Enhance Jesuit Values
This strategy will be implemented through the following action plans:

**Jesuit Values: Center for Volunteer Service**
With the establishment of a Center under Mission & Ministry, service (Community-based learning and volunteer learning) at Loyola will be raised to a higher profile and more fully integrated with academics and Jesuit values. There will be a renewed focus on quality, on reflection, and in coordinating Loyola’s outreach into the community. Service will be more accessible to students, faculty-staff and alumni and there will be more support for all service-related entities and organizations at Loyola. We will advocate for growth in the overall number of such academic and co-curricular service experiences available to students.

**Mission and Ministry**
1. In spring 2012, the Center for Volunteer Service (CVPS) was renamed the Center for Community Engagement (CCE) with a mission: “To promote a more just and compassionate world, to support and encourage relationships that connect the needs, assets and wisdom of community and university partners.” The Center will attempt to connect the university and community as neighbors and to create the next generation of reflective, creative and compassionate leaders. The Center will open in August 2012 with an interim director.

2. In fall 2011, University Ministry Assistant Director Josh Daly was given the responsibility for Faith, Justice and Sustainability at Loyola University. Daly was also given the responsibility to carry on defining the new Center’s mission and goals. Daly began assembling an advisory committee of faculty and staff at Loyola to assist him in this task.

3. With the opening of the CCE, service at Loyola will be raised to a higher profile, will be more fully integrated with academics, and more enhanced by Jesuit values. Service will be more accessible to students, faculty-staff and alumni.

4. In fall 2011, a new director of Ignacio Volunteer immersion programs, Edwin Madera, was hired, due to an increase in interest: a 40% increase from 2009 to 2012 for programs in Jamaica/ Belize. New programs were established: an undergraduate Belize Winter Camp (2009/ 2010/ 2012); a new Baseball Winter Camp (2012) with seven Loyola Baseball team members teaching baseball to Mayan youth; a Jamaica Christmas Camp (2011); a Spanish-speaking program in the Dominican Republic is planned for summer 2013.

5. For faculty/staff, a new Belize immersion program was established (May 2011) with 12 faculty/staff participating. Another 12 will participate in May 2012.

6. For alumni, the Belize Winter Camp program (December 2011) was held with ten alumni participating, following on a Jamaica Alumni trip in May 2010.) Future alumni programs are being planned (in collaboration with the Alumni Association).

7. There has been greater student involvement in leadership/ decision-making, including the establishment of a new Ignacio Volunteer Executive Board (E-Board), a new IgVol
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Manual and possible one-credit being offered through the Center for International Education (CIE).

Academic Affairs
8. The service learning program has not only explicitly adopted “strengthening students’ understanding of social justice” as one of its explicit learning goals for students. In fall 2011, 63% of service learning students agreed or strongly agreed with the following statement: “I have a better understanding of social justice now than I did before my service learning experience.”
9. The service learning program has facilitated the infusion of Jesuit values such as service, social justice and reflection into 207 courses in 22 departments and programs, educating 2342 Loyola students to become “men and women for others” and “well-educated adults of solidarity.” In addition, the Office of Service Learning has offered scores of faculty development events (trainings, seminars and workshops) over the last three years. All have explicitly trained faculty in Jesuit mission and Jesuit educational ideals.
10. Office of Institutional Research and Effectiveness has contributed to promoting and facilitating assessment, or assessment planning, including the measurement and tracking of community engaged learning, research, and service.

Jesuit Values: Orientation and Formation in Jesuit Values
Through Mission & Ministry’s collaboration with each office on campus, orientation and formation programs on Jesuit values will be offered across the university. This includes components for the Board of Trustees, for faculty and staff, for students, and for alumni and parents.

Mission and Ministry
1. Establishment of the Tom Benson Jesuit Center. Architects Holly & Smith have been working since spring 2011 with a small M&M committee to design the building. Planning and design is nearing its end, and the building is expected to be completed in 2014-2015.
2. In April 2012, Loyola hosted the Heartland Delta Board Meeting. Thirty-five attended, including six college presidents and five provincials.
3. Increased collaboration with Student Affairs, Human Resources, JSRI, and the Women’s Resource Center on wellness activities, including workshops on Ignatian techniques to remain spiritually healthy at the Staff Conference Day, and an interfaith service day.
4. Expanded by 100% involvement of faculty/staff in national Jesuit/AJCU programs: 32 faculty, staff and senior administrators are participating in: the Ignatian Colleagues program (6), AJCU Leadership Conference (12), Heartland Delta Faculty Conversations (12) and a new Catholic intellectual initiative called Collegium (2).
5. Initiated and continuing to expand individual spiritual offerings for faculty/staff including Advent Day of Recollection/ Lenten Retreat in Daily Life & Directed Retreat at Center/Grand Choteau, [2011]. The Ignatian Silent Retreat for faculty/ staff, students &
alumni took place in January 2011 with 53 participants and 19 faculty/staff and Jesuits serving as speakers/spiritual directors. The Spiritual Exercises (18th Annotation) was offered in spring 2012 with 21 faculty/staff participating in the eight-week program.

6. Continuing with a new developmental student Retreat Program, led by UM Assistant Director Laura Quigley. In 2011-2012, there were 297 students and 90 faculty/staff/alumni participating in M&M retreats.

7. Continued growth in Christian Life Communities (CLCs), which now has nine groups with 57 students and seven staff (2011-2012). Loyola received a grant from the national CLC office to train facilitators to provide post-graduate CLC’s for local alumni and young adults in the Archdiocese of New Orleans. CLC activities include weekly ‘tea-time,’ BBQ and coffee-house interaction, service experience & discernment conversations.

8. Associate Chaplain for music and liturgy (Ken Weber) is revitalizing student attendance/participation & improving the quality of music. New programs include the study of the US Bishops’ documents on liturgy to prepare the university community in its implementation of the new Roman Missal (Advent 2011). Average Sunday attendance is 210 at the two liturgies (10:30 a.m. Ignatius Chapel Community & 9:00 p.m. student Mass).

9. Expanded Interfaith Ministry and hired graduate intern, Sam Bradley. This includes the establishment of a student Interfaith Advisory Council and an increase in events.

10. Collaborative events are planned with the newly constructed Hillel Center near campus.

11. Increased interaction with the Archbishop of New Orleans, including Archbishop Aymond hosting New Orleans-area Catholic campus ministry directors from Loyola, Tulane, Xavier, Holy Cross and UNO at his home, hosting over 100 students/faculty/staff of the College of Law at his home for a prayer service/discussion. The Archbishop had dinner and attended a Compass meeting with undergraduates, and has facilitated confirmation.

12. The M&M e-newsletter, Magis Moments continues. It is published twice-a-semester as a new means of communication to the entire Loyola community, including alumni. In addition, a new revamped M&M web site has further developed our web-based resources. This includes on-line resources for spirituality & an on-line retreat.

Enrollment Management

13. Increased need-based funding slightly (while slightly reducing merit scholarships). This has allowed us to extend our mission by serving better each year students with high financial need. This also increases each student’s odds of persistence and graduation.

14. Placed special emphasis on recruiting students who resonate personally with our Catholic, Jesuit traditions. This is made manifest both in whom we market to and the nature of our message. This will tie in nicely with the “Faith in the Future” theme the university has chosen to promulgate.

Institutional Advancement

15. Wolves on the Prowl, Loyola’s National Day of Community Service, was conducted on Saturday, November 4, 2012. Fifteen chapter cities participated, including: Acadiana,
Atlanta, Baton Rouge, Boston, Chicago, Dallas, Houston, Las Vegas, Los Angeles, Miami, New Orleans, New York, Raleigh, Tampa/St. Pete, and Washington D.C. The Raleigh Chapter participated for the first time.

16. Loyola University New Orleans’ Jesuit Center and the Alumni Association presented the 2012 Lenten Series: “The Spiritual Exercises: The Heart of Ignatian Spirituality,” a series of lectures on Wednesdays in February and March to observe the season of Lent. A total of 210 people attended one or more of the lecture series and 100 people attended the Gregorian Chant Laetare Mass on Sunday, March 18, 2012, in Holy Name of Jesus Church.

17. We improved communications to alumni and friends to build attendance at other open Jesuit events using the alumni website, email newsletters, and social media to inform alumni about retreats, readings, and Sacramental events. Each Pack Press has featured a reading, Sacramental event, or information, including an Easter message from Fr. Dziak.

Jesuit Values: Faculty Support
There will be renewed support for faculty to assist them to find expression of the University’s Jesuit/Catholic mission and identity in academic programming. Specific steps include new faculty orientation and faculty support through orientation and workshops to assist in the development of Jesuit mission-related components in courses and in majors; working with deans and faculty to implement programming that explicitly advances Jesuit values, and links mission and identity appropriate to each college.

Mission and Ministry and Academic Affairs
1. Increased programs, workshops and activities for faculty/ staff. In 2011-2012, 18 activities involving over 400 participants have been held. These ranged from pastorally-focused activities (“Vitamins for the Soul”), to academically-focused sessions on the core curriculum, Conversations magazine and ‘Catholic & Jesuit values in the School of Nursing.


3. Expanded Jesuit/ Catholic component in faculty and staff orientations.

4. Implemented conversations and workshops at the Faculty Academy on the importance of mission & identity/ Ignatian pedagogy. Published a new pamphlet on Ignatian pedagogy, with faculty contributions. Assisted in The Center for Faculty Innovation Advisory Committee.

5. Expanded mission work in professional schools with Loyola Law School’s ‘Center for Volunteer and Public Values,’ which now has a Law and Poverty requirement for graduation.
Jesuit Values: Collaboration with Jesuit Network

Building on the vast world-wide network of Jesuit educational institutions, there will be initiatives to expand academic and non-academic collaborations with Jesuit colleges and universities across the U.S. and world-wide. Unique collaborative and cooperative programs and initiatives will be developed between Loyola and other Jesuit schools.

Mission and Ministry

1. Began collaborative relationship with Center for International Education (CIE) and the Center for Caribbean and Latin American Studies to develop pilot projects to outreach to Jesuit institutions in Central and South America. This came about after a visit by three Columbian Jesuits from the Javeriana University, hosted by M&M Office to learn best practices in the area of mission, identity, faculty and staff development and social responsibility.

2. Jesuit Center Assistant Director Dr. Ricardo Marquez is advising the AJCU in the establishment of more communication between the 28 Jesuit universities in the U.S. and the 22 colleges in Latin America.

3. Hosted the meeting of the Missouri/New Orleans Joint Higher Education Province Committee (April 2012) to initiate dialogue and collaboration between the colleges of the Missouri and New Orleans Jesuit provinces.

4. Began a dialogue with St. John’s College in Belize City, Belize to explore collaborative possibilities with the Jesuit Junior College in Belize, including expanding LIMEX and new faculty/staff initiatives. A visit is planned in May 2012.

5. A new School of Nursing internship is being developed for in collaboration with the Hillside Clinic in Punta Gorda, Belize.

6. Began exploring expansion of our Ignacio Volunteer international immersion trips into other countries, such as the Dominican Republic, Haiti and Columbia. Planning trip June 2012.

7. Initiated two Ignacio Volunteer scholarships, supporting a graduate (Chris Knibbs) of the Jesuit high school in Jamaica. Chris is now on full-scholarship with M&M supporting his room and board. Initiated a new scholarship for a Mayan young man to attend junior college. Samuel Pop is from the Toledo district of Belize. Upon receiving his teaching credentials Samuel plans to teach in his village primary school.

8. Assisting the people of the Mayan Village of San Jose reconstruct their Roman Catholic Church, which has major leaks and structural problems? $2,000 collected already towards a goal of $10,000.

Academic Affairs

9. Facilitation of collaborative research project with staff from the Office of Service Learning and Fairfield University to measure the degree to which Jesuit values are explicitly infused into the administration of service learning programs at AJCU institutions. The final product will contribute to best practices in the field, facilitating the ability of AJCU institutions to successfully infuse Jesuit values into service learning programs.
Improve Student Retention
Our strategy to improve student retention will be implemented through the following action plans:

First-Year Experience
Develop and implement a fully integrated First-Year Experience program grounded in academic first-year seminars and supported by learning communities – both residential and non-residential through Student Affairs and linkages with the Office of Mission and Ministry.

Academic Affairs
1. Continued to improve the quality of First-Year Seminars, which have been approved as the gateway course to the new Common Curriculum. Student feedback on the seminars is enthusiastic. Also, in terms of teaching critical thinking, students rate the FY Seminars significantly higher than all other 100-level courses (see attached).
2. Incorporated additional early warning systems for FY students to identify problems with academic performance and/or adjustment to university life as early as three weeks into the semester.
3. Created strategic plan to integrate more fully curricular and co-curricular components of the FYE program (seminars, co-curricular events, field trips, residential learning communities).

Student Affairs
4. FYE- Packport, a program focused on facilitating a successful transition for Loyola’s first-year students to college life, received the Ignatian Medal for Outstanding Campus Program from the Jesuit Association of Student Personnel Administrators (JASPA) at their 2012 annual conference in Phoenix, Arizona. Packport was launched in fall, 2011 and now enters its second year under the guidance of a steering committee comprised of representatives from across campus, and facilitates programs supporting the academic and social transition of students to Loyola during their first six weeks on campus.
5. Packport events drew 1,250 unique first-year student contacts during fall 2011. Half of participants surveyed reported that attending Packport events helped them to build connections with other Loyola students during their first six weeks on campus.
6. Family Weekend, an annual event directed primarily at families of first-year students, continued its trend of growth in fall 2011, posting a 64% increase in total participation versus the prior year.
7. Launched the Beyond Classroom Walls program to partner with faculty in offering campus-wide programs such as the Beyond Beats and Rhymes lecture with nationally recognized documentarian, Byron Hurt.
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Enhance the Athletic Program
Provide an intercollegiate athletic program that has a regional reputation and supports the Jesuit mission of development of the whole person through participation in teams, teamwork, and sportsmanship by increasing the number of intercollegiate athletic sports in which student-athletes may be recruited and participate.

Student Affairs
1. Planning completed to add Women’s Golf in 2012-2013
2. Planning in progress to add Men’s golf in 2013-2014
3. Feasibility study near completion regarding home field advantage for Baseball –Softball Complex in City Park.
5. Inter-Collegiate Athletic Consulting (ICAC) final report on Loyola athletics, club sports and intramurals.

Enrollment Management
6. Expanded athletic recruitment and funded more athletic scholarships as a means of increasing enrollment and retention.

Student-Parent Engagement and Communications
Introduce a full program for engaging students who are at a higher risk not to persist at Loyola. It will include a special communication flow to them and their parents, faculty engagement, and an assessment of academic advising.

Enrollment Management
1. Our director of student success and retention position is unique. We have one person fully focused on the retention of our students. This position has allowed us to do more in the area of retention, and to stay focused on our short and long term goals.
2. We have had early successes, moving first to second year retention from 73% to 80% in 2008-2009; and then from 80% to 82% in 2009-2010. Although retention fell to 78% last year – largely a product of a sagging economy – we made slight gains in fall to spring retention (about 1%) and fall to fall retention is projected to improve again.
3. Focusing on graduation rates we have committed ½ of one staff person’s time in enrollment management to upper class persistence. The gradual shift toward more need-based funding in our financial aid strategy will support the graduation chances of our neediest students.
4. All retention strategies loop back to our admissions work as we work to recruit increasingly “retainable” classes. Communications among enrollment management/retention, admissions, and financial aid supports this well.
5. Revamped our academic early warning program with an emphasis on early class attendance at the start of each term. This will allow us to work with students sooner and have an opportunity to assist them in the first few weeks of the new semester.
6. Continued to communicate with parents to inform them of deadlines, programs, and expectations and to garner their support in helping us with their students’ first year transitions.

7. Created the “First in the Pack” program which celebrates our new and returning first generation students and acknowledges the elements of their transition to college. This program will also feature mentors and models – faculty, students, and staff – who were the first in their families to attend college.

**Academic Affairs**

8. Established the University Academic Advising Council (AAC) to enhance academic advising across campus. The AAC has conducted a review of the national best practices as well as a situational analysis of the university advising system. Among the key accomplishments of the AAC is the implementation of the Academic Advising Web site, which utilizes a web FAQ system that addresses students’ advising and academic/campus resource questions. The new Advising Web site was launched in spring 2012. A state-of-the-art academic advisor training program will be implemented in fall 2012.

9. The Graduate Council worked to address its strategic plan’s strategy to improve student retention, and it did so in a number of ways. Working with the Office of Institutional Research and Effectiveness, the Graduate Council developed an initial set of metrics that will help graduate programs track data related to student retention. Also as a way of improving student retention, the Graduate Council voted to align its financial aid guidelines with national standards so that Loyola students will qualify for financial aid more readily like their peers nationally. Finally, the Graduate Council developed a grievance procedure for students to use in appealing final grades.

**Institutional Advancement**

10. Solicited a major gift from a corporate funder for emergency scholarship support for students who were in danger of leaving Loyola because of financial reasons in the spring 2012.

**iLive (Ignatius Loyola Institute for Values Education)**

The Institute will serve as a springboard for best practices in preparing students for civic-minded lives of purpose. To this end, the Institute would encompass first-year, sophomore, and capstone experiences; learning communities; wellness initiatives (substance abuse prevention & decision-making); student leadership; honor code; civic engagement (service learning & community service); and spirituality.

**Student Affairs**

1. Expanded the Emerging Leaders Program to include two sections and diversified the topics to include multiculturalism and diversity, creating change, and developing a personal mission statement. Increased participation in the program from 25 students to 36 first-year students.
2. Hosted leadership speakers for over 700 students including PostSecret and Dear World Live at Loyola community art project.

3. Partnered with the Sophomore Initiative to expand program offerings including an annual etiquette dinner; hosting the Dreamshare Project, a multimedia experience designed to share leadership experiences of young entrepreneurs and to teach students the value of creativity and pursuing their personal goals.

4. Created customized leadership trainings for student organization leaders including recruitment and retention, marketing, and event planning.

5. Selection of junior and senior student leaders with a 3.3 and that are involved in various aspects of student life such as athletics, service, journalism, and more to charter Omicron Delta Kappa at Loyola in 2012-2013.

**Academic Success Center**

Create an Academic Success Center with services designed to help all students succeed academically, take full advantage of curricular options such as internships and directed research, obtain on-time graduation, and secure post graduate employment or graduate school admission.

The initiative to create an academic success center is being reframed in light of work being conducted by enrollment management and academic affairs.

**Enhance Reputation and Stature**

Our strategy to increase the reputation and stature of the university will be implemented through the following action plans:

**Enrollment Management**

1. Ascending demand increases the university’s reputation. Over the long-term, larger classes expand our base of constituents and opportunities to grow giving efforts. Increasing demand always has the effect of growing the value of the degree.

2. Numerous admissions and financial aid staff participate in conference presentations locally, regionally, nationally, and internationally to grow our reputation every year. Our enrollment management office presented at the Association of Jesuit College and Universities’ annual leadership conference in summer 2011, and, after a strong performance, was invited to participate in summer 2012.

**Enhance the Common Curriculum**

A revised and enhanced Common Curriculum will be implemented. The new core curriculum builds on the current Common Curriculum, including discipline-specific courses in a wide variety of areas and a series of seminars that are intended to cross traditional disciplinary boundaries, in the process providing students with a broadly liberal education rooted in Jesuit values.

**Academic Affairs**

1. The Standing Committee on the Common Curriculum (SCCC) was officially instituted (August 2011). It has worked diligently in support of course description and
development. Heavy emphasis has been put on the clear articulation of student learning outcomes and assessment mechanisms.

2. Twelve interdisciplinary workgroups and five departmental workgroups have been formed consisting of faculty from across the university with expertise in the respective Common curriculum disciplines/areas of concentration. These groups have been charged with developing criteria for Common Curriculum requirements including learning outcomes and assessment. The SCCC has persevered in working with the workgroups and stakeholders in finding consensus on the CC requirements. The target launch date for the revised Common Curriculum is fall 2013.

3. Created student learning outcomes for the new curriculum, based on high-impact pedagogies and best practices.

4. Created a “Critical Thinking Team” of faculty leaders to help other faculty enhance their teaching of critical thinking. Sent the team to a national expert for training. Workshops begun, spring 2012

5. Provided grants for course development based on the new student learning outcomes.

6. Developed procedures for approval of new and redesigned Common Curriculum courses.

7. Launched first component of new curriculum, the First-Year Seminar, in fall 2011.

Faculty-Student Undergraduate Research
Fund and support faculty-student collaborative research/scholarship projects across colleges and across disciplines for both undergraduate and graduate students.

Academic Affairs
A Committee for Undergraduate and Collaborative Scholarship (UCS) has been established. Among the key accomplishments of the committee has been to implement an annual Undergraduate Research and Collaborative Scholarship Symposium, which highlights student-faculty projects (the last two years participants included student-faculty teams from the departments of Sociology, Criminal Justice, Biology, Chemistry, Physics, Honors, Theatre, and Graphic Design). In March, UCS supported the display of over a dozen posters and student researchers highlighting undergraduate research at the President’s Open House. The UCR Committee also has instituted university and college excellence awards recognizing faculty-student team projects.

Enhance Academic Programs
Undergraduate and graduate programs will be strengthened and developed through the following initiatives:

Graduate Education
Enhance the development of Graduate Education during the next six years through new interdisciplinary programs, online delivery, and satellite locations.
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Academic Affairs
1. The Graduate Council has been officially recognized as a standing committee of the University. It has been in the process of implementing its strategic plan. Among the points of emphasis was on improving the educational experience of our graduate students (e.g., the Graduate research symposium continues to be a success with student poster presentations by more students from more disciplines). The symposium promotes research and encourages conversation across disciplinary lines. Giving students experience presenting their research is intended to improve student research and encourage presentation of student research beyond Loyola, thereby raising Loyola’s profile.

Enrollment Management
2. We are working with the graduate and professional programs on their marketing plans and long term budget goals. We have begun working with them to grow demand.
3. Increasingly, we will work with them on persistence and graduation rates.
4. Enrollment models and staffing will soon be investigated as we consider longer-term options and performance expectations. As well, we are looking at pricing and scholarship options to maintain programs that are competitive in the marketplace and achieve revenue and enrollment growth.
5. Enrollment management has been working with the College of Law on strategy and staffing for optimal enrollment performance.

Online Program Technology
Develop programs using innovative technology, such as online instruction through the Blackboard online course management system, streaming media, web and video conferencing, and interactive classrooms that will increase student enrollment and retention and national interest in the university.

The university has continued to enhance its online program technology. Our Blackboard capabilities were enhanced this past year, increasing the system’s capacity and performance. Additionally, Loyola’s streaming media capabilities were also enhanced, ensuring that ample capacity is available for the delivery of rich-media across all programs. The university also completed a pilot for a web conferencing solution and full deployment of the system is anticipated this next year.

Interdisciplinary Programs
Enhance existing distinctive programs and those which demonstrate unique market advantages; develop new programs and strengthen existing programs that are distinctive in subject matter and that are cross-disciplinary, inter-departmental, and inter-college programs based on subject matter upon which no other University competes; and house interdisciplinary studies and other cross-college programs in a centralized location.

1. The university’s first interdisciplinary major in the environment was inaugurated in fall 2011.
2. The third annual Peace Conference was hosted at Loyola, coordinated by the Middle East Peace Studies minor.

**Program Accreditation and Certification**

*Explore program accreditation/certification for all programs where available/applicable to ensure state-of-the-art practices across professional programs.*

**Academic Affairs**

1. The Doctor of Nursing Practice program was approved for accreditation by the Commission on Certification of Nursing Education (CCNE) in April 2012.
2. The Department of Chemistry is going through the process for accreditation of its forensic science program. The first level of review was positive; the site visit will be held in the fall.
3. The School of Mass Communication revised its curriculum this year to meet standards set by the Accrediting Council of Education in Journalism and Mass Communications (ACEJMC) which positions the program towards accreditation.
4. Completed submission of the Fifth-Year Interim Report to the Southern Association of Colleges and Schools.

**Institutional Advancement**

5. Web Communications worked for four months (December to March) exclusively on initiatives related to the university’s SACS compliance, contributing 2,500 staff hours to SACS web assistance.

**Internationalization of the University**

*Increasing the number of Loyola students who graduate with a study abroad experience. Internationalization will be part of the university culture with study abroad integrated into every major, with faculty working with colleagues abroad, doing research, and developing new study abroad programs, and with a diverse population of international students.*

**Academic Affairs**

1. Five new international programs, exchanges and affiliations were established in 2011-2012:
   - Conservatorium van Amsterdam
   - University of East London
   - Principia Honors Program at the University of Glasgow
   - Pontificia Universidad del Ecuador (Memorandum of Understanding signed and program approved by university)
   - Universidad Javeriana (Memorandum of Understanding)
2. With the increase in the number of signed exchange agreements, there was a 100% increase in the number of exchange students enrolling at Loyola from 2009/2010 (22) to 2011/2012 (44), increasing the diversity of students enrolling at Loyola.
3. Improved services and programs for international students by providing airport pickup coordinated with University Ministry and Residential Life and expanding the InBus (Buddy) Program to provide buddies for all incoming students.
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4. Loyola ranked 34th nationally among master’s level institutions in undergraduate participation in study abroad

Enrollment Management
5. Increased international recruitment in the spirit of the increased internationalization of the university.

External Reputation
The external reputation of the university will increase through the following initiatives:

Rankings in U.S. News and World Report
Significantly improve ranking in U.S. News & World Report’s Masters Universities in the South over next six years through enhancement and promotion of reputation and stature of the University.

Institutional Advancement

1. The Office of Marketing and Communications (OMC) executed its strategic plan targeting US News peer rankers in support of Loyola 2012 by producing compelling communications across external mediums promoting service learning, brand identity, and overall university achievements to enhance our national reputation with US peer rankers.

2. In support of the U.S. News and World Report’s Rankers’/National Reputation Campaign, the (OMC) worked closely with faculty and staff, specifically in the Office of Service Learning, Center for International Education, and Academic Affairs, to write, direct photo shoots, design, and produce several pieces, which were mailed to the peer rankers on schedule and within budget. These pieces highlight the achievements of the university, which in turn enhances Loyola’s reputation and stature, and are infused with language and descriptions that emphasize our Jesuit values. OMC sent targeted communications to 363 peers at the 121 ranking institutions.

3. In additional support of the goal of increasing our national reputation through the US News Rankers’ campaign, a concentrated effort has been made to raise awareness and engage alumni across the country through a strategic social media campaign, which has achieved the following results (Aug 1, 2011 – Mar 31, 2012):

Alumni Giving
Increasing alumni participation in the Annual Fund is essential both to fund University programs and to increase the U.S. News ranking of the University. Enhancing the methods of solicitation currently employed, increasing the number and specificity of solicitation, and increasing personal contact with alumni will support these two essential goals.

1. The Office of Marketing and Communications implemented a strategy to engage alumni and friends in order to generate new prospective benefactors for the Leadership Phase of the Faith in the Future campaign. Activities in support of this strategy through March 2012 include:
   a. The Loyola University New Orleans Magazine was redesigned and renamed LOYNO, beginning with the spring 2012 issue in honor of our centennial.
b. In addition, a new magazine website (http://magazine.loyno.edu/) was launched as a companion piece to LOYNO, featuring content from the print issue, new online-exclusive content posted monthly, and more avenues for alumni interaction and engagement (comments section, polls, Wolftracks).

c. Mailed 2,750 pieces to alumni in the six target cities (Baton Rouge, Northshore, Houston, Atlanta, Miami, Tampa):

d. Created/produced mailer for Alumni Relations promoting Alumni College, sent to 27,000 alumni.

e. Executed an alumni e-survey in late March 2012 which was sent to more than 16,000 alumni to solicit information on alumni giving, participation in events, communications, and social media. Results to be published in May 2012.

f. Worked with Annual Giving on social media strategy/implementation to greater engagement of younger alumni- 100 Days of Giving.

2. Through the Office of Alumni Relations an annual giving message was delivered at more than 20 alumni events nationally each of the following events followed by an email ‘Thank You’ which included a short survey and a link to the annual giving web page.

3. In addition to the scripted remarks by Institutional Advancement staff at various events, we have also organized raffles using Loyola logoed merchandise at casual chapter social events to encourage attendees to make a gift by using business reply envelopes (BREs) which are then entered for a chance to win. We have received a total of 20 additional gifts to the Loyola Fund at four (4) different events: Dallas Chapter Mardi Gras Happy Hour on 2/16/12, Las Vegas Chapter Mardi Gras Happy Hour on 2/18/12, Miami Chapter Crawfish Boil on 3/31/12, and Denver Chapter Crawfish Boil on 4/5/12.

4. Reunion gift messaging was added to all Alumni Weekend promotional emails encouraging reunion class giving.

5. The Alumni Association Board Executive Committee was tasked with soliciting fellow board members to ensure 100% board participation in the Loyola Fund. The members of all three Boards - the Alumni Association Board (including the Chapter Presidents), the College of Business Alumni Board, and the Young Alumni Pack- totaling 91 volunteers, reached their goal of 100% participation in the Loyola Fund, and the President, Ralph Litolf, Jr. was able to announce this achievement at the Annual Jazz Brunch on April 15. This was the first year that we included the Chapter Presidents in this goal.

Finance and Administration Integrated Support for the Implementation of Loyola 2012: Budget

Finance and Administration collaborated with the Strategic Planning Team and the University Budget Committee to develop budgets to fund the Strategic Initiatives as presented to the Trustees in March, 2009.

The funding of the strategic initiatives began with the 2009-10 budget year. Forensic Accounting and International Student initiatives represented just under an additional $400,000 in Salary and Operating funding during 2009-10. In the 2010-11 budget, the Doctor of Nursing Program, Masters of Criminal Justice, First Year Experience and Common Curriculum represent an additional $1.2 million in Salary and Operating funding. The remaining initiatives were presented to the University Budget Committee for funding in 2012-13 and beyond. Finance and
Administration provided the University Budget Committee with models that illustrated the funding for these initiatives while maintaining budgetary control with the various Offices of the University.

Beginning in 2012-13, an additional $3.7 million is planned for funding initiatives such as iLive, Academic Resource Center, Enhancement of Common Curriculum, Faculty Undergraduate Research, Graduate Education/Satellites, Online Program Technology, Interdisciplinary Programs, Accreditation and Certification Programs, and Internationalization of the University. Projected funding for the initiatives increases every year, such that by 2017-18, the University’s annual commitment to funding the initiatives grows to $6.7 million.

The long range budget information presented to the Trustees and the Finance committee, at the May 2012 meetings, reflects all currently identified strategic initiatives’ funding levels.

Finance and Administration will collaborate with the Strategic Planning Team and the University Budget Committee to provide financial models that accommodate any additional initiatives or changes to existing initiatives.

Facilities and Master Plan:
In late 2010, we began the first phase of the implementation of the campus master plan developed by Kell-Munoz. Renovation of Thomas Hall has been completed. An important part of the first phase was addressing key infrastructure needs which will support the second phase of construction. Those projects have been completed. This work has included: an upgrade of our Central Plant; new cooling towers; a new boiler, and a new chiller. Phase I also includes two additional floors on the West Road Garage. The University issued 30-year, tax-exempt, fixed rate bonds totaling $35,000,000 to finance Phase I.

Phase II includes the addition of two new floors and remodeling of Monroe Hall. We will also undertake work on the existing Buddig Hall and Cabra Hall student residences. Work has already begun on Monroe and Buddig Hall, while work on Cabra Hall begins later this month. The University issued 30-year, tax-exempt, fixed rate bonds totaling $125,000,000 to finance Phase II.