaboration efforts centered around the Student Promise.
- Partnered with Campus Safety and Health Promotion to provide skills for the Student Community Board.

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

—KIMBERLY CUMMINS

Office of Student Conduct and Conflict Resolution

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 embrace the choices they have made, enforcing accountability, and engaging in open dialogue with community members.

OUR MISSION



DID YOU KNOW?

The OSCCR offers workshops, services, and trainings in areas of Conflict Resolution, such as: Conflict Management, Confrontation, Council, FIGP compliance, Hazing, Active Listening, and Classroom Management.

GOALS 2011-12

- Create a public statement on diversity.
- Develop “classes” that address the following areas:
 - Ethics
 - Alcohol
 - Anger
 - Drugs
 - Gender Concerns
 - Direction (EVOKE partner)
- Develop learning outcomes for:
 - Resident Director/Assistant Resident Director
 - Student Community Board
 - Graduate Assistant
 - University Conduct Board
- More extensive Resident Director/Assistant Resident Director training
- Extend Restorative Justice program.
- Maximize the functionality of the OSCCR database (Advocate).
- Coordinate a campaign to educate on bias incidents.

FROM THE ASSISTANT DEAN

CLIFF GOLZ

Overall, the 2010–2011 academic year has been very successful. The staff has worked hard over the last year to strengthen our relationships with neighbors and organizations in the community. We are very excited about what the 2011–2012 academic year will bring. This coming fall, the office will be adding a new, full-time Off-Campus Student Life Coordinator to aid in supporting the off-campus student populations. We are also working on several exciting projects that will help our incoming commuter students better connect to their Loyola experience. 2011–2012 will certainly be an exciting year!

HIGHLIGHTS 2010–11

- The Off-Campus Student Life Office was approved to hire a new Program Coordinator for the 2011–2012 Academic year. This new staff member will help to expand the level of service that OCSL is able to provide to the non-residential student population.
- This year, the Off-Campus Student Life Seminars saw more than 950 attendees. This is a significant increase over last year (769 attendees in 2010).
- In its third year, the Off-Campus Housing Fair welcomed 26 local landlords and management companies to campus. More than 300 students attended.

Off-Campus Student Life

The Off-Campus Student Life Office supports Loyola's non-residential student populations—commuter students and off-campus students.

OUR MISSION

OCSL supports Off-Campus Students by strengthening the relationship between our students and non-student neighbors in Edgewater and Rogers Park. We collaborate with Loyola's Community Relations Office and Campus Police Department, as well as neighborhood associations and the Chicago Police Department, to heighten student awareness of the responsibilities of being a good neighbor.

OCSL supports Commuter Students through advocacy and programming. OCSL works with a variety of campus partners to help the campus community recognize the needs and challenges of our commuter student population.

DID YOU KNOW?

The average off-campus student apartment houses 3–4 students and costs \$1,200 per month for rent.

ASSESSMENT FINDINGS

After attending an Off-Campus Living Seminar, 72% of attendees felt prepared to conduct an effective apartment search and know what to look for in their new apartments. These students also indicated that they felt better equipped to build a positive rapport with their neighbors and were more familiar with their responsibility in the community.

GOALS 2011–12

- Develop a formal relationship with an apartment listing service to streamline the student apartment search process.
- Expand commuter student programming to better support commuter student engagement.
- Increase Off-Campus Living Seminar attendance by 10%.

"I wanted to thank you for your unbelievably generous actions. Allowing us to stay in the dorms, ordering our books for us, and giving us time before we had to return to class were enormously helpful efforts that helped get our lives back in order. They made the transition between the fire and the time when I felt my life was back to a regular rhythm much easier. Thank you for the time you took to make sure we were all right. I cannot thank you enough for all that you did."

—FROM A STUDENT WHO WAS DISPLACED BY A FIRE IN HER OFF-CAMPUS APARTMENT BUILDING

FROM THE DIRECTOR

JAVIER CERVANTES

The Department of Student Diversity & Multicultural Affairs continues to advance the cause of inclusion excellence at Loyola University Chicago. The opportunities for engagement and skill-development for students continue with the outstanding programs fostered by the DSDMA team. This year, students that have participated have been challenged to reflect on their role as active participants in creating an inclusive community that respects and honors the diversity that encompasses the University. Whether it is a first-year male student attempting to redefine what it means to be a man or a Euro-American student exploring how he or she can become part of the solution of impacting bias and oppression; students continue to add to their tool kit to be successful beyond their transformative experience here at Loyola. Every year, students leave Loyola and the DSDMA better equipped to face a more diverse and competitive world.

HIGHLIGHTS 2010-11

- The Students Together Are Reaching Success (STARS) Program has connected 44 first-year mentees, particularly underrepresented and commuter students, with upper-class peer mentors. 100 percent of the STARS mentors returned and the upper class mentors retained as well.
- DSDMA created a seven-week curriculum on the topic of White Identity Development and anti-racism skill development. The skills that the participants developed included using new tools to identify and interrupt racial micro-aggressions in their daily lives; improving interpersonal skills for building relationships with white racial justice allies; and creating new tools for self-awareness to progress in their white identity development.
- DSDMA continued building its 10-week Men's Project. First-year student participants from diverse backgrounds took part in the project and focused on the program's redefining manhood for the next generation. Topics discussed included healthy relationships, "-isms", bullying, anti-domestic violence discussions, male privilege, and brotherhood.
- DSDMA implemented the North Side & South Side Connection 2010: A Day of Community Building and Activism. In collaboration with the Faith Community of St. Sabina under the leadership of Father Michael Pflieger, DSDMA took Loyolans to visit and provide outreach to at risk middle and high school students at St. Sabina Church.



Student Diversity & Multicultural Affairs

The Department of Student Diversity and Multicultural Affairs (DSDMA) firmly believes that part of Loyola's promise to prepare people to lead extraordinary lives requires us to truly be a home for all cultures and people by embracing all races, sexes, gender identities, religions, ethnic backgrounds, socio-economic classes, sexual orientations, and abilities. In efforts to educate the Loyola community about the rich diversity of its constituency and the surrounding Chicago communities, DSDMA promotes essential values that help sustain this diversity—including respect for others, close personal relationships, effective communication, and an engaged concern for the common good.

OUR MISSION

DID YOU KNOW?

The members of the Men's Project signed the first Men's Project Compact and showed solidarity by adopting pink neckties as the project's symbol.

ASSESSMENT FINDINGS

- All mentees and mentors in the STARS program are assessed academically after each semester. The metric to assess academic performance is cumulative GPA, and the standard of evaluation is at least a 3.00 at the time of assessment.
- Average cumulative GPA of mentees at end of 2010-2011 academic year (n=44): 3.052
- Average cumulative GPA of mentors at end of 2010-2011 academic year (n=14): 3.409
- Over 90% of mentees reported being "satisfied" or "very satisfied" with their relationship with their mentor.
- An assessment of the White Identity Development program participants indicated that there was an average of a one point positive increase (pre-program to post-program) of understanding of the concepts taught to them during the seven-week program.
- 84% of the 74 students that participated in the 7th Diversity Leadership Summit stated that the program was "good" or "excellent." Topics discussed included Maximizing Collaboration and Building Effective Teams; Islam: Beyond the Myths, Breaking Down the Barriers; and Empowerment & Education: Addressing Intersections of Social Justice Diversity & Leadership.

GOALS 2011-12

- Increase the visibility of the DSDMA among campus constituents and partners.
- Fill the remaining professional staff vacancies within the DSDMA and recruit new student employees.
- With a new full-time coordinator and new graduate assistant, increase the numbers of STARS mentees to participate and match them with one of the returning mentors.
- Provide the People's Institute participants (STARS mentors, Social Justice Advocates, Men's Project, and LUCES) increased opportunities for interaction and engagement with one-another in trainings and program development.

"I have gained knowledge about white identity and being a part of the white racial group and how that impacts other groups who are oppressed by white privilege. I have learned that it's okay to talk about racism in a way that benefits everyone . . . this training has given me the tools to start working towards 'un-learning' racism."

—FIRST-YEAR WID PARTICIPANT

FROM THE PROGRAM DIRECTOR

SHANNON HOWES

In their first year at LUC, the SLD director and graduate staff focused on learning about the department, developing relationships with key collaborators, and considering trends and professional literature to intentionally plan for new initiatives. The Fifth Annual Student Leadership Institute received positive evaluations from students. In its second year, the Student Leadership Development Certificate Program was expanded, and the requirements were revised to deepen opportunities to reflect on learning related to the program. The number of students reached by requested workshops and other activities this year indicates promise for the continued development of this service.

HIGHLIGHTS 2010-11

- 214 individual students participated in at least one of the 28 workshops offered this year. Over a third of those students participated in at least three workshops.
- Student organizations, departments, and faculty requested that SLD staff facilitate 16 activities, workshops, and training sessions (each typically lasting for 60-90 minutes).
- This marks the fifth year that SLD has offered the Student Leadership Institute, a successful one-day campus conference.

“Throughout the leadership workshops I learned how to be a more mindful and ethical person, leader, and team player. The workshops helped me redefine and reshape mentally what a true leader is and what they can accomplish when they’re not only setting an example, but understanding the importance of every member of their team, group or organization. These workshops have also inspired me to be a leader of action.”

—SHAWN MAYBERRY, SENIOR,
COMMUNICATION STUDIES MAJOR WITH A MINOR IN URBAN STUDIES



Student Leadership Development

The Department of Student Leadership Development (SLD), in collaboration with other departments, divisions, and community partners, seeks to provide high-quality leadership development experiences through programs such as workshops and conferences and by serving as a resource. SLD works to:

OUR MISSION

- Identify, promote, and provide experiences to support development of the competencies associated with effective leadership.
- Provide students with opportunities to realize their full potential and to examine their personal values, talents, and passions.
- Prepare students to be engaged in ethical leadership for the common good.

DID YOU KNOW?

The American College Personnel Association’s Institute on Social Justice was held at Loyola November 7-9. 107 people from 67 universities, colleges, and community organizations were represented.

ASSESSMENT FINDINGS

Evaluations of the Student Leadership Institute reflected that:

- 97% of attendees would recommend this experience to others.
- 97% thought the information presented supported their leadership development.
- 91% learned about multiple perspectives of leadership.
- 85% reported greater confidence in their leadership skills due to participating in the SLI.
- 72% felt the SLI increased their understanding of social justice.

GOALS 2011-12

- Implement the plan created by the SLD Advisory Board for a comprehensive marketing campaign to raise awareness of student leadership opportunities within and beyond the division.
- Expand the scope of the SLI to better meet the needs of divisional departments and to allow the event to serve as a common leadership training experience for student leaders within and beyond Student Development.
- Coordinate the “LEAD” pre-welcome week experience and the “LEAD On-Campus” one-day program for new students and meet the goals related to each program.
- Create a plan for the co-curricular aspects of the leadership learning community that will be offered in fall of 2012.
- Serve as host of the National Jesuit Student Leadership Conference.

FROM THE DIRECTOR

BRYAN GOODWIN

Student Centers-University Welcome Center welcomed the opportunity to serve as its own department at the start of the year. At the core of the department are its student employees, who strive for excellence both in and out of the classroom. As a customer-service leader on campus, we welcome the opportunity to serve the Loyola University Chicago community in our facilities each and every day. We are committed to providing an exciting, positive, and welcoming atmosphere in all of our areas that serve a diverse campus community. We look forward to continuing to provide this standard of excellence as new generations of students start their journeys at Loyola.

HIGHLIGHTS 2010-11

- The Centennial Forum Student Union Information Desk sold over 5,000 tickets to more than 250 different events, totaling over \$50,000.
- The Department of Student Centers- University Welcome Center successfully coordinated significant facility changes to the Student Union, including the renovation of Zips Lounge, creation of the Center for Student Formation, the relocation of the State Room Computer Lab, and the creation of a temporary Campus Recreation cardio facility.
- The student-run event services crew assisted in the event setup, audio visual aspect, event clean-up, and event consultation of over 1,000 meetings and events in 2010-2011. This is a 10% increase from the previous year.
- The U-Pass program distributed over 10,000 public transportation passes to Loyola undergraduate, graduate, LAW, and Graduate School of Business students. This number is the highest in the history of the program.
- The department sponsored such programs as the Annual Christmas Tree Lighting Ceremony and Reception, Halloweek, Be Chill Bash, and Zips' Monday Night Open Mic Night.
- Two student employees were acknowledged at the inaugural Weekend of Excellence held in April. Caitlin Ferry was awarded the Hippocrates Virtus Award for the Athletics Department, and Jenai Booker became an inaugural member of the Maroon and Gold Society.



Student Centers– University Welcome Center

Student Centers – University Welcome Center strive to provide a high standard of excellence for

OUR MISSION

our University community and guests through our programs, facilities, and staff. The department is committed to providing safe and welcoming and social campus experiences that contribute to the well-being of each person.

DID YOU KNOW?

If you use the U-Pass like the average Chicago commuter uses the CTA, the average bus or train ride (one-way) equals \$.64 per ride.

ASSESSMENT FINDINGS

- 100% of student employees responded that they would consider working for the Department of Student Centers- University Welcome Center either positive or extremely positive.
- Over 90% of student employees responded that as a result of their employment with the Department of Student Centers- University Welcome Center, their skills in management, leadership, teamwork, autonomy, responsibility, and customer service significantly improved.

GOALS 2011-12

- Create a strategic plan for the Department of Student Centers- University Welcome Center that reflects the new Alumni Student Center opening in spring 2013.
- Continue to enhance the student employment program to include advanced training systems, reward/demerit systems, and service to the Loyola community.
- Achieve success managing the event/meeting setups, coordination, audio-visual aspects, and event/meeting clean up for the Norville Center for Athletics.
- Implement stronger Student Center building policies through the creation of an expansive building policy manual and risk-management education with student staff and organizations.

“Working at CFSU was such a great opportunity to get work experience on campus, but it also allowed me to lead a balanced life with academics and other activities.”

—STUDENT EMPLOYEE

“The room [Bremner Lounge] was set-up perfectly! I did not get the name of the guy who was on the front desk most of the evening (he was gone by the time we were cleaning up, and I wanted to thank him). Please extend our thanks to him. He was really wonderful helping out the students and me with a number of last-minute things.”

—USER

FROM THE DIRECTOR

MARK WILLIAMS

Campus Recreation's year has been one of transition and success. With retirements, the addition of several new professional staff members, creation of the Office of Outdoor Experiential Education, the construction of the challenge course at the LUREC Campus, and renovations to the Halas Sports Center, the department has had to adapt to several very impactful changes. The continued growth and development of both the professional and the student staff, new ideas and goals, and the continuing improvement of existing programs and activities are reasons why the Campus Recreation Department at Loyola University Chicago will continue to be one of the most essential areas of student, staff, and faculty development on campus.

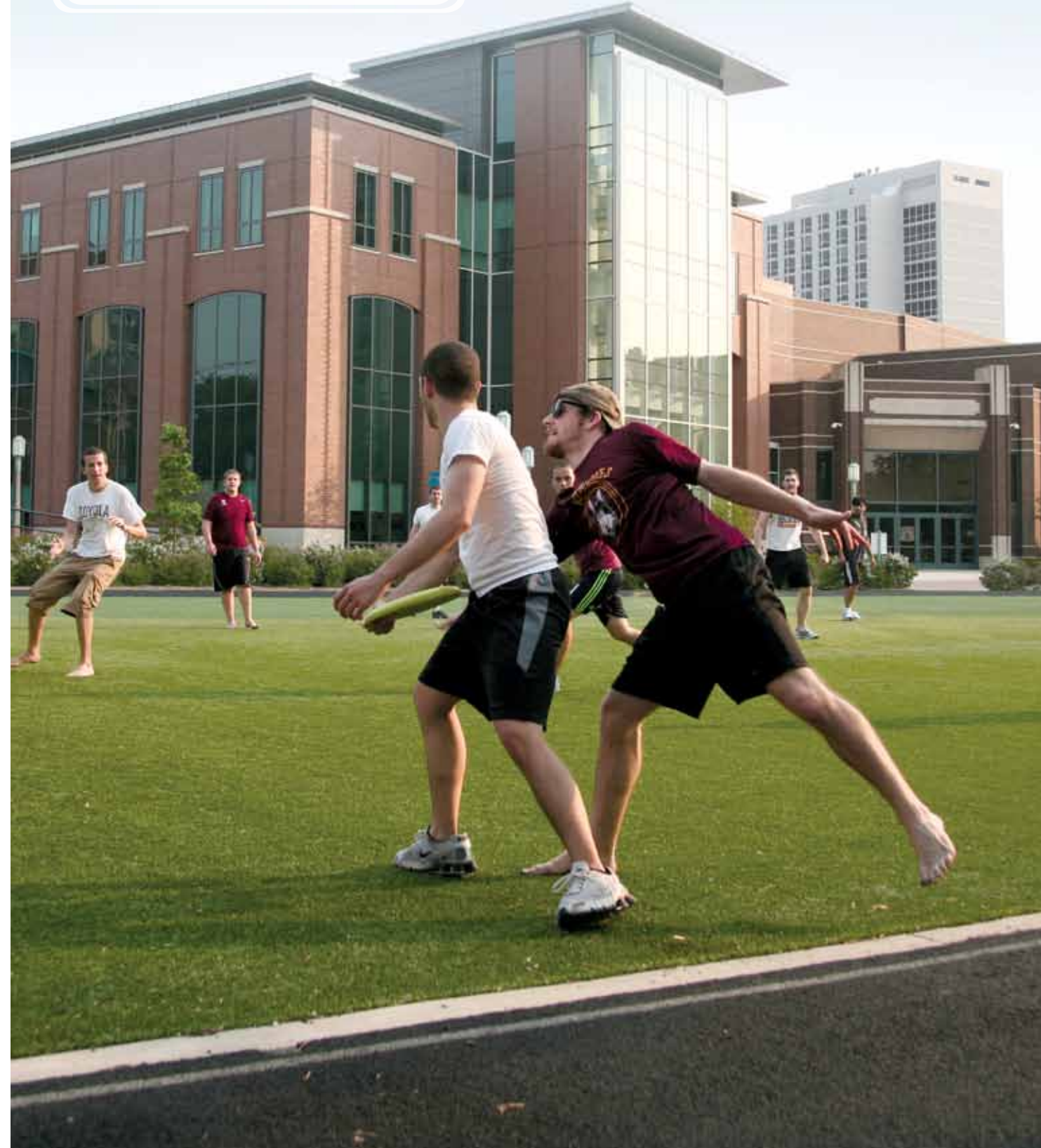
HIGHLIGHTS 2010-11

- The OOE has selected nine undergraduate students to serve as outdoor experiential facilitators. During the fall and spring, the OOE facilitated a 40-hour outdoor leadership workshop. Additionally, these students participated on a 120-hour Spring Break Wilderness Institute. Over the next three to five years this team will grow to approximately 20 students.
- The OOE has worked with the LUREC project team to design and construct the Low and High Ropes Challenge Course at Loyola University Retreat and Ecology Campus (LUREC).
- The Sport Club program had five clubs advance to post season tournaments. Men's Volleyball and Women's Volleyball competed in the National Collegiate Volleyball Federation National Championships in Houston, Texas. The Women's club was in the elite division and finished 9th out of 48 teams.
- The Sport Club program had 12 clubs take part in philanthropic events throughout the 2010-2011 academic year. Six clubs raised money for the Loyola Gives program while others raised money or volunteered their time with local school groups.
- Group Fitness took another leap this spring semester by offering 66 weekly classes, the most ever at Halas Sports Center.
- In addition to many other special events at Halas, this year marked the first annual "Body Image Awareness" week at Halas Sports Center, which was held in conjunction with Women's History Month. For one week, students were encouraged to look past mirrors and negative thoughts and were encouraged to "Celebrate Every Body." This was initiated after an increase in eating disorders and exercise addiction cases.
- Youth Swim Lessons participation increased 100% over the 2010-2011 school year as compared to the 09-10 year.

Campus Recreation

The Department of Campus Recreation provides recreational and social experiences that build community and promote values-based action in preparing people to live a balanced and healthy lifestyle.

OUR MISSION



DID YOU KNOW?

On average, a 150 pound person can burn up to 560 calories during an hour-long Zumba class [classes held 3 nights a week].

ASSESSMENT FINDINGS

- Surveys conducted after Outdoor Education trips show that 99% of student participants strongly agreed that they would recommend the experience to others.
- 92% of intramural (IM) participants said they plan to participate in the future.
- 75% of IM participants agreed that participating helps enhance their overall well-being.
- 89% of surveyed sport club participants said they would participate in a sport club in the future.
- 81% of surveyed participants agreed that participating in a sport club improved their overall happiness with the University.
- 100% of participants ranked Group Fitness (GF) as "meeting his/her expectations."
- 91% of GF participants learned a new skill or improved on something they already knew.
- 100% of participants would participate in this GF again.
- 91% were overall very satisfied with the Personal Training program.
- This is the first year that the Personal Training staff has been surveyed regarding job satisfaction. Overall, the feedback was extremely positive and showed that the trainers love working with their clients and co-workers but suggest improvements on the facilities and equipment available.

GOALS 2011-12

- Expand clinic and wilderness trip offerings. Launch center for renting backpacking and camping equipment.
- Further the development of risk management policies and procedures.
- Expand the "Body Image Awareness" week event.
- Develop and implement an in-house education program to enhance the Weight Room Supervisor positions. Implement an All Women's Swim, mainly geared towards women of the Muslim faith.

"Halas Sports Center has provided me with a comfortable, friendly atmosphere that makes both working and working out enjoyable. The staff looks to one another as family, and emphasizes this positive energy as each patron enters... Deciding to work at Halas has been one of my best collegiate decisions thus far."

—LUIS QUIJANO,
HALAS SPORTS CENTER STUDENT MANAGER

FROM THE DIRECTOR

CHRIS MURPHY

This year Campus Ministry was a key player in the University's assessment of interfaith collaboration. Working with Interfaith Youth Core, Loyola affirmed that its leadership in interfaith cooperation comes from strong roots in Jesuit, Catholic identity. The Catholic Church believes God's grace is at work in each of the major religious traditions, which is why LUC is pleased to serve as a model for interfaith collaboration. Next year, Ministry will focus on developing students' faith and spiritual practices.

HIGHLIGHTS 2010-11

- Faith Matters Series offered 15 programs reaching over 600 students presenting on topics of Catholic faith and Jesuit tradition. First Year Ministry doubled the number of freshmen participating in the Explore Retreat.
- Eight new Christian Life Communities were formed, focusing on affinity groups and interest such as women, graduate students, freshmen, learning communities, and community service.

ASSESSMENT FINDINGS

The Study of Immersion Trips' impact on undergraduate students conducted through John Savard, S.J., at the College of the Holy Cross noted:

- Students participating in Loyola immersion programs expressed an initially strong sense of values that grew even stronger through the immersion process. Faith development is a considerable outcome of participation in our immersion programs. Among our domestic immersion trips, areas that show the most boost include spirituality, vocation, compassion, and critical thinking. In our international trips, it was social justice and cultural sensitivity.

GOALS 2011-12

- Ministry will focus its learning outcomes on developing students' faith and spiritual practices.
- Implement new Junior-Senior Chaplain for upper-class and interfaith outreach. This position and its initiatives are integral to the transformational, developmental plan for undergraduate students.

Campus Ministry

Rooted in the Jesuit, Catholic tradition, Campus Ministry advances the spiritual development and leadership formation of Loyola students through holistic care and transformative experiences of faith and justice.

OUR MISSION

Sacramental Life

Sacramental Life is committed to providing a rich faith life for students, faculty, and staff through sacraments, prayer opportunities, and service to the community. The development of the whole person unifies faith, justice, and service. This embodies the Jesuit motto of *Ad Majorem Dei Gloriam*, For the Greater Glory of God, encouraging all students, faculty, and staff to develop their God-given talents in the service of others.

OUR MISSION



DID YOU KNOW?

First Year Loyola Companions contribute 5,600 hours of volunteer service in the First Year Residence Halls.

FROM THE DIRECTOR

PATRICK DORSEY, S.J.

Sacramental Life is rooted in the faith tradition of the Catholic Church, meeting the ongoing needs of students, faculty, and staff on a regular basis. The prominent structure of Madonna della Strada Chapel with its looming bell tower offers a stable presence with a welcoming spirit that meets students, faculty, and staff where they are in life, in appreciation of God's plan. In support of the mission of the University, Madonna della Strada Chapel is a place that exemplifies the Jesuit motto, *Ad Majorem Dei Gloriam*, For the Greater Glory of God. The chapel is a place for prayer, concerts, reflection, and a simple quiet visit to better understand how God is calling you to serve others. Please stop by the chapel and see what God has in store for you!

HIGHLIGHTS 2010-11

2010-2011 has been a very good year in Sacramental Life. In particular, we have initiated ideas/projects and responded to ideas/needs of others. First, we took on the responsibility of running the Loyola Gives Program for the university. It was a great experience working with Catholic Charities, which involved 55 different departments at Loyola University serving the greater Chicago area. Secondly, we met the needs of a student group by forming the Catholic Student Organization. This new campus organization grew out of a request by students for a group dedicated to prayer, talks on the traditions of the church/her saints, social, and service opportunities.

GOALS 2011-12

Along with continuing the two projects, Loyola Gives and the Catholic Student Organization, Sacramental Life also plans to organize a Thanksgiving Dinner for students who cannot go home over Thanksgiving break. We also plan to organize more leadership positions around the liturgies in Madonna della Strada Chapel. This will be something like a parish council, affording students leadership roles in the liturgies and prayer experiences on campus.

DID YOU KNOW?

The 7 different chapels in the crypt are made up of marble and artifacts from Chicago and around the world. The original crucifix above each of the altars are made of pear wood from Oberamergau, Germany.

FROM THE PROGRAM DIRECTOR

LAUREN SCHWER

Loyola Retreats completed its first year with significant highlights and hopes for the upcoming year. The Transfer Student Retreat, Women's Retreat, and Sophomore Retreat stand out because they were new initiatives that formed sustainable communities and met a need at the University. We look forward to implementing two new initiatives for incoming students in the fall with Start the Fire: Pre-Welcome Week Experiences and Loyola 360°.

HIGHLIGHTS 2010-11

- **Transfer Student Retreat:** This retreat opened up a conversation on how to better serve transfer students and inspired the creation of the Transfer Student Club within Student Activities.
- **Multi-Faith Service Retreat:** This retreat brought together students of different faith backgrounds to serve the community and reflect on their experience together within the Interfaith Youth Corps model. The results included a Kosher retreat and retreats for both the Muslim Brotherhood and Sisterhood.
- **Women's Retreat:** Loyola's first multi-generational Women's Retreat required a waiting list and resulted in weekly meditation, prayer group attendance, and both new peer and new mentor relationships.
- **Sophomore Retreat:** The first Loyola Sophomore Retreat affirmed the gifts and desires within the participants and created a supportive and sustaining community.

"I have been really struggling during this time of transition and thought coming on the Senior Retreat could bring some peace and clarity. I figured it would help to be in an environment that could close the chapter and bring things full circle in light of Loyola and my faith."

—STUDENT



Loyola Retreats

The mission of Loyola Retreats is to provide engaging and transformative retreat experiences for different classes and student affiliate groups. A Loyola retreat is an opportunity for students to disconnect from their normal routine, away from the city, to build community, reflect on their personal journey, and actively make

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meaning by integrating experiences of life, relationships, and faith. Through the incorporation of Ignatian spirituality and involvement of both professional staff and student leaders, Loyola Retreats seek to help students develop reflection skills and meaningful relationships.

DID YOU KNOW?

Over 1,000 Loyola University Chicago students attended a retreat at the new Loyola University Retreat and Ecology Campus this year.

ASSESSMENT FINDINGS

- Students find retreats to be meaningful, fun, and worthwhile.
- Students find the Loyola University Retreat and Ecology Campus to be beautiful and the food to be fantastic.
- More than 75% of students attended a retreat because they want to meet new people and be part of a community.
- 94% of participants on the Transfer Student Retreat identified the retreat as the most meaningful experience of their first year at Loyola.
- 98% of surveyed participants from the Women's Retreat indicated satisfaction in the presentations, activities, accommodations, and overall retreat program.

GOALS 2011-12

- Implement Start the Fire: Pre-Welcome Week Experiences.
- Implement Loyola 360°, a retreat for first year students.
- Increase number of students attending Transfer Student, Sophomore and Senior Retreats.
- Develop and implement Graduate Student Retreat.
- Serve departments by helping develop meaningful programming for specific retreats.

FROM THE ASSOCIATE PROFESSOR AND PROGRAM DIRECTOR

DR. BRIDGET TURNER KELLY

The year has been focused on making direct linkages to social justice. Students led this charge through the Higher Education Student Association (HESA), instituting a service component to professional development and social activities. The curriculum ensures that students take core courses that provide an in-depth understanding and appreciation for the diverse student population today, student learning and developmental needs and challenges, skill and knowledge in evaluating programs, administering multi-faceted programs and activities, and good interpersonal and intergroup skills. The linkages continued off-campus as students and faculty presented empirical research at national conferences. We look forward to reviewing the doctoral curriculum in the coming year as we continue to find concrete ways to address the institutional mission as well as conceptual foundation standards of the School of Education.

HIGHLIGHTS 2010-12

- The new MEd curriculum requires *Student Development in Higher Education and Multiculturalism for Social Justice* for all students.
- Record number of 46 students graduated in May and August 2011.

ASSESSMENT FINDINGS

Placement Report from 2010 graduates (29 responded to the survey)

- 37 MEd graduates received degrees in December 2009 or May/August 2010.
- Overall, students work at 14 private universities, 4 public universities, 1 at a health department and 1 at a K-12 school.
- 11 graduates report finding **new** employment in the field.

GOALS 2011-12

- Implement portfolio process for all students entering MEd program in Fall 2011; will provide assessment data of master's program, involve Division of Student Development internship and graduate assistantship supervisors on evaluation, committees, and provide community closing event for all students.
- Increase graduate assistantship and externship opportunities for all students.
- Hire new full-time assistant professor as fifth faculty member in program.
- Plan and implement new master's program in International Higher Education.

Higher Education Program

The Higher Education MEd and PhD programs aim to prepare professional educators for a

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variety of administrative roles and functions in post-secondary education.

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

DID YOU KNOW?

We have 36 Ph.D. students, 42% women, 58% men, and 20% students of color; and we have 117 master's students, 78% women, and 44% students of color.

WITH GRATITUDE

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

Ben Anderson, S.J.
Robert Araujo, S.J.
Dr. Sam Attoh, The Graduate School
Danielle Basci, School of Communication
Mark Beane, University Marketing and Communications
Kathryn Berg, Student Diversity and Multicultural Affairs
Peter Bernardi, S.J.
Robert Bireley, S.J.
Karnell Black, First Year Experience
Lauren Blanchard, Services for Students with Disabilities
Lt. Joe Bogdalek, Campus Safety
Mark Bosco, S.J.
Vicci Bower-Tennant, Purchasing
Bob Braunreuther, S.J.
Anthony Burrow, Psychology
Annie Busiek, University Marketing and Communications
Brendan Busse, S.J.
Chris Calderon, S.J.
Dr. Tony Cardozza, History
Steve Christensen, University Marketing and Communications
Marian Allen-Claffey, Provost's Office
Jennifer Clark, Community Relations
Jose Corona, Mailroom
Ben Correia, Academic Advising and Services
Allison Cote, Special Events and Alumni Relations
Bill Creed, S.J.
Wendy Crupper, Special Events and Alumni Relations
Ofc. Timothy Cunningham, Campus Safety
Justin Daffron, S.J.
Clara Dina Hinojosa, Alumni and Special Events
Dr. John Dugan, School of Education
Dr. Brian Erdman, Institutional Research
Dr. Doug Evans, Loyola University Healthcare Sports Medicine Group
Mark Feiereisel, Facilities
RJ Fichtinger, S.J.
Chief Bob Fine, Campus Safety
Joe Fleishman, S.J.
Dr. Marcel Frederick, Sociology
Paul Frederick, S.J.
Priscila Freire, School of Social Work
Anne Fritzsche, Special Events and Alumni Relations
Dr. Sarah Gable, Fine and Performing Arts
Marcela Gallegos, The Graduate Schools
Michael J. Garanzini, S.J.
Kevin Gillespie, S.J.
Dr. Alan Gitelson, Political Science
Sangita Gosalia, Community Relations
Dr. Patrick Green, Center for Experiential Learning
Qiana Green, College of Arts and Sciences Advisor
Lori Greene, Undergraduate Admissions
Rebecca Grim, Advancement Office
Leslie Haas, Library
Thom Hamilton, Facilities
Danielle Hanson, Human Resources
Dr. John Hardt, Office of the President
Olivia Heath, Graduate and Professional Management
Jon Heintzelman, Advancement Office
Lee Hubbell, School of Education
Anne Hughes, University Marketing and Communications
Dr. Rick Hurst, Institutional Research
Kathryn Jackson, Center for Experiential Learning
Richard Jacques, Facilities
Dr. Neeru Jayanthi, Loyola University Healthcare Sports Medicine Group
Wendy Johnson, School of Education
Angela Johnson, Financial Assistance
Dr. Betsy Jones Hemenway, History
Mike Jurewitch, Facilities
Dr. Claudio Katz, Political Science
Brian Keiller, Academic Advising and Services and Services
Maeve Kiley, University Marketing and Communications
Paula King, Wellness Center
Joanne Kouba, School of Nursing
Dr. Marilyn Krogh, Sociology
Steve Krupa, S.J.
Bill Laird, Office of the VP of Finance
Nicole Lalich, General Counsel
Tiffany Lawrence, Academic Advising and Services

Mary Jo Letizia, School of Nursing
Gina Lettiere, Center for Urban Environment Research and Policy
Jana Lithgow, Graduate School of Business
Courtney Lokken, Undergraduate Admissions
Thomas Lucas, S.J.
Dr. Art Lurigio, College of Arts and Sciences
Tony Lusvardi, S.J.
Dr. Kathleen Maas-Weigert, Gannon Center
Keith Maczkiewicz, S.J.
Wayne Magdziarz, Capital Planning
Sarah Malouf, Alumni and Special Events
Sgt. Bruce McCree, Campus Safety
Heather McNitt, Facilities
Nicole Meehan, Special Events and Alumni Relations
Winston Mina, S.J.
Dr. Patricia Mooney-Melvin, History
Edward Moore, Financial Assistance
Erin Moriarty, Undergraduate Admissions
Patrick Nolan, S.J.
Dr. Bren Ortega Murphy, School of Communication
Jose Ortiz, Facilities and Maintenance
Sajeev Painunkal, S.J.
Brian Paulson, S.J.
Dr. John Pelissero, Provost
Sam Perry, Purchasing
Perry Petrich, S.J.
Stephen Pitts, S.J.
Stacey Platt, School of Law
David Prasse, School of Education
Anthony Ramos, Academic Advising and Services
Kaylee Rasmussen, Spanish
Patti Ray, Mission & Ministry
Katie Reifenberg, Advancement Office
Dr. Maryse Richards, Psychology
Jorene Richards, Human Resources
Paul Roberts, Undergraduate Admissions
Summur Roberts, Community Relations
Ted Ruswick, Facilities
Patrick Ryan, Advancement Office
Sgt. Eric Salinger, Campus Safety
Danita Salone, Undergraduate Admissions
Adam Schubel, Center for Urban Environment Research and Policy
Dr. Mike Schuck, Center for Catholic Intellectual Heritage
Julie Sells, School of Business
Kelly Shannon, University Marketing and Communications
Bill Sherry, Facilities
Angel Sierra, S.J.
Janet Sisler, Gannon Center
Chris Skrable, Center for Experiential Learning
Brian Slavinskas, Accounts Payable
Wayne Sliwa, Facilities
Lorraine Snyder, Office of the President
Christoph Soyer, S.J.
Gregg Spalding, Facilities
Dr. Brian Stanko, School of Business
Dr. Gerald Steenkin, Black World Studies
Kathleen Steinfelds, Campus Card Office
Dianna Stencel, Wellness Center
Judy Sunvold, Conference Services
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Dr. Aana Vigen, Theology
Eric Weems, Financial Assistance
Katrina Weizer, Academic Advising and Services
Kana Wibbenmeyer, Facilities
Lt. Kenneth Wiley, Campus Safety
Richard Williams, Special Events and Alumni Relations
Jonathan Wilson, Theater and Drama
Dr. Jim Winger, Loyola University Healthcare Sports Medicine Group
Thomas Worcester, S.J.
Susan Yanek, Purchasing
Kathy Young, University Archives
Cara Young, Graduate and Professional Enrollment Management

LOYOLA UNIVERSITY CHICAGO STATISTICS

TOP 10 MAJORS IN FALL 2010

Major	Total Enrollment
Biology	1,488
Psychology	957
Nursing	569
Political Science	444
English	353
Chemistry	320
International Studies	313
History	307
Accounting	306
Advertising/Public Relations	298

Counts include students with two or more majors. (Please keep in mind that the counts represent the number of majors. They include anyone who had two or more majors during that term. So, for example, if a student had a double major in Political Science and International Science they were counted twice – once in each major.)

ENROLLMENT DATA

Fall 2010

Undergraduate Full-Time		Masters	
Arts & Sciences	5637	Arts & Sciences	518
Beijing Center	100	Biomedical Sciences	104
Business	1361	Business	861
Communications	573	Education	554
Cont. & Prof. Studies	9	Law	246
Education	449	Nursing	307
Nursing	623	Pastoral Studies	256
Rome Center	175	Social Work	765
Social Work	115	TOTAL	3611
TOTAL	9042		
Undergraduate Part-Time		Doctoral	
Arts & Sciences	309	Arts & Sciences	412
Business	73	Biomedical Sciences	105
Communications	21	Education	267
Cont. & Prof. Studies	136	Law	7
Education	13	Nursing	64
Nursing	7	Social Work	39
Social Work	9	TOTAL	894
St. Joseph Seminary	32	Professional	
TOTAL	600	Law	854
		Medical M.D.	584
		TOTAL	1438
University Total			
TOTAL UNIVERSITY		15585	



ENROLLMENT BY RACIAL/ETHNIC CATEGORY

	Degree-Seeking First-Time, First Year	Total Undergraduates (both degree- and non-degree-seeking)
Nonresident aliens	16	126
Hispanic	223	1,014
Black or African American, non-Hispanic non-Hispanic	47	406
White, non-Hispanic	1,398	6,145
American Indian or Alaska Native, non-Hispanic	1	16
Asian, non-Hispanic	266	1,117
Native Hawaiian or other Pacific Islander, non-Hispanic	3	10
Two or more races, non-Hispanic	70	150
Race and/or ethnicity unknown	39	763
TOTAL	2,063	9,747

For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered the institution as freshmen in fall 2009 (or the preceding summer term), the percentage that was enrolled at Loyola as of the date we calculate our official enrollment in fall 2010 is 85%

HELPFUL INFORMATION ABOUT STUDENT LIFE AT LOYOLA

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	41%	34%
Percent of men who join fraternities	5%	5%
Percent of women who join sororities	10%	8%
Percent who live in college-owned, -operated, or -affiliated housing	84%	41%
Percent who live off campus or commute	16%	59%
Percent of students age 25 or older	0%	7%
Average age of full-time students	18	20
Average age of all students (full- and part-time)	18	21

DIVISION *of* STUDENT DEVELOPMENT

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Preparing people to lead extraordinary lives