

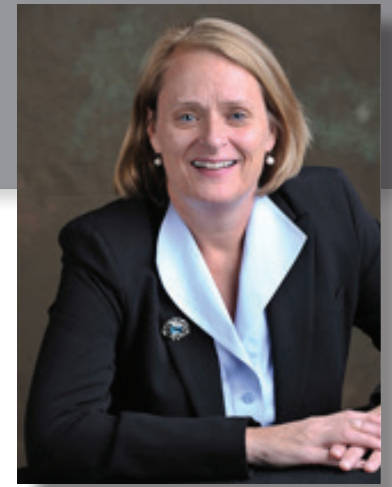
2017 STUDENT DEVELOPMENT ANNUAL REPORT



Preparing people to lead extraordinary lives

LOYOLA UNIVERSITY CHICAGO

FROM THE VICE PRESIDENT FOR STUDENT DEVELOPMENT



2017 STUDENT DEVELOPMENT ANNUAL REPORT

August 2017

Dear Colleagues and Friends,

We present this Annual Report as a representation of the Division's accomplishments in the 2016-2017 academic year. This report provides an opportunity to celebrate and to identify areas for growth and improvement. We are grateful for the many blessings we experienced throughout the year; we offer thanks for our students, staff, and colleagues around the University.

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

- Loyola received Honor Roll Status with Distinction in 3 of the 4 categories for the President's National Community Service Honor Roll (General Community Service, Interfaith Service, Education) and general Honor Roll Status for Economic Opportunity.
- The first-to-second year retention rates for students involved with SDMA's mentorship programs were at or above 90% across the 3 different programs.
- Residence Life successfully housed the largest enrolled first year class in Loyola's history. The move in process for this group of incoming students was nearly flawless.
- Hosted the National Christian Life Community Conference.
- Finished the year on budget and performed all programs, making the most of our existing assets and resources.

As we welcome another incredibly large incoming class, we look forward to our work of transforming students. By introducing our new students to the traditions of *The Loyola Experience*, we continue the important traditions of Ignatian education.

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

Sincerely,

Jane F. Neufeld
Vice President for Student Development



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Preparing people to lead extraordinary lives



THE STUDENT PROMISE



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

Care for Myself

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

Care for Others

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

Care for Community

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

BUDGET OFFICE



DEPARTMENTAL STAFF INFORMATION:

Two full-time staff

DEPARTMENTAL MISSION STATEMENT:

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

DEPARTMENTAL LEARNING OUTCOMES:

- Budget administrators are knowledgeable about resources available to them for their programs.
- Budget administrators are able to maintain spending in the budget limits.
- Budget administrators are knowledgeable about financial policies and procedures.

2016-2017 HIGHLIGHTS:

- Worked closely with Human Resources on implementation of new labor standard regulations.
- Worked closely with Residence Life staff on Residence Life study project.
- Guided Division through budget change process.
- Evaluated 8-ride usage and shuttle bus usage based on the historic data. Created a new schedule providing more services during peak hours.
- Streamlined contract process for most common vendors.



CURRENT YEAR'S DEPARTMENTAL GOALS:

- Maintain financial stability in the Division by continuous monitoring of spending and promptly addressing changes and variances in the operation. Guide division through multiple budget changes.
- Using assessment data from different programs, review utilization of University resources and make recommendations.
- Continue review and development of business policies and procedures.
- Continue training of employees on University and Divisional Fiscal Policies and Procedures

FUTURE DEPARTMENTAL GOALS:

- Maintain financial stability in the Division by continuous monitoring of spending and promptly addressing changes and variances in the operation.
- Assist departments in selecting software which will make operations more efficient.
- Streamline internal procedures.
- Work with Legal Department on developing new forms.
- Assist Departments in Division in developing new programs.
- Continue training of employees on University and Divisional Fiscal Policies and Procedures.



CAMPUS MINISTRY



DEPARTMENTAL STAFF INFORMATION:

14 full-time staff; 4 graduate assistants; 15 student workers; 6 resident chaplains; 2 contracted chaplains; 238 student leaders. The work of Campus Ministry is supported by 55 Jesuit priests and scholastics

DEPARTMENTAL MISSION STATEMENT:

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

DEPARTMENTAL LEARNING OUTCOMES:

- As a result of participating in Loyola 360, first-year students will be able to give an example of how they feel an increased sense of belonging at Loyola.
- As a result in participating in Christian Life Communities (CLC), members will be able to identify the three pillars of spirituality, community and mission, and how they live them out.
- As a result of participating in the Rite of Christian Initiation of Adults (RCIA), students will be able to make an informed decision about becoming Catholic.
- Sacristans will have a basic understanding of the rubrics of the Mass.
- As a result of participating in Campus Ministry programs, students will cultivate habits of prayer and theological reflection.

2016-2017 HIGHLIGHTS:

- *Advocate for refugees: "Children of Syria" Screening (45 students, 5 community members, 6 staff):* Collaboration between Hillel, Community Service and Action, University Mission and Identity, Sacramental Life, and Christian Life Communities to screen this film and then discuss the implications for refugees.
- *Passover Presentation (20 students, 8 community members):* Staff from Sacramental Life, and Hillel prepared a presentation to Christians about the meaning of Passover. As a part of the traditional foods associated with the festival, staff gave an introduction that included why Christians should be advocates for the Jewish people and learn about Passover, which has themes in common with that of Easter. This event was very well received, and many of the attendees asked if it could be scheduled again for next year.
- Campus Ministry hosted the national CLC conference for Jesuit university students May 30 – June 2.
- Staff created and produced a social media campaign highlighting graduating seniors' experience in Campus Ministry. This Facebook campaign includes reflections from students of many faith backgrounds and has successfully met our objectives to increase our page likes and views. Page views are up 100%, page likes up 90%, our reach (number of people who have seen any part of our page) is up 250%, engagement (comments or shares) is up 160%.
- Agape Latte is a monthly event for students to enjoy coffee and desserts, live music from a student artist, and hear a faculty or staff member share their faith journey on a chosen theme. Agape Latte debuted in FY16 with 4 events being held with an overall attendance of 539 participants (448 unique participants).

ASSESSMENT FINDINGS AND DATA:

- The CLC program engaged 275 student participants, 44 student leaders, 9 faculty/staff leaders with a total of 1304 annual events. Over 7200 hours were invested by students in CLC.
- The Labre Ministry to Homeless program engaged 183 student participants, 13 student leaders, 6 faculty/staff leaders.
- The Retreats program engaged 1244 student participants, 118 student leaders, 136 faculty/staff leaders on 32 retreats. On average, a Loyola 360 team collectively gives over 460 hours to a retreat. Approximately 300 of these hours are given by students. Over 5000 hours are given to the retreat program by student leaders, Jesuits, and non CM staff leaders annually.
- Sacramental Life engaged 274 student leaders, and 79 faculty/staff leaders, with an average weekly Sunday mass attendance of approximately 1000 people.
- The Alternative Break Immersion (ABI) program engaged 188 student participants, 25 student leaders, 27 faculty/staff leaders on 24 ABIs.

RCIA Assessment of Major Learning Outcomes:

- 100% Strongly agreed that the RCIA program helped them have an adult appropriation of their faith, and enabled them to make an informed decision about becoming Catholic.
- 100% Strongly agreed that the RCIA process helped them to feel like a member of the Catholic Community at Loyola.
- All of the participants identified that they would like to continue to serve the Church by being active in social justice issues.

Impact of Campus Ministry on Graduating Seniors (reflections were published on Facebook):

- "In Campus Ministry I met friends, confidants, and mentors, but more importantly I met

challengers, questioners, and antagonists. I am more deeply rooted, more tolerant, and more faithful today, not because all of my beliefs were confirmed, but because of the persistence of the challengers and the frustrating, demanding experiences that Campus Ministry facilitated."

- "Through Filipino CLC, I was able to participate in discussions and prayer with fellow Filipino-American students about what it means to live as Catholics and Christians with in-between identities. Together, we strengthened our love for our culture and the particular flavor we bring to the Church. Likewise, while working as a sacristan in Madonna, I grew to appreciate the rich tradition of liturgy and ritual given to us by the Church... I grew to love the sacraments as the most clear way that the Church gathers and is missioned into the world. Leaving Loyola, I will take the many lessons and prayers from my time in ministry to continue to grow in my own faith and relationship to the Church."

CURRENT YEAR'S DEPARTMENTAL GOALS:

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

MESSAGES FROM STUDENTS:

"It strengthened my relationship with Jesus, and I enjoyed getting to know everyone in the group."
– RCIA participant

"The highlight for me was learning about how profound the Church is. I also enjoyed group discussion and the two rites [of acceptance and of election]."
– RCIA participant

"Out of all the events I participate in at Loyola, I believe that Schola Cantorum is the one that makes me feel the most at home. There is something about the community, the music, and the challenge that keeps me coming back for more. This was my 4th semester in Schola Cantorum and I learn something new about my faith, myself, and life each time I come back."
– Student

CAMPUS RECREATION



DEPARTMENTAL STAFF INFORMATION:

6 full-time employees, 140 student staff

DEPARTMENTAL MISSION STATEMENT:

The Campus Recreation Department strives to provide recreational and social experiences that build community and promote values-based action while preparing people to live healthy and balanced lives.

DEPARTMENTAL LEARNING OUTCOMES:

- Lifeguards, Service Associates, and Building Managers will develop an attention to detail by learning to identify and describe issues related to the facility/workplace.
- Lifeguards, Swim Instructors, Service Associates, and Building Managers will demonstrate positive, proactive communication with a variety of different user groups.
- Building Managers will be able to evaluate staff and teach customer service skills.
- Lifeguards will execute strategies to manage basic emergencies.
- Head Lifeguards will demonstrate the ability to create and manage a schedule for staff.
- Head Lifeguards and Lead Swim Instructors will be able to evaluate staff and teach aquatic skills.
- Instructors will analyze progress and use that information to create SMART goals for swimmers.

- Group Fitness Instructors will be able develop, lead, and assess fitness classes.
- Club sport officers will be able to properly budget their club operations by staying within allotment, fundraising, and personal dues.
- Intramural sports will provide an option for competition that is open to all skill levels at no cost.

2016-2017 HIGHLIGHTS:

- Halas Recreation Center had 278,470 total visits. 3000 students participated in Intramural sports. Group Fitness offered an average of 80 classes per week with over 13,000 participations per semester. Ramble Outdoors served a total of 8,820 students/faculty/staff through program offerings at the rock wall, challenge course, and outdoor experiences.
- Ramble Outdoors offered Campout at LUREC programs – the first offering of its kind. Experiences included Start the Fire, Fall Break Campout, and Spring Break Campout.
- Ramble Outdoors and Intramurals offered the inaugural Climbing Competition – the intermediate and advanced divisions filled to capacity.
- Budget Allocation Training and Process gives the student team leaders an active role and voice in determining their financial needs for the following year. This gives them an opportunity for strategic planning and financial forecasting to ensure continued existence and success.
- Building Managers traveled to 3 other Chicagoland schools to tour other Campus Recreation Programs. This allowed them to compare and contrast with our program and identify ways to build/improve our program. Lifeguards met and trained with

students at other Chicagoland Universities. This allowed them to apply skills they use in their jobs to other locations and situations they don't normally see in their job.

- We increased the number of certifications the Aquatics Staff holds; this allowed us to reach/teach more people in the Rogers Park community.
- Added a Table Tennis Club. This provides an additional opportunity for student engagement and involvement. Because this is a popular sport internationally, the hope is to engage the international student population in an activity that is familiar. The co-ed club currently has 14 members.

ASSESSMENT FINDINGS:

- 33% of Ramble Outdoors student employees who graduated during the 2016-2017 academic year have opted to continue in the outdoor experiential education industry after graduation through employment or graduate studies.
- 97% of Group Fitness participants found the program of high quality and 91% stated that they would promote the instructors to their friends.
- Each student on the Front Desk Staff and Aquatic Staff was asked to complete an end of semester reflection and asked to make one suggestion to improve Campus Recreation. As a result, changes were made in scheduling, and in the provision of more training options for students.

CURRENT YEAR'S DEPARTMENTAL GOALS:

- Offer an OEE Start the Fire experience to be offered at LUREC; Completed.
- Create a weekend camping experience at LUREC; Completed (we hosted 3).
- Expand winter paddling programs in Halas pool; Completed.
- Improve drivers training for club athletes; Completed. Advanced training was added with online and in person options.
- Improve concussion and injury awareness;

Completed and will be expanded again in 2017-2018. Impact testing and information sessions and athletic training provided by Nova Care.

- Train staff on navigating the pool with a disability; Completed.
- Certify all "learn to swim" instructors as WSI through Red Cross. 90% completed with the rest getting certified over summer.
- Help students identify at least 3 transferable skills from their student employment experience. This was completed through meetings and assessment.

FUTURE DEPARTMENTAL GOALS:

- All Head Guards will become Lifeguard Instructor Certified.
- Find and implement a software solution that enables the Front Desk Staff to do their job more easily so they can serve the community better.
- Implement staff training sessions that better help students transition out of college (such as a training on how benefits work).
- Institute more robust fundraising practices for clubs.
- Create greater club officer financial budget awareness, monitoring, and accountability.
- Increase service engagement for all clubs.
- All Campus Rec student employees will participate in a one day "all staff" training covering all areas of their job and university life.
- Campus Rec will improve marketing efforts to establish branding on campus and outreach to maximum students and faculty/staff.
- Fitness will incorporate new fitness and wellness programs for the campus community.
- Ramble Outdoors will look to increase campus partnerships and offer skills and activities to the student population.
- Intramural sports will look to offer more unique programming such as rock climbing to the schedule.
- An overall Campus Recreation survey will be implemented each semester to participants and student staff.

MESSAGES FROM STUDENTS:

"My club sport became my family on campus. I enjoyed every aspect of (Men's Ultimate) because it became more than just a club sport to me and I valued it as more than just a responsibility I had as an E-board member. My favorite part of being involved in club sports is the relationships I made with every single teammate."
 – Men's Ultimate Frisbee Member

"I love that it is a student run organization. We get to work together to make decisions and we have to deal with consequences of those decisions (both positive and negative)."
 – Women's Lacrosse Member

"The Outdoor Leadership Workshop grounded me and opened my eyes to the world I am in and the people around me... It formed a window to all of the possibilities and opportunities I can have to really impact my community, others, and myself."
 – Outdoor Leadership Workshop Participant

COMMUNITY SERVICE & ACTION



DEPARTMENTAL STAFF INFORMATION:

1 full-time employee; 1 AmeriCorps VISTA (full-time volunteer through Illinois Campus Compact partnership; one year only); 1 graduate assistant; 1 student worker

DEPARTMENTAL MISSION STATEMENT:

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

DEPARTMENTAL LEARNING OUTCOMES:

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

2016-2017 HIGHLIGHTS:

- **Student Art Displays:** During Hunger Week (November 2016) and Ignatian Family Advocacy Month (IFAM) (March 2017), the CSA curated student art displays. A call for submissions, focused on a justice theme, was released to students and faculty. Students then submitted electronic images of their artwork with an artist's statement about the piece. A committee selected pieces to be displayed in Damen Suite 217 and 232. A faculty member had a class join in the fall event, and many undergraduate and graduate students took part. The CSA will continue this initiative because it offers a distinct way to engage in justice issues.
- **Loyola4Chicago:** Loyola4Chicago, a weekly service program for small teams of students, completed a substantial program year, including program growth. Highlights of the year include an enhanced registration process that helped to better determine participant commitment and placement. Program marketing successfully supported expansion.
- **St. Thomas of Canterbury Soup Kitchen:** Loyola's long-standing relationship with St. Thomas of Canterbury continued. Students prepared and served a meal each Tuesday (10-15 students) and Friday (20-25 students), when classes were in session. The project targets first-year students, to provide an accessible service experience. We supported the 40th anniversary of the Soup Kitchen at a fall celebration.
- **Hunger Week:** An eight-member student Hunger Week team organized educational and fundraising activities for the Loyola community during the 43rd Hunger Week. Breaking of the Fast; OxFam Hunger Banquet; Bust It For Justice; and a student art

display in Damen were significant events. Contributions were distributed to the beneficiaries: Greater Chicago Food Depository, No Kid Hungry, and The Hunger Project. Planning is underway for 2017, including a continuation of the collaboration with the School of Nursing's "Poverty Simulation" initiative.

- **President's National Community Service Honor Roll 2015 Awardee, With Distinction:** The CSA Director collaborates to submit the annual President's National Community Service Honor Roll. The 2015 results (AY2013-2014 reporting), were announced in September 2016. Loyola received Honor Roll Status with Distinction in 3 of the 4 categories (General Community Service, Interfaith Service, Education) and general Honor Roll Status for Economic Opportunity.

KEY ASSESSMENT FINDINGS:

CSA coordinated the following programs (# of student leaders: L / # of volunteers/ participants: V, total # service hours: H): Saturday of Service with 13 sites (L: 34, V: 212, H: 690), St. Thomas of Canterbury Soup Kitchen (L: 6, V: 205, H: 1,555), Loyola4Chicago which partnered with 8 sites (L: 35, V: 212, H: 12,327), Service and Faith Learning Community (L: 1, V:33, H: 400), Hunger Week (L: 8, V: 622, H: 546), supporting the Post-Graduate Volunteer Program (V: 34), and the Ignatian Family Teach-In for Justice (V: 11).

Departmental goals are currently focused on on-boarding a full-time coordinator, in place of the AmeriCorps VISTA. Opportunities for program enhancement across the board will be explored because this position will bring a skilled professional to engage this work. Deepened student reflection will be a major focus.

CURRENT YEAR'S DEPARTMENTAL GOALS:

- **Address structural and staffing issues in the CSA, particularly the VISTA grant, based on the strong likelihood that the grant will not be renewed in the next academic year:** With the assistance from the Office of the VP for Student Development and the Director of Campus Ministry, the CSA was allocated an existing salary line from Campus Ministry. This allows the CSA to end the Illinois Campus Compact VISTA partnership and to hire a full-time, qualified staff member who can engage students in theological reflection and grow existing CSA programs.
- **Deepen connection with Loyola Partners for Education in support of the University's Strategic Plan:** Conversations were held with CEL staff and School of Education Staff working on the Senn High School partnership.
- **Increase student leadership and input in program management and development:** A student council was developed for Loyola4Chicago; students were invited to take an active role in student art displays; and CSA-wide student leader trainings were developed and implemented.
- **Increase spring justice and advocacy programming by enhancing IFAM efforts:** We successfully hosted a full month of events during March (IFAM), with the highlight of a Student Art Display in the CSA Suite.

FUTURE DEPARTMENTAL GOALS:

- Develop supervision and workload plan for new CSA Service Coordinator.
- Enhance direct service programs (Loyola4Chicago and Soup Kitchen) with deeper reflection components for student participants and leaders.
- Continue to develop a comprehensive student leader development plan that includes progressive opportunities for experienced leaders.

MESSAGES FROM STUDENTS:

"Volunteering is important for me because I believe in serving over helping. In no way do I expect my presence in the community to magically transform someone's circumstances. However, I believe that my service to a community can cultivate hope and love."
 – Loyola4Chicago, Program Reflection

"My experience at the soup kitchen has been one of learning and discovery... I deepened my own views and understanding of myself... I have begun to learn different world views and understand different positions that I may have not been exposed to previously."
 – St. Thomas of Canterbury Soup Kitchen, Program Reflection

"Although it only lasts during the morning and afternoon, Saturday of Service gives new students a first exposure to mentorship and living out Ignatian values at Loyola."
 – Saturday of Service, Program Reflection

DEAN OF STUDENTS



DEPARTMENTAL STAFF INFORMATION:

6 full-time employees

DEPARTMENTAL MISSION STATEMENT:

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

DEPARTMENTAL OUTCOMES:

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

2016-2017 HIGHLIGHTS:

- Despite exponential increase in Title IX reports (which increased by 109% overall), continuity of services was maintained at or above the expectations of federal regulations. Data suggests that this is an increase in reports only – not an increase in incidence. Regardless, the DOS implemented new awareness programming, including enhanced student safety forums and a new student outreach initiative.
- Following the implementation of a hotly debated revision to the Free Speech and Demonstration Policy at the start of Fall 2016, the year unfolded with greater collaboration and less tension around free speech than the past several years.
- Adding to its student outreach programming, the DOS launched a 21st birthday card initiative, which targets both students and their parents in anticipation of the student's 21st birthday. Anecdotal feedback suggests that students and their parents are using this initiative to discuss safety related to alcohol.
- The systems of the Threat Assessment Team, Behavioral Concerns Team, and CARE Services, all of which are coordinated through the DOS, functioned to support the safety and wellness of over 700 unique students, several of whom were at one point in imminent danger due to mental-health related emergencies.

ASSESSMENT FINDINGS:

- From June 2016-May 2017, 788 unique students were served through CARE, BCT, and/or Title IX Services. Of the 788, 47 students (or 6%) were supported through 2 or more of the services offered

by DOS. 456 CARE reports were processed (+30% from 350 in 2015-16). 11% of reported students were named in two or more CARE reports. 60% of all students reported through CARE services during the 2016-17 academic year received one or more academic alerts within the academic year. 71% of students who were named in multiple CARE reports received one or more academic alerts within the academic year. 51% of reported students identified as a person of color and/or "non-specified."

- 241 BCT reports were processed (+15% from 210 in 2015-16). Although we saw a record number of reported suicide attempts (15, which is +114% from the 7 in 2015-16) none resulted in fatalities. We also saw a significant increase in suicide ideation, thoughts, or threats; a total of 64 reports (+49% from 43 in 2015-16).
- DOS, via the Title IX Deputy Coordinator, assisted with 213 cases (+109% from 102 in 2015-16) of gender-based misconduct. Of these reports, only 74 were reported to have been incidents perpetrated by other LUC students, which means that in well over half of the cases, reporting students were simply requesting support. Of the 74 reported cases of alleged student offenses, 15 cases resulted in formal complaints, which triggers a full investigation and hearing (+66.6% from 9 formal complaints in 2015-16). Within those reports, 226 survivors or reporting students received resources and interventions. Despite the trauma that these individuals reported, only 1.32% were ultimately dropped for poor scholarship (3 out of 226), and 34 graduated. Also, 18 respondents or accused students were resourced. Of these 18, none were dropped for poor scholarship, and 2 graduated.
- Given the significant increase in reports across the board, the DOS is exploring ways to streamline administrative processes (especially in Title IX) to increase the capacity of the Office to deliver high-quality, timely, and individualized support. We are also proposing some staffing changes to reduce reliance on staff volunteers and enhance the professionalization of the Title IX investigation process.

CURRENT YEAR'S DEPARTMENTAL GOALS:

- DOS will enhance its assessment practices to include data collection and analysis of student satisfaction and perceived impact of all DOS services, to be reported in 2018.
- Adopt and steward the NASPA Undergraduate Fellows Program (NUFP) under the DOS; Completed. The NUFP is now housed and coordinated out of the DOS, and will be for the foreseeable future. During the 2016-17 Academic Year, 4 NUFP mentees participated in the national program. Discussions are underway about the viability of hosting a NUFP intern at the JFRC in 2017-18.
- Incorporate cultural competence modules in the training of Title IX volunteer investigators and hearing officers; Completed. Content will be included in the Fall 2017 annual training of volunteers.
- Conduct comprehensive audit of student-facing communication. Website audited and updated for gender-inclusive, non-binary language. A review of other documentation as well as an audit of the website for accessibility to people with disabilities currently is underway.

FUTURE DEPARTMENTAL GOALS:

- Offer faculty training and resources on how to recognize and support students in crisis, to be available in both online and in-person formats.
- Develop formal learning outcomes for DOS services and assess efficacy and implications for retention.
- Implement regular case management reporting for all DOS service lines, to monitor and address trends in real time.
- Launch and maintain an active social media presence, enhancing the ability for the DOS to engage with students on a platform that is comfortable and familiar to them.

MESSAGES FROM STUDENTS:

"I cannot thank you enough for all you have managed to do for me the past few years...I truly do not think I would be graduating tomorrow if it weren't for you...My future may be unclear, but it is brighter because of you."

– Student who used BCT services

"I wanted you to know that [my son] told me he was glad he talked to you. I could tell he felt comfortable with you, so thank you so much! It helped when we couldn't."

– Parent of a student who used CARE services

"Most of all, I'd like to thank you for helping me through a difficult time in my life. I know you'll say that it's your job, but I didn't come to you as the Title IX [Deputy] Coordinator, I came to you as the person in the office that I trust the most and who happens to have the resources to help me. So thank you from the bottom of my heart."

– Title IX Reporter

OFF-CAMPUS STUDENT LIFE



DEPARTMENTAL STAFF INFORMATION:

2 full-time employees; 1 graduate intern; 4 student employees

DEPARTMENTAL MISSION STATEMENT:

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

DEPARTMENTAL LEARNING OUTCOMES:

- Non-residential students who participate in OCSL programs and services will know about and understand the various off-campus resources available to them related to transitioning to off-campus living, tenants' rights, safety, and community building.
- Non-residential students who participate in OCSL programs and services will identify ways to connect to on-campus programs and services that assist them in finding community.
- Non-residential students who participate in OCSL programs and services will recognize how their engagement in OCSL programs contributes to having a sense of community and peer connection on campus.
- Resimuting students who participate in OCSL programs and services will identify behavior that is consistent with the *Good Neighbor Policy*.

2016-2017 HIGHLIGHTS:

- OCSL partnered with First and Second Year Advising to offer a commuter affinity University 101 course to launch in fall 2017.
- OCSL hosted the 1st annual CommuterCon event during Welcome Week. The program aims to connect 1st year commuter students to peers, campus, and the LUC community. Over 70% of 1st year commuter students participated, a 101% increase from the 2015-2016 commuter welcome event.
- OCSL hosted over 4400 off-campus students at 85 events this academic year. The Commuter Ambassadors assisted in coordination of nearly 100% of the commuter programs offered to advance their leadership development.

ASSESSMENT FINDINGS:

- In the spring of 2017 OCSL launched a resimuter student survey to identify needs and learning outcomes. Findings included the following:
 - o 68% of respondents indicated it was important for the OCSL to offer a roommate finding resource. The OCSL has secured a roommate-finding online platform that will centralize the apartment and roommate finding process for resimuter students. The platform will launch in spring 2018.
 - o 74% of respondents asked for more resimuter programs and events. The qualitative responses indicate students would like more landlord/tenant sessions and "living" related programs (cooking/meal planning, sustainable living tips, and budget planning). Some existing programs have been discontinued and resources have been reallocated to support new programs beginning fall 2017.

- o 9% of respondents could identify 1 or more off-campus resources to indicate knowledge of resources available to them related to transitioning to off-campus living, tenants' rights, safety, and community building.
- o 74% of respondents believe feeling connected to the University is important, and 61% felt connected to the University at the time of the survey. 74% of respondents could identify ways to connect to on-campus programs and services that assist them in finding community.
- o 86% of respondents were able to identify behavior(s) consistent with the *Good Neighbor Policy*.
- In the fall of 2016 the OCSL launched an effort to understand retention and persistence factors for commuter students over the past 3 years. Efforts began with reviewing the literature that articulates "at-risk" retention factors are more prevalent for commuting students. For instance, according to Skahill (2002), retention is lower for students who live off-campus in their 1st year. Kuh, Kinzie, Buckley, Bridges, and Hayek (2006) identify commuters as having some of the many pre-enrollment risk factors that impact student retention (for example, socioeconomic status). Many off-campus students choose to commute due to financial reasons (Dugan, Garland, Jacoby & Gasiorski, 2008). The financial challenges not only require them to commute, but hold a part-time job while managing full-time enrollment. The management of competing priorities puts commuters at a risk of attrition. Another example of a pre-enrollment risk factor that disproportionately impacts commuter students is being a first-generation student with family circumstances that make completing college a challenge (Dugan, Garland, Jacoby & Gasiorski, 2008; Kuh, et al., 2006). After conducting a review of the literature, the OCSL engaged the Council for Student Success (CSS) to identify commuter students as a population to track related to retention and persistence. Additionally, the CSS assisted in accessing off-campus persistence data for the last 3 academic years. At the time of this report, data was being analyzed.

- OCSL conducted focus groups designed to identify commuter challenges impacting persistence. Commuters articulated that the greatest challenges facing their persistence included: (a) feeling connected to the LUC community (social integration through finding friendship; feeling like an "outsider" in Univ 101; and disconnection from information-rich resources, such as by not receiving information or not knowing where to seek information); (b) balancing competing priorities (school, family, and work); and (c) finding ways to get involved. Commuter students perceive the most significant barrier to be incongruence between their availability while on-campus and when programs are scheduled.

CURRENT YEAR'S DEPARTMENTAL GOALS:

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

FUTURE DEPARTMENTAL GOALS:

- Expand resimuter resource offerings to enhance the off-campus resimuter student experience.
- Generate a new marketing approach to increase awareness and understanding of OCSL service offerings.
- Collect and analyze data related to off-campus student retention.
- Assess OCSL programs' impact on student retention of first-year commuter students.

MESSAGES FROM STUDENTS:

"I've had to use [OCSL service] a few times this year for landlord issues ... knowing there is [staff] here on campus to support me has been really helpful."

– Resimuter

"Commuter Con helped me see that I wasn't the only one commuting. I still talk to friends I made there."

– Commuter

"The [Off-Campus Living Seminar] was really helpful. I now feel a lot better looking for my apartment ... I didn't know where to start before."

– Resimuter

OFFICE OF STUDENT CONDUCT AND CONFLICT RESOLUTION



DEPARTMENTAL STAFF INFORMATION:

4 full-time staff; 1 graduate assistant; 1 graduate intern (spring 2017); 2 student workers; 15 volunteer student leaders

DEPARTMENTAL MISSION STATEMENT:

The Office of Student Conduct and Conflict Resolution is dedicated to cultivating a community of care by upholding the Community Standards and providing conflict resolution services. We strive to strengthen relationships in our community by encouraging students to take ownership of their impact, engage in open dialogue to repair harm, and demonstrate positive decision-making.

DEPARTMENTAL LEARNING OUTCOMES:

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

2016-2017 HIGHLIGHTS:

- For the 2016-2017 academic year, the OSCCR expanded the current model for investigating and resolving Title IX/Gender-based incidents to apply to all bias-motivated incidents, ensuring that we prioritize the holistic welfare and success of our students and further demonstrate our values of inclusion, mutual respect, and care for others.
- OSCCR conducted a full case review for over 20 conduct administrators assessing their individual skill-level in rationale writing, timely resolution, and student-centered outcome development. Data provided to conduct administrators also provided insight into community trends regarding policy violations, enforcement, and conflict resolution practices. Conduct administrators improved their ability to identify their challenge areas and seek appropriate professional development opportunities to improve their execution of the conduct process and resolution of student conflicts. Feedback from the training confirmed that conduct administrators planned to use this data to inform programming within their areas, as illustrated by the following statements:
- “This data is a good reminder to be timely with case management to ensure that students can learn, grow, and develop from situations related to policy violations. Also, remaining more timely with case management demonstrates a greater amount of care and priority to issues within our community. This, in turn, demonstrates to residents that hall staff care about the community and the conduct of residents.”
- “[I plan to] continue to empower students to develop the skills to manage and mediate conflict prior to escalation...helping

students work through concerns as opposed to providing room changes upon initial difficulties.”

- Prior to this past year, many logistical processes to schedule educational sanctions and meetings with OSCCR staff had been done manually by email and/or phone communication. In Fall 2016, the OSCCR employed an on-line scheduler in partnership with critical campus partners to decrease the time-consuming coordination of these administrative tasks and to ease the process for students. The on-line system has improved efficiency, assisting with the registration of 111 students for the Values Workshop, 41 students for the Good Neighbor Workshop, and 138 students for the CHOICES Workshop. The system has also been useful to schedule group reflection sessions and all interviews conducted by OSCCR.
- The OSCCR launched an Agreed Resolution Process as an alternative method to resolving incidents of policy violations. This process provides a more streamlined and less labor-intensive conduct process that creates a more collaborative experience for students and conduct administrators to determine meaningful outcomes based on a student’s ability to demonstrate accountability. The Agreed Resolution process allows conduct administrators to better validate a student’s experience, identify areas of challenge, and spend more time focusing on a student’s learning and development moving forward.

ASSESSMENT FINDINGS:

Over a five-year reporting period, 61% of students alleged of misconduct were only reported for one incident and had no further allegations of misconduct to-date. 23% of students were involved in two incidents of alleged misconduct. Of all reported incidents, only 16% of students are reported for three or more incidents of alleged misconduct. Given the recidivism data, the OSCCR will further examine the rate of recidivism for alcohol and other drug violations according to each educational and developmental sanction program.

CURRENT YEAR’S DEPARTMENTAL GOALS:

- Incorporate *The Loyola Experience, 2020 University Strategic Plan* and the DSD Strategic Plan as the basis for an extensive and comprehensive departmental assessment plan.
- In 2016-2017, the OSCCR began a comprehensive strategy exercise to review and reimagine the departmental values, philosophy, practices, strengths, challenges, and needs.
- Examine the role of the OSCCR to promote and encourage fundamental student rights within the University.
- Conducted an informal survey to examine the scope, implementation, and sponsorship of published student rights among American colleges and universities.
- Established a student review board tasked with reviewing and providing recommendations to improve the student conduct policies and procedures.
- Develop a multidimensional deferred suspension program that promotes positive behavioral change, retention, and holistic success.
- OSCCR staff identified key components of a successful deferred suspension program and consulted with other Universities to research various program models.

FUTURE DEPARTMENTAL GOALS:

- Develop a branding strategy to relaunch the conflict resolution program that promotes and encourages increased awareness, confidence, and engagement among students in peace-building skills and practices.
- Enhance lines of communication, efficiency, and consistent application of the student conduct process across functional areas and campuses through community case management.
- Develop an assessment plan strategy that examines the conduct and conflict resolution practice as a tool in supporting student success and retention, identifies opportunities for improved student-centered outcome development, and examines the hearing process for effectiveness in reaching learning outcomes.

MESSAGES FROM STUDENTS:

“I’ve always respected OSCCR for its care/ concern for students and the constant “checking in” that is done during conduct and resolution processes. It’s one of the main things that attracted me to SCB. Thank you for all your time and energy spent on the student experience, it is genuinely appreciated!”
 – Student email, April 2017

“OSCCR’s level of professionalism, work ethic, and commitment to Loyola’s values are things I hope I can someday achieve.”

RESIDENCE LIFE



DEPARTMENTAL STAFF INFORMATION:

24 full-time staff; 12 graduate assistants; 106 resident assistants; 182 student support services staff

DEPARTMENTAL MISSION STATEMENT:

Mission: In partnership with our residents, the Department of Residence Life enhances the Loyola Experience by providing safe and supportive living communities where students can engage with others, explore their personal identity, and develop a deeper understanding of their impact on the world.

Vision: By providing excellent customer service and fostering diverse and inclusive communities in well-maintained buildings, Residence Life will be the preferred housing choice for Loyola students. Through our innovative practices, living on campus will become an integral part of the educational experience and help prepare students to create meaningful change in the world.

DEPARTMENTAL LEARNING OUTCOMES :

Students who participate in Residence Life programs and services will:

- explore, articulate, and act consistently with their personal values, while understanding how their actions impact others.
- independently navigate processes while recognizing the importance of self-advocacy and personal responsibility.
- recognize the value of inclusion by engaging in diverse communities and will be able to identify ways to advocate for others locally and globally.

- achieve a higher level of academic success as a result of engaging with students, faculty, and staff of varied academic interests.

2016-2017 HIGHLIGHTS:

- Residence Life successfully housed the largest 1st year class in Loyola's history. We worked diligently over the summer preparing converted spaces and lounges. The move in process was nearly flawless.
- Residence Life completed a Housing Demand and Cost study. This will assist us and the university in making informed decisions related to processes, rates, and renovation/new construction.
- Resident Assistant (RA) applications increased by 36% over last year (218 to 297). Returning RA applications increased by 38% (45 to 62).
- Residence Life facilitated the implementation of the EBI student satisfaction survey. We received a high response rate (62%), and identified positive trends in student satisfaction.
- Residence Life developed a Residential Curriculum model which will be piloted in the fall of 2017 in some halls, with an anticipated all-campus roll out in the fall of 2018.
- Residence Life re-wrote our business continuity plan and emergency response protocols. The focus of the LUC table top exercise was a residence hall incident, and Residence Life was able to respond well to the topics raised.
- The Residence Hall Association disbanded themselves at the end of the AY16. This past year provided the opportunity for a re-set of hall governance. The IRHA (Illinois Residence Hall Association) conference provided us an opportunity to send a student delegation, and they came home with two awards.

- The central office staff needed some additional space, and the physical office space required improvements. We worked with Facility Operations to move into the space formerly occupied by the c-store to address these needs.
- After hours duty calls increased by 21% over AY15/16. The biggest increases came from marijuana (a 10% increase), and intoxication (a 20% increase).

ASSESSMENT FINDINGS AND DATA:

- RAs offered 869 total programs, which were categorized by these general themes: Cannonball (Jesuit values); Community; Educational; and Social. 13 were expressly identified as Community Service Programs. Inter-Hall Council offered 26 large scale events. 3001 unique students attended at least one program (approximately 64% of on-campus resident population).
- Total number of swipes by students attending programs: 7206 (swipes not always used so the total number of attendees is more).
- There were 71 Learning Community (LC) programs. The themes of the LCs are: Service and Faith; Wellness; Leadership for Social Change; International; Multicultural; Greenhouse; and FYRE.
- 502 students attended Reapplication + Room Selection Info Sessions. 420 students registered for the UPCATs Lottery Number raffle (attended UPCATs, visited 8 halls, and showed our office their marked brochure). Our Lottery Number raffle at the Men's Basketball games helped increase attendance by 38% over 1 month.
- Students in converted triples retained to sophomore year at a rate of 82%. This was a population that received additional attention throughout the year.
- The Department of Residence Life engaged with Skyfactor, LLC to benchmark our students' satisfaction data using the EBI survey. We received a record number of survey responses:

62% participation. In the categories of overall learning, scores increased from 4.7 in 2014 to 5.2 in 2017. Overall satisfaction increased from 4.9 in 2014 to 5.44 in 2017. From the results, the department asked each Resident Director to develop a forward-looking plan to respond to the area where there is room for improvement. The most distinct message resulting from the EBI survey is that LUC resident students are not learning the skills necessary to manage their lives independently. The newly created departmental learning outcomes include the following: Independently navigate processes while recognizing the importance of self-advocacy and personal responsibility.

CURRENT YEAR'S DEPARTMENTAL GOALS:

- Review/revise departmental mission, vision, values, and diversity statement; Completed.
- Develop a 3–5 year strategic plan for the department; Completed.
- Develop departmental and programmatic learning outcomes; Completed.
- Complete a Housing Demand and Cost study; Completed.
- Complete an operational review and develop necessary policies to accompany the review; In progress.

FUTURE DEPARTMENTAL GOALS:

- Implement the new Residential Curriculum model, and develop assessment questions for 2018/2019.
- Develop a 5-10 year housing master plan based on the results of the Housing Demand Study.
- Complete at least 33% of the strategies developed in the Residence Life Strategic Plan.
- Develop a staffing model that meets departmental needs long term.
- Assist students in learning to navigate processes and procedures both internal to Residence Life and external to the rest of the university.

MESSAGES FROM STUDENTS:

"I lived in the International Learning Community with students from around the world, each one of us possessing a shared wanderlust. Every day, several languages could be heard throughout the community spaces. Through the LC, I was encouraged to spend my sophomore year in Thailand, which is one of the greatest decisions of my life. Most importantly, I met some of my closest friends."

– LC student

"Living in a Learning Community has helped me have a smooth college transition and create a strong core group of wonderful people to call friends. The constant support is one of the many reasons why I have been successful this semester."

– LC student

"I loved Ray's and Deb's presentation about the 6 career ending injuries. Although the mood in the room may have been uncomfortable, it is something that needed to happen and may have saved many of our new Resident Assistants jobs for the year!! THANK YOU FOR THE TRANSPARENCY!!!"

– RA Training Evaluation Respondent

STUDENT ACTIVITIES & GREEK AFFAIRS



DEPARTMENTAL STAFF INFORMATION:

7 full time professionals; 2 graduate students; 5-6 student workers; 2-3 graduate interns

DEPARTMENTAL MISSION STATEMENT:

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

DEPARTMENTAL LEARNING OUTCOMES :

Students will be able to:

- **identify** at least three practical leadership skills they developed through their co-curricular experiences.
- **explain** how their program engagement has resulted in a greater personal connection to the LUC community.
- **give** an example of how their involvement in co-curricular experiences contributed to an awareness of personal identities.
- **identify** two ways in which they positively impacted the LUC, Chicago, and global communities through their engagement activities.

2016-2017 HIGHLIGHTS AND ASSESSMENT FINDINGS:

- **Sorority & Fraternity Life (SFL):** SFL continues to grow with the addition of two chapters: Beta Theta Pi in the Interfraternity Council and Lambda Phi Epsilon in the Multicultural Greek Council. A record-breaking number of 530 students joined the SFL community in spring 2017. 55 students attended Greek Leadership Retreats and were assessed at the close of the experience via survey. Students reported that they discovered similarities and connectedness within the community. Additionally, they articulated gaining confidence in their leadership ability and motivation to create positive change for the SFL and greater Loyola community.
- **Welcome Week:** Welcome Week 2017 had a record number of programs: 58. Assessment was sent out to all attendees of programs on September 9 (one week following Welcome Week): There were 404 total respondents. 82% of attendees identified as 1st year students. 31% of attendees attended 5 or more programs throughout Welcome Week.
- **Registered Student Organizations:** Through the Allocations Committee SAGA was able to grant funding to 107 student organizations on campus. SAGA staff members approved 1413 payment requests from student organizations this year. 19 New student organizations joined the RSO Community of over 260 recognized student organizations at Loyola. 177 Student leaders participated in spring student organization training. 192 student leaders participated in fall student organization training. There are 11,355 active users on LUCentral. There were 175 attendees at the Student Organization Awards Banquet, and 17 award recipients were recognized that evening.

- **Department of Programming (DOP):** 93+ events and programs were planned this year. DOP focused on having fewer, but better/ bigger events with increased attendance this year. Significant Events included: Diane Guerrero (DOP Speaker Series event with nearly 700 student attendees); Build a 'Bler (over 500 student attendees), and Colossus Reveal Party (about 300 student attendees). The Colossus events included Trevor Noah (3791 attendees) & John Mulaney (2690 attendees). Key Assessment Findings from Colossus: Students would be more excited to have 2 high-caliber comedians than 1 lesser-known concert and 1 comedian, or 1 high-caliber concert and 1 lesser-known comedian. 97% of students said they would attend Colossus again. 13% of respondents were alumni.

CURRENT YEAR'S DEPARTMENTAL GOALS:

- Increase DOP collaboration efforts with student organizations and University departments. Progress made toward these goals includes: Triple S Show partnership with Multicultural Greek Council; Multi-department collaborations for Dianne Guerrero event (SDMA, SLD, SAGA, Latin American Student Organization); Film Screenings with Black Cultural Center (BCC), Advocate, Nintendo Club, Hunger Week, Student Transitions & Outreach.

- Increase SAGA collaboration efforts with University departments. Progress made toward these goals includes: hosting the Commuter Appreciation Day with Off Campus Student Life; working with the Wellness Center on Bystander Training for SFL.
- Implement SAGA Assessment plan in an effort to create consistent standards for program assessment. Progress: SAGA created an assessment plan accompanied by an assessment schedule to ensure accountability for the implementation of consistent assessment efforts.

FUTURE DEPARTMENTAL GOALS:

- Complete comprehensive assessment of Sorority & Fraternity Life Program, and Recognized Student Organizations (RSO) via Skyfactor.
- Partner with SDMA to provide supplemental RSO education about the topics of diversity and inclusion.
- Conduct Panhellenic extension in an effort to decrease chapter sizes while creating growth opportunities with the Sorority community.
- Conduct a comprehensive review of the allocations process in an effort to maximize the student activity fee funds available to student organizations.



MESSAGES FROM STUDENTS:

The Greek Leadership Retreat gave the space for a student to gain “confidence in [their] opinions, how to reach [their] goals, and what it means to become a leader for [their] chapter.”

– Greek Leadership Retreat Participant

“I really liked the high ropes and MGC vision activities. I was able to feel loved and supported through my fears and it helped us clearly state what we want as a group.”

– Multicultural Greek Council Retreat Participant

“Students were so excited about the amount of blockbusters (due to awards season) that they would come to the Cinema to re-watch their favorites. During La La Land, the students were singing along to the film. The popcorn and snacks made me feel like I was at the actual movie theater which is fun.”

– D.O.P. Movie Attendee

STUDENT COMPLEX (STUDENT CENTERS & U-PASS)



The Student Complex area includes staff, facilities, and programs associated with the Student Centers (Damen Student Center, Terry Student Center, and Centennial Forum), Halas, Campus Recreation, Campus Reservations, and the facility operations of Gentile/Norville. This report includes information about all of these areas except the programs and services offered by Campus Recreation (which operate in the Halas Recreation Center) which can be found in the Campus Recreation report.

DEPARTMENTAL STAFF INFORMATION:

7 full-time employees; 55 student employees in the Damen Student Center; 30 student employees in Gentile and the Hoyne Complex; 25 temporary employees for the U-Pass program; 5 student employees in Campus Reservations

DEPARTMENTAL MISSION STATEMENT:

The Student Complex is dedicated to providing safe, well-maintained state-of-the-art facilities that offer resources, services, programming, and events to promote the educational, social, and cultural experiences for students, faculty, staff, alumni and visitors. Student Complex services include facilities management, event planning and program support, retail and contracted services..

DEPARTMENTAL LEARNING OUTCOMES:

As a result of student employment with the Damen Student Center, student staff will be able to:

- identify the 4 key principles defined in the FISH Philosophy of Customer Service training program.

- name and explain the importance of at least 3 university departments on Loyola's campuses.
- confidently describe the impact that their individual employment experience had on at least 3 relationships that they developed through their employment (professional staff, student-student, faculty, etc.).

Learning Outcomes for Campus Reservations:

- Assist student organization officers in order to ensure the success of student-run events that promote LUC's diverse community.
- Provide LUC with a dynamic scheduling software (25Live) and offer one-on-one, departmental, and group trainings to guarantee everyone at the university can easily schedule spaces for their events.
- Offer student employment opportunities in order to develop student staff's administrative, organizational, and communication skills.

2016-2017 HIGHLIGHTS AND ASSESSMENT FINDINGS:

- Expanded the operational plan for the Arnold J. Damen, S.J. Student Center to include the operations of the Gentile Arena, Hoyne Softball/Soccer Complex, Halas Recreation Center and the Outdoor facilities. This transition has allowed us to identify a more efficient way of managing these facilities that share so many resources (staff, physical equipment, etc.)
- Reserved and managed logistics for over 3,500 meetings and programs (12% increase from previous year) within the Damen

Student Center and the Centennial Forum. Key events included new student orientation, Welcome Week, Board of Trustees meetings, Family Weekend, Weekend of Excellence, Commencement, and the Founders Dinner.

- Successfully supported over 150 games and special events in the Gentile Arena and Hoyne Soccer/Softball Complex.
- Campus Reservations assisted Campus & Community Development and Conference Services in the scheduling of community-based and external events, both of which established long-lasting and fruitful relationships.
- Campus Reservations consistently offered staff, faculty, and student organizations an up-to-date scheduling system that allowed them to reserve space for events, conferences, lectures, etc. These events provided a safe environment where individuals can discuss, debate, and ultimately learn how to address societal challenges.
- Aramark worked with Catholic Charities to produce and sell 436 care packages consisting of socks, gloves, and toiletries, which Catholic Charities distributed throughout the community.
- Aramark sold 375 kits of school supplies to be donated to Stephen F Gale Community Academy.
- The Student Complex team partnered with the Food Recovery Network (a student-run organization), to donate food to a local Food Pantry, a Just Harvest.

CURRENT YEAR'S DEPARTMENTAL GOALS :

- The Damen Student Center aimed to further develop policies related to keeping students safe and maintaining efficiency. Progress: we successfully initiated some new policies associated with safety (on-campus demonstrations, emergency procedures, etc.).
- The Damen Student Center strove to continue to advance our event management practices. This included providing support beginning at the reservation stage, and continuing to manage the event through the final assessment. Progress: we

took over a lot of the reservation responsibility for both the Damen Student Center as well as the Gentile Arena.

- Campus Reservations updated security for the Student Union, which now solely schedules in 25Live.
- Campus Reservations upgraded to 25Live version 25 and offered updated training materials, training sessions, and documentation to the entire university.

FUTURE DEPARTMENTAL GOALS:

- Create and distribute an assessment plan related to the overall student satisfaction of our facilities (Damen Student Center, Gentile Arena, Halas Recreation Center).
- The Damen Student Center will increase our presence on social media to include more of an interaction with students, staff, alumni of Loyola University Chicago.
- The Damen Student Center will continue to look for ways to improve the wayfinding, signage, and aesthetic "look" of the Student Center and Athletic Facilities' spaces.
- The Damen Student Center will assess the equipment that we use in our facilities to support programmatic efforts and make improvements as needed based on the needs and industry trends we have identified as most important.
- Campus Reservations will upgrade to version 27 of 25Live in Summer 2017 (testing, implementing, and introducing new features to the university via training materials, training sessions, and updated documentation).
- Campus Reservations will complete migration from R25 to 25Live for our remaining legacy scheduler, Conference Services.
- Campus Reservations will revise how university-wide events and VIP, large-scale events are managed by working with university programmers, service providers, etc. to find a solution that works best for all parties.
- Campus Reservations will continue updating location inventory information.

MESSAGES FROM STUDENTS:

"Working for the Damen Student Center for the last three years has provided me with an unbelievable experience that I will draw upon often in my life after I leave Loyola."

– Graduating Senior, Damen Student Center

"Thank you so much for the contributions that you and your staff made in making Orientation possible this summer. You have helped us immensely with our reservations and set up and we honestly couldn't do it without you. It was great working with you!"

– Orientation Program Student Assistants & Staff

"Every step in the process for the Phi Theta Kappa Dinner was outstanding.

From working with our Aramark Representative, Katie Werner, to the absolutely delicious dinner, to the efficient and so very accommodating wait staff. The staff even helped us clean up non-dinner specific items. This was a 10+."

– Undergraduate student

STUDENT DIVERSITY & MULTICULTURAL AFFAIRS



DEPARTMENTAL STAFF INFORMATION:

5 full-time employees; 2 graduate assistants; 34 student workers

DEPARTMENTAL MISSION STATEMENT:

We firmly believe that part of Loyola's promise to prepare people to lead extraordinary lives requires us to truly be a home for all cultures and people. We embrace all races, sexes, gender identities, gender expressions, religions, ethnic backgrounds, socioeconomic classes, sexual orientations, abilities, and residency statuses. We foster the success and community building of historically underrepresented student populations through mentorship, multicultural education, academic support, and a celebration of our unique shared experiences.

DEPARTMENTAL LEARNING OUTCOMES :

As a result of participating in SDMA programs people will be able to:

- define key social identities as they relate to privilege and oppression (e.g. race, sex, gender, socioeconomic status).
- articulate how privileged and oppressed social identities intersect to influence an individual's experiences.
- demonstrate social perspective-taking by learning about one perspective different from one's own as it relates to privilege and oppression.
- demonstrate skills to interrupt micro-aggressions (individual and systemic) that adversely affect marginalized communities.
- recognize a strengths-based approach to support for students of color and first-generation students at Loyola.

2016-2017 HIGHLIGHTS:

- SDMA's Mentorship Programs – Students Together Are Reaching Success (STARS), Loyola University Chicago Empowering Sisterhood (LUCES), Brothers for Excellence – were streamlined this year. The 1st-to-2nd year retention rates across the programs were at or above 90%.
- The STARS program deepened its Leadership Education and Development component when 14 first-year students enrolled in an Introduction to Leadership class taught by SDMA's Assistant Director. These students volunteered weekly, and were invited to deliver a poster presentation at the Research Symposium.
- 34 SDMA Leaders planned a day-long Social Justice Symposium for 75 attendees with 25 workshops. The event included a keynote address by activist and storyteller, Tanzila Ahmed.
- SDMA introduced a new Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, Asexual (LGBTQIA) retreat so 25 students could build community, empower one another through storytelling, and connect with faculty and staff.
- SDMA was invited by the Ignatian Solidarity Network to deliver a webinar about cultivating safe spaces for undocumented students. The same presentation was facilitated at a local conference hosted by the Illinois Association of College Admissions Counseling.
- The Empowerment Pipeline is the result of a continued partnership with Residence Life. This year, 14 residents of the Multicultural Learning Community lead college readiness workshops and hosted middle and high school students on campus. The Empowerment Pipeline served 275 participants, a 22% increase over last year.

- SDMA staff facilitated cultural competence training to a larger audience of faculty this year. In an orientation, 60 new faculty gained an understanding of the frameworks that inform multicultural affairs programming and support for underrepresented students. The Focus on Teaching and Learning Conference provided a forum to reach 30 faculty on the importance of teaching through an equity lens.

ASSESSMENT FINDINGS:

- Of the 31 participants on the Brothers for Excellence retreat, 96% Strongly Agreed the retreat was helpful; 92% learned about their identities, and 92% would recommend the retreat in the future.
- LUCES had 835 touchpoints (incidents of attendance at 1 or more of the 19 LUCES programs this year) involving 232 undergraduate, graduate, faculty, and staff women of color. 75 program participants responded to a survey: 98% shared that LUCES is an important space for Women of Color on campus; 97% shared that they are able to understand how their identity as a Woman of Color impacts the way they interact with others; 96% shared that LUCES encouraged them to engage in social perspective-taking.
- 47 of the 62 STARS mentees completed a program evaluation: 91.5% said their STARS Mentors played a critical role in supporting their transition to college; 83% stated that their STARS Mentors played a critical role increasing their knowledge of resources to support academic success; 83% stated that their STARS Mentors played a critical role supporting their sense of belonging at LUC.
- 19 students participated in the Ramblers Analyzing Whiteness (R.A.W.) program, along with 8 staff, and student facilitators. Participants created a Social Justice Symposium presentation, and a Social Justice Dinner Dialogue. Participants said the program contributed to growth in their understanding of privilege (related to social justice), and to greater engagement in social perspective taking.

CURRENT YEAR'S GOALS:

- Infuse Department Learning Outcomes into evaluations and assessment, with particular focus on the second outcome; Completed.
- Expand and further streamline support services for undocumented students; In progress.
- Introduce a new overnight retreat experience for LGBTQIA students; Completed.
- Enhance the Brothers for Excellence mentorship program to integrate substantial curriculum about masculinity; In progress.
- Maximize cultural competence training of students and campus partners by launching Social Justice Peer Educator team; Completed.

FUTURE DEPARTMENTAL GOALS:

- Increase engagement of mentees across all mentorship programs.
- Maintain 1st-to-2nd year retention at or above 90% for LMP and Brothers for Excellence.
- Increase partnership with faculty, students, and staff to expend Unity in Diversity Funds in full.
- Bolster innovation to program around the inclusion of and success of LGBTQIA students.
- Increase student participation in Safe Space training and Share the Dream training by 50% compared to AY2016-17.
- Reintegrate faculty and staff men of color to strengthen the engagement of Brothers for Excellence student participants.
- Collaborate with First & Second Year Advising to instruct 4 unique sections of UNIV-101 in the Fall 2017 term. The goal is to teach the curriculum through the lens of each program – men of color, women of color, and first-generation/student of color experience.

MESSAGES FROM STUDENTS:

“R.A.W. has been integral to my Loyola experience... I believe it is important to have people of all races supporting SDMA. R.A.W. gave me the language to discuss uncomfortable issues like institutionalized oppression of people of color. I felt like I could meet those I talked with and understand their situation better.”

– Student participant of Ramblers Analyzing Whiteness program

“I absolutely loved the [Women of Color] retreat, monthly gatherings, and conferences! I am always so impressed with how smoothly everything goes, how much thought goes into events, and how much I always learn from my LUCES sisters and experiences.”

– Student participant at LUCES Gala

“Honestly, I appreciated just hearing other people's lived experiences. I've only ever virtually engaged in communication that is not anywhere as validating, informative, and understanding... as what I was able to be a part of this weekend.”

– Student participant of Q-Retreat at LUREC

STUDENT LEADERSHIP DEVELOPMENT



DEPARTMENTAL STAFF INFORMATION:

2 full-time employees; 3 unpaid graduate interns (for a semester each); 12 paid student staff; 15 unpaid student retreat leaders

DEPARTMENTAL MISSION STATEMENT:

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

DEPARTMENTAL LEARNING OUTCOMES:

- Students will build networks and develop a sense of community on campus.
- Students will develop and articulate a higher level of self-efficacy in their ability to engage in leadership development opportunities.
- Students will develop intercultural competence and understand the intersection between leadership and social justice.
- Students will develop knowledge and skills related to socially responsible leadership.

2016-2017 HIGHLIGHTS:

- **Emerging Leaders Program (ELP):** The program expanded yet again. Three years ago, 15 of 18 student participants completed the program. Two years ago, 42 of the 44 participants completed the program. In fall 2016, all but 3 of the 74 students completed the program. Assessment findings indicated that we should consider: making more opportunities to meet informally, creating smaller groups, and increasing the focus on skill-building.
- **The People's Institute (TPI):** This was the first year that the SDMA and SLD staff collaborated to create a new curriculum for the program. Up until this year, the curriculum had been facilitated by external consultants. Due to budget transitions, we discontinued this partnership. The curriculum was almost entirely new. Feedback from participants was incredibly positive. Based on assessment findings, we will: expand facilitator training, add opportunities to meet students beyond the small group, and continue to host the Story Slam (an event attended by 74 students who listened to TPI participants share their stories).
- **New Student Staff Model:** This year, there were a number of new or revised student staff positions in our office. In the future, we will bring the whole team together more often to deepen the sense of belonging with the department, increase the sense of ownership for SLD programs, and to support stronger communication.
- **Building Inclusive Leadership (BIL) Program:** This was the second year we hosted Building Inclusive Leadership (BIL) and it was an incredible experience for students. We accepted 15 of the 22 applicants (due to past feedback on having a smaller cohort). One student did not complete the program, due to personal circumstances. The smaller group allowed for deeper conversations, and greater community building.

KEY ASSESSMENT FINDINGS:

- *Some additional assessment findings were already incorporated in the section on highlights.*
- **Connections for Extraordinary Lives:** We conducted a focus group with campus partners who have supported the program over the year(s). The following suggestions were shared: explore other ways to collaborate on existing programs that have similar goals; provide more intentional tips and tools to help students network at the event and afterwards; change the physical space to better support networking prior to dinner conversations.
- **Student Leadership Institute:** In fall 2016, 113 participants attended SLI's "Charting Your Course" conference. Of the 64 students who submitted evaluations, 100% (strongly) agreed that (a) the SLI supported their leadership development; (b) they gained knowledge/skills to help them engage in meaningful conversations in ways that respect various perspectives; (c) their confidence in their leadership skills increased; and (d) as a result of participating in the SLI, they feel a stronger sense of belonging at Loyola University.
- **Building Inclusive Leadership:** Students indicated a desire for us to better define the audience for the BIL program. Although students enjoyed their experience and felt a part of a community, there were students of all backgrounds with various levels of knowledge on leadership and social justice, which at times made content either too simple or too complex for individuals.

CURRENT YEAR'S DEPARTMENTAL GOALS:

- **Workshops by Request:** We planned to enhance this program by revising our workshop content, creating new marketing materials, and working to better meet the needs of student organizations. Some progress was made, but more needs to happen in the coming year.
- **Student Staff:** In spring of 2016, we decided to strive to be more intentional with the roles that student leaders play within the office. We created new student staff positions, enhanced training,

improved communication, and focused more on providing helpful feedback. Goals were largely accomplished.

- **BIL Revisions:** As planned, we revised the BIL program to strengthen its curriculum and foster community building, while providing more support and improving the pacing of the program.
- **Deepen partnership with the Leadership Studies Minor:** Our goal was to deepen our partnership with the Leadership Studies minor in its second year. Intentional conversations took place with partners in Residence Life, First & Second Year Advising, and Dr. John Dugan. Co-curricular programs incorporated the minor in various ways as well.

FUTURE DEPARTMENTAL GOALS:

- **Further develop the Connections for Extraordinary Lives Program:** Make changes according to the assessment feedback outlined above. We aim to increase participation in the program, and to be more intentional about helping students gain knowledge and skills in the areas of networking and navigating systems.
- **Revise the curriculum for TPI and expand Story Slam:** Make changes according to the assessment feedback outlined above, and collaborate with SDMA to host at least one Story Slam event next year.
- **Revise the Be the Change Program:** We will have a more consistent format for the program by facilitating a similar half-day program that will allow students to walk through various rooms and talk about diverse topics and/or issues surrounding our campus, Rogers Park area, and world.
- **Enhance the Learning Community Experience:** Explore opportunities to enhance the sense of belonging among members of the LLC. Work with Residence Life staff to identify new ways to host programs in the spring semester that may be more successful in terms of engagement.
- **Offer a new opportunity for students to engage informally with SLD:** We will develop the First Friday lunch and learn program with the goals of giving students opportunities to (a) propose and facilitate a session on a leadership topic, and (b) build community by attending sessions and participating in discussions.

MESSAGES FROM STUDENTS:

"I absolutely loved this retreat!! I am so unbelievably happy that this opportunity was available to us; I not only got to know myself better but I also got to make so many new friendships that I treasure very close to my heart. Thank you so much for everything!!"

– LEAD Program Participant

"I'm really going to miss SLD. This department has RADICALLY changed my life! THANK YOU!"

– Senior Student at SLD Banquet

"TPI surpassed my expectations. The community that was fostered here is truly one of love and support and strength."

– The People's Institute Participant

WATER TOWER CAMPUS LIFE

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



DEPARTMENTAL STAFF INFORMATION:

3 full time staff, 8 student staff (Core Team Members)

DEPARTMENTAL MISSION STATEMENT:

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

DEPARTMENTAL LEARNING OUTCOMES:

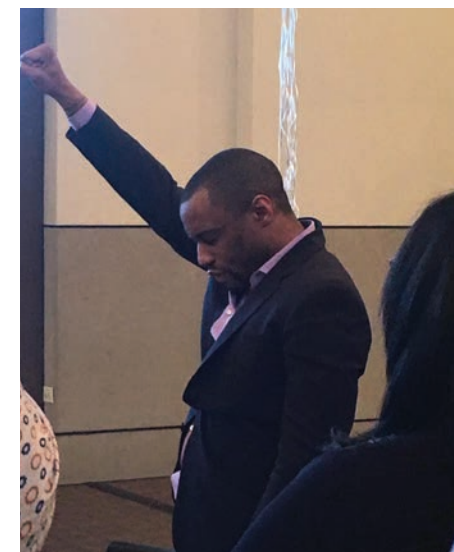
- Students will have a greater understanding and appreciation of the diversity of graduate, professional, and adult student population.
- Student will be able to access graduate, professional, and adult digital media to learn of social and educational opportunities available at the Water Tower Campus.
- Students will be able to participate in activities that help them expand their existing communities..
- Graduate, Professional, and Adult Students will be able to more readily identify suitable study and lounge space at Water Tower Campus.

2016-2017 HIGHLIGHTS:

- Water Tower Campus Life was renamed Graduate, Professional, and Adult Student Life on August 1, 2016. Moving forward in the next academic year, however, the name will again be Water Tower Campus Life.
- Graduate, Professional, and Adult Student Life (GPASL) disseminated information on graduate, professional and adult student opportunities through Facebook and a periodic GPASL newsletter.
- The President's Medallion Ceremony took on added significance with the President's Medallion recipients from each college, school, or institute serving as the representative of their college, school, or institute during the President's Inauguration.
- GPASL staff facilitated induction of more than 160 students into Alpha Sigma Nu, the international Jesuit Honor Society.
- GPASL staff completed an inventory of study and lounge space at Water Tower Campus readily accessible by GPASL students and posted the results on the GPASL website.
- GPASL actively and successfully recruit Arrupe College students to serve as student staff.
- GPASL continued to support affinity group activities, such as the Students of Color Reception, LGBTQ Student Reception, etc.

ASSESSMENT FINDINGS AND DATA:

- Overwhelming feedback from GPASL partners supported moving Water Tower Campus Block Party to late afternoon hours to better accommodate graduate, professional, and adult students. Therefore, GPASL will permanently move the Water Tower Campus Block Party to later afternoon hours.
- A Campus Labs survey showed high approval ratings for the Alpha Sigma Nu Induction Ceremony.
- Feedback from Deans indicated a strong desire to shorten the President's Medallion Ceremony.
- GPASL does a comprehensive survey of graduate, professional, and adult students every two years. Analysis of the last survey showed that graduate, professional, and adult students sometimes lack a sense of community among Loyola graduate, professional, and adult students.
- A GPASL student survey confirmed that students still have difficulty finding suitable study and lounge space at the Water Tower Campus.



CURRENT YEAR'S DEPARTMENTAL GOALS:

- Pilot an online resource orientation with select programs or schools, with hopes of expanding online orientation after successful pilot.
- Pilot moving the Water Tower Campus Block Party to hours that are more readily accessible to graduate, professional, and adult students.
- Institutionalize the Graduate, Professional, and Adult Student Council.
- Institutionalize support for the Black Lives Matter Conference.
- Continue support for Martin Luther King Day Activities at Water Tower Campus.
- Continue collaboration with SDMA to offer affinity group spaces.
- Explore development of a flexible registration process for graduate, professional, and adult student clubs and organizations.
- Develop a bulletin board posting policy for Water Tower Campus.

FUTURE DEPARTMENTAL GOALS:

- Pilot an online resource orientation with select programs or schools, with hopes of expanding online orientation after successful pilot.
- Continue support for the Graduate, Professional, and Adult Student Council.
- Continue support for Black Lives Matter Conference.
- Continue support for Martin Luther King Day Activities at Water Tower Campus.
- Pilot the use of OrgSync, an online student organization management system, with select colleges and schools.
- Develop a bulletin board posting policy for Water Tower Campus.



DEPARTMENTAL STAFF INFORMATION:

30.20 full-time mental health, medical and health education professional and support staff; 8 student workers; 7 unpaid advanced practice graduate nursing students; 6 unpaid clinical psychology graduate student counselors; 2 unpaid social work interns; 14 student volunteer peer health educators (Wellness Advocates), and 1 therapy dog

DEPARTMENTAL MISSION STATEMENT:

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

DEPARTMENTAL LEARNING OUTCOMES:

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

2016-2017 HIGHLIGHTS:

- Participated in campus administration of the Healthy Minds Study. Of those students surveyed, over 86% who sought counseling found it helpful.
- Enhanced student access to services by expanding to web-booked appointments and text messaging. There was a 21% increase in primary care web-booked appointments this past academic year.
- Expanded support for sexual assault survivors.
- The Wellness Center implemented universal alcohol screenings at primary care visits. There were 1,517 contacts made this academic year.

KEY ASSESSMENT FINDINGS:

The Wellness Center continues to have a robust number of student contacts. Clinical visits were 17,989 (medical: 11,723 and mental health: 6266) with an additional 60 programs, trainings, and open groups that had 16,425 contacts. Clinical data was collected from electronic medical record; outreach data from the programming template.

- Web analytics: In the 2016-2017 year, there have been a total of 103,681 unique page views to the Wellness Center's website, with 27,762 of those on the main webpage (luc.edu/wellness/index.shtml).
- The Body Project is a peer-led, interactive workshop that is designed to challenge the thin ideal and help improve body

satisfaction for women. This academic year, a survey was created to evaluate the program. When asked if the Body Project sessions changed their outlook on their body and self-esteem, 100% reported "yes" (n=24). Specifically, one student commented on how the workshop taught her "to appreciate all of the good things about myself." Another stated, "I am able to see that society has influenced this thought process."

- CHANGE training: CHANGE, which stands for Challenging Antiquated Norms for Gender Equality, is a new sponsored student organization through the Wellness Center. The goal of the organization is to create inclusive and critical spaces to challenge norms, further prevention, and empower survivors of gender-based violence. An in-depth training was conducted to meet a host of learning outcomes. Learning outcomes were evaluated using a pre/posttest of all participants (n=15). As a result of the training CHANGE members were able to connect the way gender is portrayed in our society as contributor to rape culture; label common misperceptions about dating violence; and develop greater empathy for survivors of dating violence.
- Speak Up, Step In, Loyola's active bystander training, continues to reach many students. Last fall, 2,412 first-year students went through active bystander training. Post-intervention evaluation determined that 77% of students were able to correctly identify the "three Ds" of active bystandership (n=286).
- Screening and brief intervention (SBI) for alcohol in a medical setting has been shown to reduce drinking rates and negative consequences in college students due to alcohol. The Wellness Center, in an effort to address alcohol use on campus, led the intervention with students who indicated they consumed 5 or more drinks in the past month (via online survey at the time of the medical appointment). From May 15, 2016 through

May 15, 2017, 1,517 SBI were performed in the clinic.

CURRENT YEAR'S DEPARTMENTAL GOALS:

- Implement Wellness Center's new 5-year strategic plan: There are 4 strategic initiatives that are in place for the Wellness Center's Strategic Plan 2020 goals. Of the 4 initiatives, progress has been made in each of them.
- Investigate opportunities for partnerships for delivery of healthcare services: Consultations and collaboration with the Loyola Community and Family Services is ongoing. Wellness Center continues to support the ongoing success of Arrupe College through direct service and consultation.
- Review current Wellness Center student educational and clinical materials for cultural competency and inclusivity: Poster campaigns are inclusive of different sexual and gender identities, religious and differently abled groups. The Wellness Center is purposely reaching out to marginalized communities by redeveloping our website. Suicide prevention initiatives are specifically targeted to 6 underrepresented groups.

FUTURE DEPARTMENTAL GOALS:

- Enhance suicide prevention gatekeeper training through the QPR program.
- Implement and evaluate a pilot study of suicide prevention screening at primary care visits.
- Incorporate a sexual history taking into primary care visits that is inclusive of diverse sexual and gender identities.

"The retreat was just what I needed for the next step in my healing. I needed to be quiet and go inside to see what I needed to do to get better."

– Undergraduate student who attended a retreat for sexual assault survivors

RECOGNITIONS

AWARDS, PUBLICATIONS, PRESENTATIONS, & PROFESSIONAL DEVELOPMENT:

Anandappa, Chrisantha. "Introduction to Psychopharmacology". *Loyola Community and Family Services*, Chicago, April 9, 2017.

Anandappa, Chrisantha, & Boyd Andrea. College Issues in Divorce: Allocation of Cost, Placement and Privacy. *Chicago Forensic Forum*. Chicago, IL, February 22, 2017.

Anandappa, Chrisantha, & Caprio, Guy. "Minority Students and Campus Mental Health Services: Best Practices to Improve Access & Care" at the *University of Michigan Depression on College Campuses conference* on March 20 & 21.

Barry, Megan. Illinois Campus Compact VISTA Grant Awardee. February, 2017.

Barry, Megan. Cura Personalis Award, *Division of Student Development*, Loyola University Chicago. May 2017.

Beltran, Astrid. Commitment to Students Award, *Division of Student Development*, Loyola University Chicago. May 2017.

Bhangal, Naseeb. Identity Politics: Do South Asian Women Belong? *First South Asian Womanhood & Girlhood Conference*, Loyola University Chicago.

Bhangal, Naseeb. Guest interview on Dr. Shweta Singh radio show Global Desi World and Women, *WLUW Chicago 88.7FM*.

Bhangal, Naseeb; Greene, Rachel; Gardner, Paige; Saucedo, Joe, & Williams, SaCora. Reaching Student Success through Cross-Cultural Mentorship. *Bringing Theory to Practice National Conference*, Chicago, IL.

Boyd, Andrea. Joint Pain, Mental Health and Social Support. *Operation Change Chicago*. Chicago, IL, September 3, 2016.

Bozeman, Dana. Co-Presented on Graduate and Professional Student Preconference, San Antonio, TX., *NASPA Conference*.

Bozeman, Dana. Co-Presented on Graduate and Professional Students Services, St. Louis, MO., *Regional NASPA Conference*.

Bozeman, Dana; Gardner, Paige; Macias, Cecilia; Taylor, Angela; Williams, Ashley (2017, January). Seat at the Table: Women of Color Administrators Reflect on Self-Preservation and Advocacy in Higher Education. *ACPA Institute on Social Justice Drive-in at DePaul University*.

Clemens, Jennie & Aust, Maggie. University Staff Council's 2016 TEAM SPIRIT AWARD! Loyola University Chicago.

Ewert, Shandee. Behind the Curtain: Helping your Supervisees Prepare for Mid-Level Leadership. Cincinnati, OH, *GLACUHO 2016*.

Ewert, Shandee. Brick by Brick: Building Your Professional Development Wall. Cincinnati, OH, *GLACUHO 2016*.

Ewert, Shandee. Programming and Development Committee. *GLACUHO*.

Ewert, Shandee. Decoding Departmental Budgets for Entry-Level Professionals. Providence, RI, *ACUHO-I 2017*.

Garcia, Kristina. Rising Professional of the Year. *Gamma Phi Omega International Sorority, Inc. National Conference*.

Garcia, Kristina. (January 2017). Chapter Author, "Relational Leadership in Organizations" *Leadership Theory: A Facilitator's Guide for Cultivating Critical Perspectives*.

Griffin, Tim, & Williams, Ashley. Game of Changing Thrones: Strengthening Self-Efficacy During Organizational Change. Cincinnati, OH, *GLACUHO 2016*.

Griffin, Tim. Outstanding Entry Level Professional – Illinois. Cincinnati, OH, *GLACUHO 2016*.

Hardin, Chris. Student Activism: What's Our Role? *GLACUHO Trends*.

Hardin, Chris. Student Learning Committee. *GLACUHO*.

Hardin, Chris. Facilities and Operations Committee. *GLACUHO*.

Ishikata, Brandon. Take the Lead: Analyzing Leadership, Followership & Partnership through Latin Ballroom Dance. Cincinnati, OH, *GLACUHO 2016*. (Top 10 Award Winner)

Ishikata, Brandon. NASPA Conference Intern. San Antonio, TX, *NASPA 2017*.

Luckose, Anne. The Effect of Nurse Practitioner visits on Health Outcomes in African American teens with Asthma—a Secondary Data Analysis. *National Association of Indian Nurses of America*, Chicago, IL, October 21-22, 2016.

Luckose, Anne. Committee member for Research Grants and Awards for the *National Association of Indian Nurses of America*, 2017.

McLean, Jack. Serves as Vice President for *Jesuit Association of Student Personnel Administrators*.

Moore, Kimberly (2017). A Descriptive Study to Identify Student Perceptions of how Compassionate Enrollment affects Persistence at a Two-Year Institution. *Dissertation Publication*.

Murray, Rachel. *Group Relations Conference: Authority, Leadership, and Role, Bringing Mind and Body to Work*.

Murray, Rachel, & D'Angelo, Ryan. More with Less: Twenty Activities only using Tossables and Webbing. *2017 Midwest Outdoor Leadership Conference*.

Myers, Janine (Spring 2017). *LeaderShape Institute*, Co-Lead Facilitator

Myers, Janine (Spring 2017). Staff Member of the Month for March 2017, *Commitment to Excellence Award*

Ramey, Kristin (Spring, 2017). *Assessment Certificate Program* from the Faculty Center for Ignatian Pedagogy of LUC and DePaul University.

Reiter, Lisa (2017). Creating an Interfaith Culture at a Catholic University and Meeting the Spiritual and Religious Needs of All Students." *Student Life in Catholic Higher Education: Advancing Good Practice* (co-authored book chapter).

Saucedo, Joe, & Martinez, Mayra. Creating Safe Spaces for Undocumented Students. 2017 Sharing the Dream Conference, Joliet, IL.

Saucedo, Joe, & Martinez, Mayra. Creating Safe Spaces for Undocumented Students. *Ignatian Solidarity Network Webinar*.

Saucedo, Joe. Overcoming the Imposter Syndrome: Recognizing the (im)Possibilities Within Yourself. *Annual NASPA Conference*, San Antonio, TX.

Saucedo, Joe. NASPA Latina/o Knowledge Committee Regional Representative. *NASPA Association*.

Saucedo, Joe. Staff Member of the Year. *Loyola University Chicago Staff Council*.

Schmidt-Rogers, Deb. Association of College and University Housing Officers – *International*, President Elect 2017.

Schmidt-Rogers, Deb. Executive in Residence. *NACURH 2017*.

Schmidt-Rogers, Deb. Spirituality and Resilience in an Increasingly Secular Age: Helping Students Bounce Back. Cincinnati, OH, *GLACUHO 2016*.

Schmidt-Rogers, Deb. Supervision is NOT a Dirty Word. Chicago, IL, *NASPA Mid-Level Administrators Conference 2016*.

Schmidt-Rogers, Deb. Student Leader Heroes I met Along the Way... And What They Taught Me. Purdue University, West Lafayette, IN, *NACURH 2017*.

Schmidt-Rogers, Deb. CUBO Study Tour Up Close: An Opportunity to See Tomorrow's World Today. Providence, RI, *ACUHO-I 2017*.

Schmidt-Rogers, Deb. Inclusion and Equity Directors Panel: The State of Diversity in Housing – Reflecting on the Past, Present & Future. *ACUHO-I 2017*.

Siner, Sam, & Williams, Ashley. Mid-Level Institute Participants 2017. *GLACUHO*.

Stencel, Dianna. Facilitator for the *Illinois Insight Dialogue* practice group, an interpersonal meditation practice. 2017.

Stencel, Dianna. President of the *Illinois Mindfulness-Based Stress Reduction/Mindfulness Based Cognitive Therapy Consortium*, 2017.

Victorson, D., Maletich, C., Sufrin, N., Schuette, S., Gutierrez, B., Cordero, E., Johnson, C., Stencel, D., Bakosh L, Ring, M. Development of a New Clinical Mindfulness Research Tool "IM-HERE" to Enhance, Deliver and Streamline Online Mindfulness Interventions. Oral presentation at the 2016 *International Congress on Integrative Medicine and Health*, Las Vegas, Nevada, 2016.

Watland, Leslie. 40-Hour Performance Based Mediation Certified. *Chicago Center for Conflict Resolution*.

Watland, Leslie. Assessment Certificate Program from the Faculty Center for Ignatian Pedagogy of LUC and DePaul University.

Watland, Leslie. Ad Majorem Dei Gloriam Award, *Division of Student Development*, Loyola University Chicago. May 2017.

Williams, Ashley. Beyond Duty: Non-Res Life Careers in Housing. *GLACUHO 2016*.



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DIVISION OF STUDENT DEVELOPMENT

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

(O) 773 508 8840 • (F) 773 508 3895

LUC.edu/studentdevelopment