



LOYOLA
COLLEGE IN MARYLAND

Strategic Plan Annual Report
2004-2005

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Introduction

The most significant event affecting the College in 2004-05 was tragic and completely unexpected. On January 18, 2005, Loyola's President Fr. Harold Ridley, S.J., died suddenly. For more than a decade, Fr. Ridley "resolutely guided the College toward his goal of establishing Loyola as a Jesuit Catholic university of national standing."¹ The current Strategic Plan is a reflection of his passion and vision for Loyola. As is evident in this report, the College's leadership team of interim president, vice presidents, deans, and other senior administrators continued carrying out the vision and initiatives in the Plan during the spring semester.

Loyola College's Strategic Plan, known as *Great Resolves, Great Desires*, was adopted by the Board of Trustees in Spring 2002. It has seven overarching goals, each with corresponding strategies: Student Body Excellence; National Prominence in Undergraduate Student Engagement; Academic Excellence; Strengthen Faculty, Administration, and Staff; Graduate Programs that are Premier in their Markets; Campus of the Future; and Resources, External Relations, and Communications. In addition, three cross-cutting themes are woven throughout these goals and objectives: Jesuit-Catholic Identity, Diversity, and Community. A copy of the plan is available from:

www.loyola.edu/academics/academicaffairs/strategic.html.

This is the third university-wide annual report on the Strategic Plan. As with the previous reports, this one follows the plan's organizational structure, summarizing the accomplishments and challenges of 2004-05. Each of the major divisions of the College including Academic Affairs, Administration, Admissions and Financial Aid, Development and College Relations, Finance, and Student Development, contributed to it. The reporting period ended with the submission of office and departmental reports, which were submitted from the end of the spring semester to the summer of 2005. An appendix to this report contains a table that lists each strategy and its current status. This information, along with the report itself, is provided to track the College's progress in achieving the goals of the Strategic Plan and to celebrate accomplishments along the way.

Appointment of Loyola's Twenty-Fourth President

On June 2, 2005, Fr. Brian Linnane, S.J., was elected the twenty-fourth President of Loyola College by the Board of Trustees. Fr. Linnane entered the Society of Jesus in 1977 and was ordained to the Roman Catholic priesthood on June 14, 1986. He earned an A.B. degree, magna cum laude, from Boston College in 1977 and a M.A. from Georgetown University's Department of Government in 1981 before undertaking divinity studies at the Jesuit School of Theology, where he earned a master's degree in 1986. He earned master's degrees from the Yale Department of Religious Studies in 1990 and 1991, and the Ph.D. in 1994. Fr. Linnane joined the Religious Studies Department at the College of the Holy Cross in 1994; he served as Assistant Dean at Holy Cross from 2003 to 2005 and was a Loyola College Trustee beginning in 2000. In announcing Fr. Linnane's appointment, Mr. John Cochran, Class of 1973 and Chair of the Board of Trustees stated that "the Board of Trustees is fully confident that Fr. Linnane is the right person to further Loyola College's growth and strengthen its position among the first rank of Catholic universities in the United States. He has the right combination of scholarship, leadership, energy, and vision to articulate the future of Loyola and to lead the university to the greater successes that lie ahead."

Middle States Periodic Review Report

In May 2005, the College submitted a Periodic Review Report (PRR) to the Middle States Commission on Higher Education. In 2000, the College had received reaffirmation of its accreditation from Middle States for 10 years. At the midpoint of the accreditation period, the Commission requires each institution to submit a PRR. The Loyola Conference served as the steering committee for the preparation of the report, which was approved by the Conference, the President, and the Board of Trustees. The report responded to the concerns and recommendations emanating from the College's 1999 Middle States Self-Study and the Middle States Review Team's recommendations in 2000. It also

¹ *Bulletin*, Loyola College in Maryland, January 31, 2005.

described the challenges and opportunities facing the College in the next five years. In August, Loyola received a report from the external reviewers who read and commented on the PRR. The reviewers' report concludes:

Loyola College in Maryland is an excellent comprehensive regional university, whose aspirations for national recognition are well founded on a solid history of good planning, fine leadership, strong involvement by all the members of the College community, and quality accomplishments. Loyola's 2005 Periodic Review Report provides clear evidence of responsiveness to the conclusions of its own ten year self-study and the visiting accreditation team's report. The College has assessed its major challenges and opportunities carefully, and it looks forward with good reason to an optimistic future.

I. Student Body Excellence

Increase Selectivity as well as the Freshman Applicant Pool

Freshman Applicants Three years into the 5-year span of the Strategic Plan, the College has reached its goal to increase the applicant pool to 7,600. Applications for the Class of 2009 rose to more than 7,700, an all-time high for Loyola. This is a 10 percent increase from the previous year and a 17 percent increase from 2001, the base year of the Plan. The entire increase over the last four years is found in the group of applicants scoring 1200 or above on the SAT, which means the applicant pool has improved significantly in academic profile as well as in overall number. This improvement is a sign of the continuing growth of the College's reputation. From this applicant pool, the Admissions Office was able to enroll a class that is academically strong with a composite unweighted high school GPA of 3.5 and a SAT average of 1220.

After overenrolling the freshman class for three consecutive years, Admissions more successfully controlled enrollments with a conservative initial acceptance plan and waiting list admissions that were made gradually while monitoring yield results. The target for the upcoming class was 900, and the class size is 905, with commuting students accounting for extra enrollments. After two years of waiting list admissions that were higher than planned, Loyola's enrollment situation has stabilized somewhat. The percentage of applicants accepted is below 65 percent, after rising to 71 percent for two years. The College will need to continue examining the interrelated issues of selectivity and the enrollment safety margin. Deposits from original acceptances were 30 below the projection, contributing to a 0.8 percent drop in yield from the previous year. The Admissions and Financial Aid Offices will examine the results to determine whether this represents a normal variance, a recruiting problem, a financial aid problem, or a challenge with market conditions. Waiting list yield was also down by a small margin, but was actually higher than expected given that the College offered acceptances late into the summer.

Freshman Applications and Enrollments	FA 01	FA 02	FA 03	FA 04	FA 05*
Applications	6,579	6,369	6,613	6,979	7,716
Applications with SAT \geq 1200	3,171	3,292	3,710	3,991	4,340
Acceptance rate	61.0%	61.2%	70.7%	71.2%	64.0%
Incoming freshmen	880	901	915	953	905
Yield	22.9%	23.1%	19.6%	19.2%	18.5%
Average SAT of incoming freshmen	1214	1217	1223	1215	1220

Source: Admissions Office and Factbooks * Estimated

Discount Rate Loyola's goal is to keep the financial aid discount rate at or below 29 percent over the life of the Strategic Plan. The discount rate for 2005-06 is projected to be approximately 28 percent. The College will need to continue considering the effect of aid strategy on selectivity and the enrollment safety margin. After two years when acceptances of aid offers were lower than anticipated, the College decided to fund financial aid more cautiously; that is, to allocate additional funds for scholarship increases and improvement in some need-based aid packages in an attempt to stabilize the decreases in yield. The Admissions and Financial Aid Offices will examine the enrollment patterns of scholarship and need-based aid recipients in preparation for next year's planning.

Undergraduate Enrollment The size of the undergraduate student body, the number of student credit hours, and the number of degrees conferred have remained relatively constant over the past five years due to the enrollment cap:

Undergraduates	2000-01	2001-02	2002-03	2003-04	2004-05
Number of undergraduate students per fall semester (headcount), including students studying abroad	3,476	3,477	3,488	3,413	3,441
Number of undergraduate student credit hours per fall semester	53,038	53,243	53,547	52,914	53,280
Number of undergraduate degrees conferred	782	786	854	802	766

Source: MHEC Credit Hours of Enrollment Survey (I-6); MHEC Degrees and Other Formal Awards Report (MHEC D); IPEDS Fall Enrollment Reports; Student Files

Increase the Diversity of the Undergraduate Student Body

The Admissions Office projects enrolling more than 100 ALANA² first-year students for the second consecutive year. The College's Strategic Plan goal is to increase diversity from 8.8 percent in 2001 to between 13 and 15 percent by the end of the 5-year period. Admissions believes that more recruiting and financial aid focus will be required to achieve sustained success. In addition, Admissions notes that fluctuations in these numbers remain likely. For 2005-06, the College experienced a decline in African-American first-year students, balanced out by increases in Hispanic and Asian-American first-year students. The level of recruiting and financial aid competition from other colleges remains a significant challenge to Loyola's pursuit of a more diverse student body.

Percentage of First-Year Students	FA 00	FA 01	FA 02	FA 03	FA 04	FA 05*
Total Number	910	880	901	915	957	905
African American	5.1%	4.8%	4.7%	3.5%	5.3%	4.2%
Asian American	1.4%	1.7%	1.8%	2.1%	2.1%	3.4%
Hispanic American	1.4%	1.1%	2.3%	1.6%	2.6%	3.5%
Native American	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%
Non-resident Alien	0.3%	0.2%	0.6%	0.9%	1.9%	
Unknown/Other	1.6%	1.6%	4.0%	4.9%	3.2%	4.6%
White	90.1%	90.5%	86.7%	87.0%	86.8%	86.6%

Percentage of Undergraduate Students	FA 00	FA 01	FA 02	FA 03	FA 04
Total Number	3,476	3,477	3,488	3,413	3,441
African American	5.0%	5.2%	4.7%	4.8%	5.0%
Asian American	1.7%	1.6%	1.5%	1.6%	1.8%
Hispanic American	1.6%	1.4%	1.7%	1.8%	2.1%
Native American	0.0%	0.0%	0.0%	0.1%	0.0%
Non-resident Alien	1.4%	0.9%	0.9%	0.9%	0.8%
Unknown/Other	2.2%	2.4%	2.4%	3.1%	3.3%
White	88.0%	88.4%	88.6%	87.7%	87.0%

Source: Admissions Office and Factbooks
*As of August 9, 2005

The ALANA Services Office welcomed the Class of 2008 ALANA students by hosting the Mentoring Assistance Peers (MAP) Pre-Orientation Program. Now in its fifth year, The MAP Program has experienced one of its largest cohort groups to date, with 44 first-year students of color participating and 14 student mentors serving as facilitators.

² African, Latino, Asian, and Native American Students

II. National Prominence in Undergraduate Student Engagement

Enhance Learning in the Freshman Year

Programs for First-Year Students Alpha³, Collegium⁴, and FE100: First-Year Experience⁵ continue to help freshmen make a smooth transition from high school to college. In 2004-05, Loyola's first-year programs were designated among the best in the country by *US News and World Report* and the *Chronicle of Higher Education*. Approximately 59 percent of all first-year students enrolled in one of these programs and an additional 5 percent enrolled in the Honors Program. Participation in first-year programs has remained steady over the past five years. Compared to other institutions that have non-mandatory first-year programs, Loyola's enrollment is relatively high. Providing adequate incentives and encouragement to attract faculty to teach in these programs is one of the continuing challenges to growth; however, a significant number of the Alpha faculty have demonstrated their commitment to the program by teaching for multiple terms, some since the inception of the program.

Programs for First-Year Students	00-01	01-02	02-03	03-04	04-05
Number of students in freshman class	910	880	901	915	953
Number of freshmen in Alpha	409	398	365	311	343
Percentage of freshmen in Alpha	45%	45%	41%	34%	36%
Number of Alpha sections	30	31	33	27	24
Number of freshmen enrolled in Collegium (and FE100)	NA	53	72	67	71
Percentage of freshman class in Collegium (and FE100)	NA	6%	8%	8%	8%
Number of Collegium clusters (2 courses + FE100)	NA	3	3	3	3
Number of freshmen enrolled in FE100, excluding Collegium	158	78	111	173	152
Percentage of freshman class in FE100, excluding Collegium	17%	9%	12%	19%	16%
Percentage of freshman class enrolled in a first-year program	62%	60%	61%	61%	59%

Source: Dean of First-Year Students

The Alpha Program sponsored six "Jesuit Dinners" in 2004-05 to engage students and faculty in dialogue about Loyola's Core Values and other topics of current interest to students, such as the presidential election and diversity on campus. All Alpha faculty and students participated in at least one dinner discussion, and many attended more than one. The dinners deepened the students' appreciation and understanding of the Jesuit intellectual tradition and complemented faculty emphasis on this theme in the classroom. A number of other special events were offered to Alpha students, including trips to Washington, D.C. and New York City.

First-Year Living and Learning Communities The Alpha and Collegium programs continue to provide strong communities for first-year students. The 2004-05 Alpha House pilot project was a success, and the opportunity to live in this living-learning community will be continued in 2005-06. In addition, Collegium will be expanded from three to four clusters. Together, the two programs will establish a 3-floor freshman community in Campion Tower, an important addition to the high-rise residences on the west side of campus, which are comprised primarily of upperclass students. The plan to form regularly

³ The Alpha Program is specially designed to provide first-year students with an opportunity to extend themselves academically. The Jesuit educational tradition of careful reading, critical writing, scholastic conversation, and self-reflection is central to the Alpha Seminars, which are at the heart of the program.

⁴ Collegium is a living-learning community program designed to weave the social and intellectual lives of resident students together in ways that reflect the Jesuit ideal of caring for and developing the whole person. Students live in the same residence hall area and are co-enrolled in two core courses and FE100.

⁵ FE100 is a 1-credit seminar designed to help students make a smooth and successful transition to college. Each section is team-taught by a faculty member, an administrator in Student Development, and a student leader.

scheduled study groups came to fruition for both living communities, and students report that this is one of the major strengths of Alpha House and Collegium.

Research on First-Year Student Learning Loyola continues to assess and improve its first-year programs. Integrated relational databases have been established to track the developmental progress of first-year students and to conduct longitudinal student retention and engagement studies. A pre-admissions traits study was conducted to determine if there is a self-selection bias that needs to be taken into account when assessing the effectiveness of first-year academic programs. In addition, a study comparing the academic progress and retention rate of waiting list students to other first-year student groups was initiated to determine whether waiting list students may need special kinds of support to make a successful transition from high school to college.

Assessment reports show that first-year programs provide a structure that enables students to make a good beginning to their academic careers at Loyola and to become contributing members to the College community. For example, the grade point averages and retention rates are higher for first-year program students than non-program students; first-year program students participate in Center for Values and Service and in Campus Ministry activities more than twice as often as general program students. Compared to non-program students, first-year program students report gaining a better understanding of the Jesuit tradition, having more out-of-class contact with their professors, spending more time on academic work outside of class, having more positive academic advising experiences, enjoying a smoother transition to college life, and experiencing higher overall satisfaction with Loyola.

Develop a Comprehensive Sophomore Year Initiative

Undergraduate Retention and Graduation Rates While Loyola’s freshman retention rate is only slightly below the average of the *Magis*⁶ benchmark schools⁷, the six-year graduation rate has historically been substantially below the comparable average of the *Magis* benchmark schools. Taking this into consideration, the Strategic Plan calls for improving the College’s sophomore-to-junior year retention rate. The following table suggests that recent retention efforts may be having a positive impact on the sophomore-to-junior year retention rate.

Loyola Retention Rates	Cohort				
	FA 99*	FA 00	FA 01	FA 02	FA 03
All Students – Years Retained:					
Freshman Year to Sophomore Year	90%	89%	91%	92%	89%
Sophomore Year to Junior Year	80%	83%	86%	87%	
<i>Cohort Size</i>	940	910	880	901	915

* Does not include students in non-Loyola study abroad programs
Cohort consists of first-time, full-time freshmen who entered Loyola in the given year
Source: Student Records

⁶ *Magis* was the title of the College’s strategic plan that began in 1996 and concluded in 2002. The word *Magis* comes from Latin and means “more” or “greater.” It is also the root of the Jesuit motto *Ad Majorem Dei Gloriam*.

⁷ The College’s previous strategic plan, *Magis*, specified 12 benchmark schools (Boston College, Bucknell University, College of the Holy Cross, Fairfield University, Georgetown University, Haverford College, Santa Clara University, Trinity University, University of Notre Dame, University of Richmond, Valparaiso University, Villanova University). For comparative purposes, those schools are used here.

Loyola's six-year graduation rate is substantially below the average of the *Magis* benchmark schools. Until recently, Loyola's graduation rate was approximately 78 percent versus 85 percent for the benchmark schools. However, it appears that this gap is beginning to close.

Average 6-Year Graduation Rates	Cohort				
	FA 94	FA 95	FA 96	FA 97	FA 98
Loyola	78%	78%	79%	80%	81%
Average of the Benchmark Schools	85%	85%	85%	85%	86%

Note: Rates represent 4-year average calculated by *U.S. News and World Report*. For example, the retention rate reported that the 1998 cohort has been averaged with the retention rates for the 1997, 1996, and 1995 cohorts
Source: *U.S. News and World Report*

Crossroads: Sophomore Year Initiative The second RoadTrip, an experience that introduces students to the discernment process, took place in May 2005. Twenty students and five administrators traveled to Willow Valley Resort in Lancaster, PA for a 3-day trip. As a result of reviewing evaluations from the first RoadTrip in September 2004, several changes were implemented. These changes included selecting a retreat site that was closer to campus, shortening the length of the retreat by a day, and allowing for additional small group discussion time.

In preparation for the most recent RoadTrip, seven student leaders participated in a 7-week training process. These students spent time learning about discernment, facilitating the *Daily Examen*⁸, and preparing a speech about their own experiences that was shared with other RoadTrip participants. In addition, the Odyssey Experience, a seminar on the Jesuit tradition of mentoring, was held in early January 2005 with seven faculty and administrators participating in a process to learn to serve as mentors to the RoadTrip students.

The first Turning Point Weekend took place in November 2004 at the Loyola Retreat House in Faulkner, MD. This weekend experience, designed for students struggling to find their niche, included six student participants, two student facilitators, and two administrative advisors. Students participated in personal development activities, which included building their own mission statements. They were also able to explore possible involvement areas for their time at Loyola, engage in a discernment process about how to make wiser choices, make connections with the other participants, and have quiet time for personal reflection.

The First Annual Majors Declaration Celebration took place in February with about 100 sophomores and 15 faculty and administrators in attendance. Keynote speaker Dr. Robert Kelly, a 1994 Loyola graduate and a member of the Board of Trustees, spoke about the uniqueness of a Jesuit education, emphasizing that choosing a major is the first step in determining a vocation. The students enjoyed hearing a Loyola alumnus speak about his experience and also enjoyed having the opportunity to have dinner with a faculty member from their newly declared major.

For the academic year 2005-06, Student Development has hired the first Director for Sophomore Year Initiatives, Ms. Michelle Brewer. Ms. Brewer assumed leadership for this area in June 2005 and will work with the new Associate Dean for the Second-Year Students to develop comprehensive initiatives for second-year students.

Associate Dean for Second-Year Students The Center for Academic Services and Support (CASS) was restructured in 2004-05. The position of Director was eliminated, allowing for the creation of an Associate Dean for Second-Year Students. Mr. Mark Lee, a 1991 Loyola graduate, was hired to fill the position and teach in the Communication Department. He will work with second-year students who need

⁸ This Jesuit tradition encourages individuals to review the events of their lives each day in thanksgiving, celebrate that which is constructive, reflect on how to change that which takes them away from their own "best" selves, and make more constructive choices in the future.

assistance with the declaration of major process, who are academically at risk, or who are seeking to study abroad in their junior year. He will also work with faculty to design and implement learning communities that meet the special needs of sophomores.

Sellinger Scholars Program The Sellinger Scholars Program, established in 2002-03 and targeting rising sophomores majoring in business, combines enhanced academic courses with out-of-class active learning. Students enter the 3-year program as sophomores, taking three program-specific courses that are more challenging than the standard offerings. The program has additional co-curricular features that are designed to enhance the Scholars' learning experience. Students uniformly report that the development of an academically active peer group is the single most valuable element of the program.

Sellinger Scholars	#
Class of 2005	17
Class of 2006	22
Class of 2007	20
Class of 2008	24

Source: Sellinger School

Sophomore Housing Student Life provided sophomore communities in Champion and Newman Towers; Dr. Sandra Speck served as the faculty member in residence. These communities gave sophomores who participated in first-year programs the opportunity to live together again. Programming included a kick-off event held at Camden Yards and an end-of-the-semester stress relief program. A goal for the coming year includes improving both the training and the definition of the role of the resident assistants. In addition, Student Life has developed specific objectives for these communities and is in the process of designing programs that are unique to the needs of sophomores.

Academic Advising The effectiveness of Loyola's advising system continues to be assessed through student satisfaction surveys. The results of these surveys are used to make changes in the advising system and to plan for appropriate orientation and training of core advisors. Recently, particular improvement was noted in the advising of Honors Students and FE100 students. Copies of a new publication, "Guidelines for Academic Advising at Loyola College in Maryland," were distributed to all students and faculty advisors in 2004-05 and were used to forge an advisor-advisee relationship. The Core and Major Advising Surveys have been revised to reflect the student responsibilities listed in the Guidelines.

The Center for Academic Services and Support and the Career Center co-sponsored and coordinated the Second Annual Majors Exploration Fair in February 2005. The fair, attended by approximately 175 students, provided an opportunity for students to talk with faculty and advisors about different options for majors and minors. The fair was held prior to spring registration and the declaration of major period so that students could discuss and explore the information with their advisors. The satisfaction surveys, given to participating students and faculty, indicated that the event was helpful.

Early Intervention and Learning Assistance Programs The STEP Program (Students Taking Educational Pride) is achieving good results with at-risk students. The Center for Academic Services and Support conducts an early-warning program in which freshmen and sophomores who receive any mid-term deficiencies are invited to meet with an administrator in CASS who will then help them take the steps necessary to remain in good academic standing. Students are provided with guidance similar to that received by probationary students; this includes meetings to discuss academic progress, to plan for future academic success, and to arrange support services, such as tutoring or counseling. Students are also offered an opportunity to attend group seminars to discuss academic challenges with other students experiencing similar difficulties. As a result of the STEP Program, fewer students received mid-term deficiencies or were placed on academic probation during the semester following the one in which they were considered at-risk. The number of participants in the Spring 05 semester is higher than the number

in Fall 04 because, as a trend, more students are placed on first-time probation after their first semester, rather than after their second.

STEP Program	FA 03	SP 04	FA 04	SP 05
Total number of participants	19	29	3	32
Number of Students with mid-term deficiencies	12	12	2	21
Number of students who returned to good academic standing	11	18	1	13
Number of students who continued on academic probation	6	1	1	7
Number of students who took a leave of absence	1	2	1	1
Number of students who withdrew from the College	3	3	1	0
Number of students who were suspended	0	2	0	2
Number of students who were dismissed from the College	1	3	0	4

Source: Dean of First-Year Students

The Study offers peer tutoring, instruction in time management, study skills, and test-taking skills, as well as specialized resources and services for learning and physically challenged students. The Study serves as an auxiliary testing site for students who require a distraction-free environment or who need to take make-up examinations.

The Study - Number of Visits	FA 04	SP 05
Student athletes	2,675	1,695
Students on academic probation	53	233
Other undergraduate students	2,718	2,114
Graduate students	91	63
Total visits	5,537	4,105

Source: Dean of First-Year Students

Undergraduate Summer Course Offerings An effort was made to increase the number of summer course offerings for undergraduate students and, consequently, summer enrollment. The effort included modestly increasing some faculty summer stipends, obtaining input from many offices on the kinds of courses needed in the summer, printing the first hardcopy brochure of summer offerings, and advertising summer school to undergraduates. As a result, 51 undergraduate sections were offered, an increase of 76 percent from the previous summer. Unfortunately, the number of student enrollments only increased by 12 percent.

Improve the Campus Climate

Lectures, Special Programs, and Other Initiatives Campus Ministry, the Center for Values and Service, Catholic Studies, the Center for the Humanities, the Alpha Program, the Theology Department, and many other groups sponsored lectures, seminars, films, workshops, and retreats. Open to the entire College community, these events addressed issues of faith, justice, culture, globalism, and intellectual life.

The Sellinger School, the Theology Department, and Catholic Studies co-sponsored the Faith and Business series. This series included a lecture by Mr. Michael Naughton, “Beyond a Career: Business as a Vocation,” which examined the relationship between work and leisure, highlighting how the Catholic social tradition informs the notion of business as a vocation.

The Center for Values and Service (CVS) conducted a survey in Spring 2004 which indicates that while 92 percent of undergraduate students know about CVS, only 60 percent are involved in community service. Additionally, survey results suggested that there was a need for clarity about CVS’ mission as well as an increase in the publicity about service opportunities and educational programs. Consequently, following a year-long study of documents on Jesuit education and Loyola’s mission and values, the full-time staff produced a revised, more succinct mission statement, adding a section entitled Guiding Values. The mission statement and Guiding Values were approved by Fr. Ridley and distributed to the College in January 2005. A public relations plan was developed and put in place, including the production of a CVS newsletter entitled “Beyond the (Loyola) Bubble.” Additionally, a new event, “A Celebration of Service”

was developed in Spring 2005. This event brought student volunteers together in order to share stories of service experiences and to highlight recent graduates' continued involvement in community service.

CVS initiated the new tradition of a Service Pledge during the Baccalaureate Mass. Prior to the conclusion of the mass, the senior class president invited all graduates to publicly state their intent to remain committed to the values that are the hallmark of a Jesuit education, especially those focused on service to others.

National Student Campaign Against Hunger and Homelessness The Center for Values and Service, two staff members from the Campaign's national office, and a team of seven Loyola students led the College in hosting the Seventeenth Annual Conference of the National Student Campaign Against Hunger and Homelessness. Nearly 300 students from colleges and universities across the country and 100 Loyola students participated in the conference, which included more than 60 workshops as well as discussion groups with local and regional experts. Mr. Jonathan Kozol, award-winning author and activist for persons who are materially poor in America, delivered the conference's keynote address. The conference was a success and an important learning experience for all who participated.

In addition, a photography exhibit, "Homelessness: More than a Statistic," by Greg Sileo, Class of 2006 was displayed in the hallway of Cohn Hall. It drew in visitors from around Baltimore and was featured in several local newspapers. The display inspired the development of a project entitled "Just Art," a series of art exhibits exploring and depicting social issues. "Just Art" exhibits will be displayed in the hallway of Cohn Hall beginning in Fall 2005.

Diversity Initiatives Several academic departments and programs sponsored speakers, colloquia, and other events that focused on diversity in the academy, society, and church. The Modern Languages and Literatures Department's annual Language, Literature, and Society Colloquium focused on the timely topic of "The Challenges of Immigration to National Identities in Europe." The sophomore Sellinger Scholars participated in an all-day diversity workshop entitled "Leadership in a Diverse World." The Diversity Reading Program, now in its fourth year, involved 59 faculty, staff, and administrators reading one of seven books selected to extend participants' knowledge of diversity. The SGA sponsored the "Week of Dialogue" focusing on political diversity, and the academic departments sponsored lectures that viewed the elections through Catholic, Arabic, and Jewish lenses, among others.

In the fall semester, ALANA Services, in conjunction with FE100, hosted a lecture by Mr. Tim Jacob Wise entitled "Beyond Diversity: Challenging Racism in an Age of Backlash." The event was held in McManus Theatre, which was filled to capacity. Many FE sections sponsored follow-up sessions led by members of Loyola's National Coalition Building Institute (NCBI). Reactions to Mr. Wise's lecture were strong, as students were challenged to discuss his message in relation to Loyola's campus and climate.

Ms. Patricia J. Williams, author of *Seeing a Color-Blind Future: The Paradox of Race*, delivered the Twelfth Annual Martin Luther King, Jr. Convocation address. Loyola's observance of Black History Month entitled "Pioneers in Black History" paid tribute to the pioneering contributions of African Americans to American culture in the areas of music, aviation, medicine, psychology, and theatre. Activities included a visit by a Tuskegee airman, a jazz celebration dedicated in Fr. Greg Hartley's honor, and a lecture by Dr. Ni'am Akbar, a noted pioneer of Afro-centric psychology.

The Center for the Humanities continued to sponsor events relating to issues of cultural, ethnic, religious, and other forms of diversity. The Center's annual Humanities Symposium offered an exciting and varied array of events centered on Zora Neale Hurston's *Their Eyes Were Watching God* and the theme "Searching for a Self." The Center also sponsored an International Conference in Commemoration of Emmanuel Levinas, a French philosopher who has written on Judaism. Twelve invited papers were delivered at the conference by faculty from the U.S., Canada, Germany, Italy, and Lithuania.

After a national search, Mr. Rodney Parker, formerly the Assistant Director in the Center for Values and Service, was hired as the new Director of ALANA Services.

Disability Support Services The Disability Support Services Office arranges services and accommodations for students with disabilities. Disabilities include learning disabilities, sensory disabilities, psychiatric disabilities, physical disabilities, and chronic illness. During the 2004-05 academic year, Disability Support Services developed two initiatives utilizing technology which enabled the expansion of services for these students. The first initiative was to identify routine support that could be requested through online forms by students who are registered with the Office. The online forms are for simple and routine accommodations, allowing professional staff additional time to handle more challenging needs. The second initiative allows students with disabilities to request and receive reading materials in electronic format.

III. Academic Excellence

Enhance Curricular Challenge, Expectations, and Accountability

Section Size and Full-Time Coverage On average, the percent coverage by full-time faculty remained constant between the 2003-04 and 2004-05 academic year, except at the undergraduate level in the Sellinger School, where there was some increase.

Section Size and Percent Taught by FT Faculty	Fall 2003		Fall 2004	
	CAS	SSBM	CAS	SSBM
UG average section size	20	28	20	28
Percent of UG Student Credit Hours taught by full-time faculty	71%	82%	71%	88%
GR average section size	17	23	17	24
Percent of GR Student Credit Hours taught by full-time faculty	56%	73%	57%	73%

Note: These figures exclude thesis and dissertation credits, independent studies, individually-arranged internships, Graduate Studies courses, Freshman Experience courses, Military Science courses, private music lessons, and off-campus Montessori course sections

Source: HR / Course Files

Time Spent on Studies Outside of Class The Strategic Plan aims to have at least 80 percent of undergraduate students spending at least 25 hours per week outside of class on their studies. On the National Survey of Student Engagement (NSSE), which was administered in Spring 2004, 24 percent of first-year students reported spending over 20 hours per week studying, with 9 percent spending more than 25 hours per week. In comparison, only 18 percent of seniors reported spending over 20 hours per week studying, with 8 percent spending more than 25 hours per week. These findings are consistent with previous survey results and indicate that much work needs to be done in order to achieve the goal. Some programs are discussing ways of increasing student intellectual challenge and engagement. The Faculty Evaluation Committee is considering proposing to the Academic Senate adding a question to the student course evaluation form that asks about the number of hours spent outside of class on the course.

Undergraduate Student Research Support The Fourth Annual Undergraduate Student Research and Scholarship Colloquium in March gave students the opportunity to present their research to the College community. In all, 18 students presented 12 papers. At the Colloquium, two first-year students were presented with the Promising First-Year Scholar Award. In addition, the Hauber Fellows program and the Center for the Humanities continued to provide research funding opportunities for students in the sciences and humanities, respectively.

A team of Loyola economics students won the Federal Reserve Challenge competition, a regional competition with 12 other universities sponsored by the Federal Reserve Bank of Richmond.

National Fellowships The National Fellowships Program undertook several new initiatives in 2004-05. Most noteworthy is the series of workshops introduced to help students prepare for the various stages of the fellowships application process. The Director of the National Fellowships instituted technology

workshops to help faculty fellowship coordinators use technology more effectively to communicate and identify potential fellowships candidates. In addition, a Blackboard Organization and a website were developed. Two Loyola students were named Goldwater Scholars in 2004-05: Larisa Broglie, Class of 2006 and Jenna Umbriac, Class of 2006, two students were Goldwater nominees, two students received nominations for the Jack Kent Cooke Fellowship, and one student was a national finalist for the Truman Fellowship.

New Programs and Majors A proposal for a global studies major has been submitted to the Undergraduate Curriculum Committee for approval. In addition, proposals for converting the studio art, art history, music, photography, and theater concentrations in Fine Arts into separate majors are nearly complete. Several other programs are under development, including a major in environmental studies, a minor in American studies, and a graduate program in Kodály studies.

An articulation agreement with Columbia University's School of Engineering and Applied Science for a 3+2 baccalaureate degree in physics from Loyola and a B.S. degree in engineering from Columbia has been completed. Additionally, a 3+2 program in biology, psychology, or sociology at Loyola and nursing from Johns Hopkins is being explored, and meetings are also underway for a similar nursing program with the University of Maryland. A 3+2 program in engineering with Johns Hopkins' Whiting School of Engineering with a B.S. in Engineering from Loyola and a M.S. in Mechanical or Materials Engineering from Johns Hopkins is nearly complete.

Center for the Humanities In addition to its regular work of enhancing the study of the humanities at the College, the Center for the Humanities continued to implement plans that grew out of its Fall 2002 strategic planning meeting. The Center funded five grants for the enhancement of teaching and 29 grants in support of faculty research. It also sponsored 26 public lectures on campus: 18 readings and performances; at least seven film screenings; one juried art exhibition; three master classes, two for vocal performance and one in jazz improvisation for instrumentalists; five dramatic performances; and six concerts off campus.

Loyola College Plan for Assessment and Continuous Improvement The Loyola Conference, President, and Board of Trustees approved the university-wide "Loyola College Plan for Assessment and Continuous Improvement," a plan including principles for assessment and improvement, an approach and plan for program and institutional assessment and improvement of student learning, and a section on institutional effectiveness. The academic components were drafted by the Academic Assessment Committee and approved by the Academic Senate. The plan was submitted to Middle States as part of the Middle States Periodic Review Report. Each academic department will submit a departmental assessment plan to the Academic Assessment Committee by December 2005. Departments with both undergraduate and graduate programs will submit separate sections for each program and major.

Most academic departments have developed learning goals for their programs, and many of these departments are already beginning to implement strategies for assessing whether their goals are being met. Some departments have also begun using the assessment results to improve their programs.

The Sellinger School's Faculty Coordinator of Assessment met frequently with the department chairs to develop an action plan for assessing the undergraduate learning aims. A major focus of this plan was an emphasis on "direct," i.e., course-embedded, measures of assessment, complementing the measures of assessment already in place at the programmatic level. The Director helped individual faculty develop course learning aims that addressed Sellinger's learning aims. Subsequent assistance included developing appropriate exams, quizzes, and projects to capture these assessments; constructing rubrics; and capturing assessment data. Based on these efforts, faculty members are reviewing the assessment outcomes to identify course improvements that will be implemented in Fall 2005.

The Information Systems and Operations Management Department (ISOM) developed an ISOM Board of Advisors that advises faculty on curriculum, student recruiting, student placement, and other

areas of interest. The ISOM Department is holding conversations with the Computer Science Department to develop cooperative programs across the two disciplines.

The Classics, Computer Science, English, Finance, Philosophy, Physics, and Political Science Departments completed academic program reviews in 2004-05. External reviewers attested to the high quality of these programs. To improve the process, the guidelines and timetable for program reviews are being revised, based on the reviews completed to date.

Dr. Peter Rennert-Ariev, a member of the Academic Assessment Committee, led a pilot project to assess Loyola's Undergraduate Educational Aims. The purpose of the pilot was to learn how a small, select group of seniors experienced the attainment of the learning aims, if in fact they did. Each student was asked to construct a portfolio that provided two pieces of evidence for each aim, if, in the student's opinion, the aim was achieved. Seven seniors completed portfolios. The evidence presented by the students was revealing and demonstrated a mixture of experiences both inside and outside of the classroom. The Academic Assessment Committee and Dr. Rennert-Ariev are considering a second pilot project with a larger group of students.

Honors Program After a campus-wide search, Dr. Nick Miller was appointed Director of the Honors Program. In the fall, he will lead a team of faculty in reviewing the program and benchmarking leading honors programs with the goal of making Loyola's Honors Program among the premiere honors programs in the nation.

Catholic Studies Begun as a strategy in *Magis*, Catholic Studies continues to offer courses, lectures, and special events for the entire campus as well as summer research grants for students and course development grants for faculty. The program has increased its advertising in the local community and continues to work with Development to establish an endowment. Enrollments are robust and have remained relatively constant over the past five years.

Catholic Studies	00-01	01-02	02-03	03-04	04-05
Number of courses/sections	43	37	39	45	42
Number of students	761	791	870	832	769
Number of minors	35	25	15	15	8
Number of attendees at events				3,800	3,900

Source: Catholic Studies Program

Other Curricular Enhancements The Loyola/Notre Dame Library provided library instruction for core 200-level English literature courses, all first-year Communication majors, and all Psychology research methods classes. In addition, the Library, in conjunction with the Intellectual Property Subcommittee, presented a workshop on academic integrity and plagiarism for students with violations.

The Finance Department began phasing in components of its new undergraduate curriculum, which was noted as a positive improvement in its program review. Courses in Finance were enhanced by the addition of the Wharton Research Data Services (WRDS) database, giving students access to current financial data as well as an analytical package that makes the manipulation of significant amounts of data possible. The WRDS database was a joint acquisition of the Sellinger School and the Loyola/Notre Dame Library.

The Sellinger School invited a significant number of business practitioners, including the 2004 Sellinger Business Leader of the Year, to speak to classes and student organizations on leadership, ethics, and social responsibility for corporations and individuals.

Honor Code and Honor Council In addition to hearing 34 cases of violations of academic integrity, the Honor Council sought to enhance the understanding of the Code and strengthen the value of honesty in all academic matters through a number of initiatives during the 2004-05 academic year. As in previous years, the New Student Convocation included an official pledge signing and an address by the Honor Council

Chairs. Members of the Honor Council presented a comprehensive session on the Code to first-year students during fall orientation. The Honor Council also provided the theme and keynote speaker for the August 2004 Teaching Enhancement Workshop entitled “Technology, Pedagogy, and Academic Integrity.” The keynote speaker, Dr. Rebecca Moore Howard, Professor of Writing and Rhetoric and Director of Syracuse University’s Writing Center, provided a thoughtful talk about the causes and approaches to the problem of plagiarism in students’ work. Finally, the Honor Council, in an effort to benchmark best practices related to academic integrity, hosted administrators from Georgetown who spoke on the development of an online tutorial on academic integrity and scholarly research.

Student Athletes The Office of Academic Affairs for Varsity Athletics provides academic guidance and educational support programs as well as need-based services that enhance academic progress, facilitate career development, and encourage psychosocial growth of every student athlete. In the spring, the Office gained national recognition when Loyola finished second nationally in Division I athletics, behind only Yale University, based on the number of teams scoring 100 percent on the newly established NCAA academic progress rate (APR).

Core Curriculum Review The Core Review Committee, whose membership and charge were approved by the Academic Senate in 2003-04, began its work with a meeting of the entire faculty in September 2004. In addition, faculty engaged in small group discussions about the purposes of the Core, and faculty from humanities, natural sciences, and social sciences began discussing the student learning aims for those areas of the Core. In addition to meeting regularly throughout the year, individual members attended the Jesuit Core Curriculum Conference as well as conferences on core education sponsored by the American Association of Colleges and Universities. The Committee sponsored lectures by Dr. John Churchill, Executive Secretary of Phi Beta Kappa, on the aims of liberal education and by Dr. James Maroosis, affiliate Professor of Management at Fordham University, on liberal education and management. The Committee also established a Blackboard website that provided resources and a forum for faculty input.

At the end of the academic year, the Committee issued a report that discussed the learning aims of the core curriculum and affirmed that those aims should include the College’s Undergraduate Educational Aims. The Committee also drafted a modified statement of the Purposes of the Core Curriculum, which was developed 10 years ago. The Academic Senate briefly discussed the report; however, it did not reach any conclusions or decisions, and will continue the discussion in the fall. At the same time, the Core Review Committee will continue its discussions of the learning aims of the Core, particularly in the humanities, natural sciences, and social sciences, and will begin a discussion about how to assess those learning aims.

National Survey of Student Engagement (NSSE) Assessment Data During Spring 2004, the College participated in the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE) through the Center for Postsecondary Research at Indiana University. A total of 496 first-year students and seniors at Loyola participated in NSSE, a 40 percent response rate for the students sampled. In addition, a total of 128 full-time tenured and tenure-track faculty at Loyola participated in FSSE, a 57 percent response rate for the faculty sampled. The Office of Institutional Research (IR) began analyzing and sharing information from the surveys with the Academic Assessment Committee and Department Chairs by thematic areas, such as Academic Challenge, Student Effort, Student and Faculty Interactions, Jesuit Catholic Spirituality, Diversity, and Technology. IR also worked with the Higher Educational Research Institute (HERI) of UCLA to administer and analyze the results of a HERI pilot survey on spirituality.

Academic Ceremonies The Fall Honors Convocation honored 308 students. More than 185 honorees and their parents attended. Dr. Jeffrey Lating gave the keynote address, “The Science and Art of Identifying and Treating Traumatic Stress.” In the spring, a new event, the Dean’s List Luncheon, was held as a part

of the Spring Honors Weekend. Approximately 130 students attended the luncheon, almost all accompanied by their parents and other family members. Dr. Haddad spoke on the College's learning goals and both Deans participated as well. The sit-down luncheon, with entertainment provided by string soloists from the Baltimore Lyric Opera, was popular with parents and students alike.

Diversity and Curricular Enrichment

Undergraduate Diversity Requirement The Undergraduate Curriculum Committee Subcommittee on the Diversity Requirement developed a process for approving courses for the new undergraduate diversity requirement. The Subcommittee developed a Blackboard site to facilitate dissemination of information about the requirement, offered workshops for tenured and tenure-track faculty as well as affiliate faculty, held an information session for department chairs, and met with several departments. In addition, members of the Subcommittee met with individual department chairs and faculty members to discuss courses generally and to prepare specific courses for submission. The Multicultural Curriculum Infusion Workshop included a diversity requirement track for faculty interested in revising or developing a course that would satisfy the diversity requirement. Of the 31 courses submitted, 29 have already been approved, including three Alpha courses, which were redesigned to meet the requirement. The Subcommittee hopes that enough courses will have been approved by the end of the fall semester so that the requirement can be in effect for next year's freshman class.

Study Abroad In 2004-05, 473 students studied abroad, either during a regular semester or during the summer. Study abroad options include nine Loyola programs, nine Loyola exchange programs, four affiliations, seven approved non-Loyola programs, and five summer programs directed by Loyola faculty. New summer programs in Prague and Tokyo were successfully implemented, a new spring program in Alcalá, Spain was developed for business majors, and a fall program in Auckland, New Zealand was added to the year-long and spring semester programs already in place. Semester-long study abroad programs were also developed in Cork and Newcastle for students not able to spend the entire year abroad. The College is exploring study abroad opportunities in the Czech Republic, Ghana, South Africa, and India as well as internship opportunities in England and France.

All students attending Loyola programs and exchanges take at least one course that directly relates to the history or culture of the host country. The Office of International Programs piloted a Personal Immersion Research Project with students studying in Australia. Aspects of the project included a personal reflection essay, two guided interviews, and a portfolio summarizing the students' encounters with a different culture and academic world. Starting in January 2006, this personal research will be mandatory for all students studying abroad. Students can elect to replace the Research Project with a guided and substantial community service opportunity abroad.

Also in 2004-05, the Office of International Programs developed learning aims for study abroad programs, matching them with the College's Undergraduate Learning Aims. In consultation with the Committee on Study Abroad, the Office is developing tools to assess the outcome of students' academic and personal experiences abroad.

Study Abroad	00-01	01-02	02-03	03-04	04-05
Programs	224	197	253	268	363
Exchanges	30	31	28	35	40
Affiliations	8	34	30	32	65
Non-Loyola	108	70	54	76	33
Faculty summer	35	39	53	46	55
Totals *	405	371	418	457	556

* Students who studied abroad multiple semesters appear more than once in these counts
Source: International Programs Office

Sellinger School Experiential Learning The Sellinger School Experiential Learning program will require each business student to complete two of three possible experiential learning experiences: international study, internship, or service experience. The requirement will be in effect for students in the Class of 2009. Upperclass students are required to participate in an international study or internship. During 2004-05, the School offered seven internship courses, which resulted in 145 internships. The School also had 184 students studying abroad, including nearly 60 students participating in an international field study experience. International field study courses have been developed in international business and international marketing and are being developed in finance. Sellinger courses with service experiences enrolled 152 students during 2004-05. For the graduating Class of 2005, 53 percent completed an internship and 67 percent completed an international experience.

Service-Learning and the Service Leadership Program Service-learning courses contribute to Loyola's academic excellence and diversity goals in that they offer faculty and students the opportunity to engage in community-based learning through service while experiencing different aspects of diversity. The number of service-learning faculty grew this year, with at least six faculty teaching service-learning courses for the first time. Moreover, all of the participants in this year's Faculty Fellows Seminar on Service-Learning and Engaged Scholarship are committed to teaching at least one service-learning course during the coming academic year. Despite this progress, the number of service-learning sections continues to decline.

Service-Learning	00-01	01-02	02-03	03-04	04-05
Number of service-learning sections	46	37	49	37	31
Number of Faculty Fellows	NA	NA	12	8	10

Source: Center for Values and Service

The Committee on Engaged Scholarship developed a definition of service-learning and course criteria for all service-learning courses at Loyola. Publicity, visibility, and information sharing were enhanced by a new service-learning brochure for faculty, by additions and improvements to the service-learning website, and by identifying the service-learning staff within the Center for Values and Service as the Office of Service-Learning.

The Office of Service-Learning hosted the Third Annual Jesuit Service-Learning Directors Conference. This was the largest conference to date, with 39 participants representing 27 of the 28 institutions.

The Service Leadership Program graduated four seniors in 2005, leaving 11 to graduate in 2006 before the program ends in May 2006. Students spent "an evening with Dr. Toni Draper," and those enrolled in "Service Leadership in Action" (SL350) administered a successful book drive for Marian House. This year also saw the development of a new Senior Capstone Seminar entitled "Visions of Justice," which may continue to serve Loyola's curriculum in various ways after the program ends.

Institute on Migration, Culture, and Ministry Fr. William Rickle, S.J. of the Baltimore Provincial's Office presented his ideas for an institute for apostolic outreach to Hispanic and other migrant populations to the President's Executive Council and to a group of faculty. As a result, a small group of Loyola faculty and staff will work with Fr. Rickle in 2005-06 to examine the feasibility of locating the Institute at Loyola and making it a collaborative effort of the Maryland Province of the Society of Jesus and Loyola College.

IV. Strengthen Faculty, Administration, and Staff

Recruitment and Retention

Full-Time Faculty In 2004-05 the College welcomed ten new tenure-track faculty, six in Arts and Sciences and four in the Sellinger School. Two of these faculty members are women, two are faculty of color, and one is a Jesuit. Because an unusually large number of tenured faculty were on sabbatical, professional, or personal leave in 2004-05, the number of full-time affiliate faculty was higher than usual. Eleven tenure-track faculty were hired for 2005-06, all in Arts and Sciences. Eight of these faculty members are women and one is a faculty member of color.

Faculty on Full-time Contracts	00-01	01-02	02-03	03-04	04-05	05-06*
Tenured, tenure-track	209	224	226	227	228	231
Affiliate (non-tenure-track)	28	23	35	43	58	49
Clinical **	18	18	15	14	22	18
Total full-time faculty	255	265	276	284	308	298

* Numbers for 2005-06 are accurate as of August 15, 2005
 ** "Clinical faculty" are affiliate faculty who are on full-time contracts that include some administrative responsibilities. These faculty are primarily in the Education and Speech Pathology departments
 Note: The numbers listed above differ from those reported to *US News & World Report*. The latter includes only those faculty who actually taught undergraduates in the Fall semester; it excludes, for example, faculty on sabbaticals and those teaching only graduate courses
 Source: HR Database and Records Maintained in the Office of Academic Affairs

Diversity among tenured and tenure-track faculty has remained constant over the past few years. The College needs to continue its efforts to improve in this area.

% of Tenured & Tenure-Track	00-01	01-02	02-03	03-04	04-05	05-06*
African American	2.4%	2.7%	3.1%	3.1%	2.6%	2.6%
Asian American	3.8%	4.9%	4.4%	4.4%	4.8%	4.8%
Hispanic American	1.4%	1.8%	2.2%	1.8%	1.8%	1.7%
Native American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Non-resident Alien	1.0%	0.9%	2.2%	2.6%	3.5%	2.6%
White	91.4%	89.7%	88.5%	88.1%	87.3%	88.3%
Women	34.0%	35.7%	37.2%	37.9%	37.3%	38.5%

* Numbers for 2005-06 are accurate as of August 15, 2005
 Source: HR Database and Records Maintained in the Office of Academic Affairs

Faculty Orientation Twenty-two new full-time faculty, both tenure-track and visiting affiliates, participated in some or all of the year-long New Faculty Orientation programs in 2004-05. The orientation featured several all-day workshops on topics such as career development, classroom technology, the Core, Alpha, and advising. A new feature in 2004-05 was a special workshop on Ignatian spirituality and university education led by Fr. Michael Braden, S.J. At a year-end luncheon, the new faculty discussed their experiences and offered suggestions to improve the orientation process.

Orientation sessions and teaching workshops were held in the fall and spring semesters for affiliate faculty. In the fall semester, a special session was devoted to the Student Course Evaluation Process. Dr. Jayne Mass, a full-time affiliate in the Accounting Department, has been appointed as the new Director of Part-Time Affiliate Faculty. Because approximately 250 full-time and part-time affiliate faculty teach at Loyola, the continuation and enhancement of Affiliate Faculty Orientation is critical to the College's success.

Mentoring Program for Administrators and Staff The Human Resources Department (HR) implemented a New Employee Mentorship Program for administrators and staff. The purpose of the program is to help new administrators or staff members integrate into the Loyola community by providing them with a peer mentor who is familiar with Loyola's mission, values, culture, and expectations. The program also provides new employees with a point of contact for general questions regarding day-to-day operational issues. Each division of the College appointed administrators and staff members who best represent Loyola's core values to serve as mentors. HR provided an orientation session to familiarize the mentors with their responsibilities. Each administrator and staff member is assigned a peer mentor within the first week of employment.

Compensation and Benefits The College moved forward with its commitment to increase compensation for employees. The 2005-06 budget includes salary increment pools for faculty and for administrators and staff of 3.2 percent plus \$400,000 for each group. With this increase, salaries for tenured and tenure-track faculty should be close to the targets in the Faculty Compensation Agreement.

The College engaged Mercer Consulting to evaluate the progress of the compensation plan implemented in 2001 for administrators and staff. The College will continue to work with Mercer to evaluate pay range adjustments, to benchmark jobs, and to develop compensation plan goals. It is anticipated that new salary ranges will be determined for the next performance appraisal and merit cycle.

In Spring 2004, Human Resources conducted a benefits survey of faculty, administration, and staff. Based on the survey results, HR and the Benefits and Compensation Committee identified certain initiatives meriting further study.

Possible membership in the Emeriti Retiree Health Insurance Consortium was reviewed and analyzed by various campus committees. The consensus was not to join the consortium at this time due to lack of IRS and SEC approvals as well as general plan costs. Improvements and changes to the Emeriti program will be reviewed on an ongoing basis. Alternative retiree health care plans and supplemental plans will be reviewed to determine their appropriateness and feasibility for the College. The faculty voluntary phased retirement plan is continuing; the final application period is scheduled to end on October 1, 2005.

A Child Care Task Force was appointed and charged by the Loyola Conference. The task force conducted a survey to better understand the needs of the College community; it will present the results, along with recommendations, in Fall 2005. Accommodations to enhance a family-friendly environment on campus were authorized and completed, including a lactation room and changing tables in public restrooms.

Management of the flexible spending account reimbursement process was outsourced to a third party administrator resulting in current, timely participant information, electronic access, increased frequency of disbursements, and compliance resources.

Campus Climate Surveys A comprehensive climate survey was administered to faculty, staff, and administrators to assess the work environment. The survey was designed collaboratively by a college administrative committee and Right Management, and was administered and analyzed by Right Management, a national consulting firm located in the area, after several focus groups of faculty, staff, and administrators helped identify issues most relevant to Loyola. Ultimately, 42 percent of faculty and 57 percent of staff and administrators responded to the survey. The results of the survey will be made available to the Loyola Community. As part of the follow up to the survey, the most important issues will be identified, focus groups will be created to gain a better understanding of the identified issues, and plans will be developed to address the priority issues.

Recruitment Support In August 2004, HR implemented PeopleAdmin, an applicant tracking software system designed to automate Loyola's search process for faculty, administrators, and staff. More than 150 positions were entered into the system in 2004-05. As of July 2005, over 3,600 applicants have completed a profile and saved it in the online system. Most of those individuals attached their profiles to a specific

job opening. All applicants completed the voluntary EEO survey included in the profile, although some chose not to disclose their gender or race.

Faculty Support

On-Campus Faculty Workshops As noted above, more than 100 full-time faculty and a number of part-time affiliates attended Loyola's Fall 2004 Teaching Enhancement workshop. Dr. Rebecca Moore Howard gave the keynote address. After her address, a number of panel discussions and other presentations were held, including informational sessions led by faculty and staff on computing, classroom teaching, service-learning, and interdisciplinary team-teaching. The Spring 2005 Teaching Enhancement workshop focused on the link between Jesuit education and Jesuit Spirituality. Fr. William J. Byron, S. J., gave the keynote address, which was followed by a panel discussion featuring Loyola faculty members who had participated in an Ignatian Pilgrimage sponsored by the College of the Holy Cross. The panel discussed how their experiences on the pilgrimage had affected their lives and reported on their efforts to instill Ignatian values and perspectives into their teaching.

Twelve faculty and two administrators participated in the Third Annual Teaching Portfolio Workshop facilitated by Dr. Peter Seldin and other seasoned portfolio mentors, including a Loyola faculty member. Teaching portfolios, designed to improve and document teaching, include reflection and philosophy of the faculty member's own teaching, evaluation by others, and student work. By the end of the workshop, all participants had developed portfolios and many had committed to becoming portfolio mentors, working with other faculty and administrators to create portfolios for improvement.

The Multicultural Curriculum Infusion Workshop continued to provide a means for addressing the need to integrate diversity into the curriculum. The workshop, which has undergone significant change since its inception in 1996, is a 1-week program whose content is driven by faculty's discipline-specific needs, as indicated on an application form. The workshop also included a track for faculty interested in submitting a course for the diversity requirement. In 2004-05, 11 faculty and two administrators participated in the workshop. Since the program began, a total of 92 faculty members have attended a workshop and infused at least one of their courses with multicultural themes and materials.

Three chairs' workshops were held; topics included implementation of the new undergraduate diversity requirement, development of a departmental assessment plan, and information gleaned from the results of the NSSE and FSSE surveys on student effort and diversity. One workshop was devoted to the scheduling of classes, with reports from experienced chairs, representatives of CASS, and Records as well as a presentation on the latest technological tools for scheduling.

Off-Campus Workshops Devoted to Jesuit and Catholic Themes Several faculty and academic administrators have attended national workshops, conferences, and retreats devoted to Jesuit and Catholic themes. These include Collegium, the Boston College Institute for Administrators in Catholic Higher Education, and the Ignatian Retreats. In the summer of 2005, four faculty members participated in a College-funded Ignatian pilgrimage. The faculty traveled to Europe with faculty from other Jesuit institutions in order to follow the footsteps of St. Ignatius for the purpose of incorporating Ignatian values and spirituality into their courses.

Support of Teaching Including Student Course Evaluations Although there were a number of problems with the Loyola student course evaluation system during 2003-04, most of these problems have been solved. Improvements have been made to the materials supplied to faculty members and administrative assistants, and new procedures have been instituted to ensure that the evaluations are returned in a timely manner. The technical aspect of the scanning process has been improved through the creation of a separate scanning room and modifications to the basic student course evaluation form. Evaluations from the fall semester were returned to faculty within three weeks, and spring evaluations were returned almost as quickly. The Faculty Evaluation Committee proposed and the Academic Senate approved guidelines for administering non-standard student course evaluations that faculty may choose to use in place of the standard College student course evaluation form for annual review, promotion, and tenure. Guidelines for

administering student course evaluations for courses of non-standard length were also proposed and approved by the Senate.

Research Support In 2004-05, 23 tenured faculty members were on College-sponsored sabbatical leaves. Thirteen of these faculty members took advantage of the College's enhanced full-year sabbatical program. Eight tenure-track faculty members were on one-semester Junior Faculty Sabbaticals. Thirty faculty members received 2005 Summer Research Grants from the Research and Sabbatical Committee; there were 51 applicants for these competitive awards, which have a stipend of \$4,000. In addition to these grants, the deans provided support for other research activities.

The Board of Trustees approved the revised sabbatical guidelines that were passed by the Academic Senate in Spring 2004. The revisions include a change in eligibility from every eighth year to every seventh year and provide 70 percent of salary for full-year sabbaticals. The revised guidelines include clearer approval criteria, accountability for performance on previous sabbaticals and summer research grants, and full-time class coverage guidelines for departments.

The 2004-05 *Ad Hoc* Committee on Faculty Research completed its work and presented a report to the Academic Senate. The recommendations of the committee included additional ways that the College might support research as well as a new description of research for the Rank and Tenure Policy Statement and the Faculty Handbook. The Academic Senate began considering the recommendations in Spring 2005 and will continue its discussion in 2005-06.

Drs. Joanne Li and Keith Schoppa gave presentations at the Eighth Annual Deans' Research Symposium, sponsored by the Office of Grant Services. The symposium spotlights the work of outstanding Loyola faculty, allowing the speakers to share their research with other faculty and administrators.

The Loyola/Notre Dame Library held its First Annual Celebration of Faculty Scholarship at the Library. More than 80 books and publications were on display.

The competitive Kolvenbach Research Awards support community-based research that fulfills the call of Fr. Peter-Hans Kolvenbach, S.J., to connect the university to human society, human life, and the environment. During the fall, the five 2004 award winners shared their research findings with the College community. The award brochure and application were significantly enhanced, and, as a result, the application pool doubled. Five grants were awarded for 2005: two undergraduate students, two graduate students, and one faculty member.

A proposal has been prepared for a new competitive research support program for interdisciplinary scholarship and research in Jesuit values, such as social justice. The program, which will be called Kolvenbach Fellows, will use guidelines similar to those of the summer research grants to competitively award a course release for each of two research proposals that uniquely support Loyola's Jesuit Catholic mission.

External Research Grants In 2004-05, the efforts of faculty in the departments and areas of Computer Science, Economics, Education, Engineering Science, Mathematical Sciences, Physics, Speech-Language Pathology/Audiology, and the Center for Community and Social Research resulted in the award of \$1.2 million in sponsored research funding to the College. Dr. David Binkley received a collaborative award from the National Science Foundation (NSF) in which Loyola and other universities are seeking to develop a more effective strategy to increase the numbers of women and minorities who major in computer science. Under Dr. Lisa Schoenbrodt's leadership, Loyola's partnership with the Maryland State Department of Education was renewed, enabling a new cohort of graduate students to begin the Master of Speech-Language Pathology program while continuing to work in Maryland schools. Dr. Marianne Ward is collaborating in an NSF-funded study which reexamines global prices and incomes from 1200-1950, providing new, more accurate data to examine the relative wealth of nations during this extensive period. Dr. Mark Peyrot received a research award from the American Association of Diabetes Educators to study factors associated with access to diabetes self-management.

These awards and others represented 23 new increments, which resulted in a total active award portfolio of \$3.9 million.

External Grants	00-01	01-02	02-03	03-04	04-05
Number applied for	39	21	33	39	20*
Number received **	16	14	17	20	23
Amount received	\$1.22m	\$1.80m	\$1.18m	\$1.47m	\$1.23 m
* Decrease is due to a new method of counting submissions. Additionally, the Center for Social and Community Research is no longer seeking external funding					
** Includes new funding increments to existing awards					
Source: Grant Services					

Challenge to Improve

Rank and Tenure Policies and Procedures The 2003-04 *Ad Hoc* Committee on Rank and Tenure recommended a number of changes to the policies and procedures for rank and tenure. The Academic Senate, the faculty, the President, and the Board of Trustees approved requiring midpoint probationary reviews for tenure-track faculty; firm deadlines for the submission of promotion and tenure materials; elimination of Board on Rank and Tenure interviews with Department Chairs, Deans, and the Vice President for Academic Affairs; and linking the rank of associate professor to the awarding of tenure. Several other recommendations will be considered in 2005-06.

Administrative Support Services Reviews A support services review for the Records Office was completed. As a result of the self-study, Records improved several of its processes. An external consultant recommended the creation of a position to provide international student guidance and administration of the Student and Exchange Visitor Information System (SEVIS) to comply with federal law to track international students. The consultant also recommended that an Instructional Technology position be created in the Records Office to assist in data processing and record keeping. Support service reviews for disbursements and payroll have been completed, except for preparing final reports. Reviews for graduate student enrollment and transfer students are still in progress.

Promoting an Understanding of Diversity In addition to actively supporting the educational initiatives of the College Diversity Committee, the Human Resources Department incorporates diversity education into its professional development schedule. The theme of the professional development programs for the 2004-05 academic year was “Diversity, Community, Performance Excellence.” HR conducted three diversity education programs throughout the year: “Communicating across the Gender Divide;” “Diversity Leaders Retreat;” and “Race Manners: How Do We Engage Across Racial Lines?” Diversity was also incorporated into other professional development sessions such as the Career Management Workshop and Preparing for Difficult Conversations. In addition, HR sponsors and promotes diversity courses via the College’s online learning resource, *SkillSoft*.

Nineteen staff and administrators attended the Second Annual Diversity Leaders Retreat. One outcome of the retreat was an agreement among several administrators to better coordinate the activities of offices responsible for administering diversity-related programs.

Other Initiatives The Loyola Conference approved a policy stating that consensual relationships between College employees and students are to be avoided where the employee has, or reasonably could have, professional responsibility for the student’s academic performance or professional future.

The Catholic Social Thought Committee developed and piloted a half-day seminar on Catholic Social Teaching for members of Staff Council. The workshop focused on the teaching responsibilities of everyone at Loyola as well as on the development of a healthy campus culture consistent with Loyola’s Jesuit Catholic values. As a result of the workshop’s success, the workshop was offered in August to all staff members.

V. Graduate Programs that are Premier in their Markets

Strengthen Graduate Student Recruiting

Graduate Student Recruitment Recruitment activities during 2004-05 primarily focused on continuing the wealth-of-information strategy that was implemented to increase awareness, inquiries, applications, and new student enrollments. Initiatives included university-wide marketing projects that promoted the array of graduate program options, continued outreach to markets south of Baltimore and within close proximity of the Columbia Graduate Center, directed students to a content-rich prospective student website, and prepared for the introduction of new online recruitment software. The latter includes online applications integrated with current administrative systems, customized content, and other online enhancements. These initiatives continue to strengthen Loyola's position as a regional leader in professionally focused graduate education. To increase institutional activities, Graduate Admission continued the development and implementation of program-specific marketing initiatives. A full range of marketing materials such as viewbooks, websites, and direct mailers has been implemented by or used by each graduate program to build large prospect pools for recruitment.

As indicated below, while the number of inquiries increased, applications and offers of admission have decreased, resulting in a slightly lower new student headcount. Fortunately, this was counteracted by an increase in course enrollments, resulting in increased tuition revenue.

Graduate Admissions	2000-01	2001-02	2002-03	2003-04	2004-05
Inquiries	11,417	13,965	14,578	18,041	18,548
Applications	2,058	1,963	2,194	2,561	2,522
Admits	1,633	1,596	1,734	1,916	1,845
First-time Enrollees	1,347	1,233	1,284	1,338	1,304

Source: Graduate Admissions Office

Market conditions have been favorable in many programs, including Language Pathology, Montessori Education, Pastoral Counseling Education, School Counseling, and Speech-Psychology. These programs have found success in marketing beyond the region, nationally and internationally, through increased recruitment activity and greater affiliation with professional associations. Programs with a more regional base, including all Graduate Business programs and many Education programs, have maintained enrollments, but with slow or no growth. In most cases, these programs are threatened by new or more assertive regional competition and other market conditions, such as diminishing employer-based tuition assistance. Programs in Computer Science, Software Engineering, Special Education, and the Ph.D. in Pastoral Counseling have fallen into the category of "pockets of concern." In the coming year, each of these four programs will be given significant attention, including resources for market research, accreditation, and other analysis to regain market competitiveness.

Other initiatives launched in the past year include new advertising campaigns for the Loyola MBA and the graduate programs in Education and Computer Science. Each of these areas is contracting an advertising agency to launch new advertising and promotional campaigns designed to strengthen its position in the regional marketplace. The Accounting Advisory Board established a "Graduate Recruitment Committee" that will work closely with the MBA office to help promote the accounting concentration in the MBA Program.

Graduate Enrollment and Retention Graduate student enrollments, both headcounts and student credit hours, increased slightly in 2004-05.

Graduate Students	2000-01	2001-02	2002-03	2003-04	2004-05
Number of graduate students for fall (headcount)	2,635	2,667	2,656	2,620	2,715
Number of student credit hours for fall	14,185	14,685	14,667	14,614	15,646
Number of graduate students for fall (student FTEs)*	1,320	1,296	1,306	1,278	1,363
Number of master's degrees conferred	875	893	838	795	780
Number of certificates of advanced study conferred	18	17	18	15	9
Number of doctoral degrees conferred	18	9	20	13	19

* Graduate FTE calculated as full-time enrollment plus one-third part-time enrollment
Source: MHEC Credit Hours of Enrollment Survey (I-6); MHEC Degrees and Other Formal Awards Report (MHEC D); IPEDS Fall Enrollment Reports; Student Files

The diversity of graduate students remained consistent:

Percentage of Graduate Students	FA 00	FA 01	FA 02	FA 03	FA 04
Total Number	2,635	2,667	2,650	2,620	2,715
African American	6.8%	7.9%	7.8%	8.9%	9.1%
Asian American	2.1%	2.2%	1.9%	1.8%	2.1%
Hispanic American	1.2%	1.3%	1.2%	1.5%	1.4%
Native American	0.0%	0.0%	0.0%	0.0%	0.1%
Non-resident Alien	2.8%	3.0%	3.5%	3.0%	3.0%
Unknown/Other	6.5%	7.0%	4.9%	6.4%	7.5%
White	80.5%	78.6%	80.5%	78.5%	76.8%

Source: Fact Book

Ensure Graduate Program Assessment and Improvement

Accreditation, Program Review, and Continuous Improvement In Summer 2005, the American Psychological Association awarded the Psychology Department's doctoral program accreditation for the next seven years, the maximum length of time for which accreditation is awarded.

Academic program reviews in Computer Science, Finance, Liberal Studies, Montessori, and the Psychology Psy.D. program were completed in 2004-05. The Finance Department's program review identified several ways that the MSF Program might be improved and led the department to consider alternative delivery formats. The Liberal Studies program review resulted in a change in the program's name from Modern Studies to Liberal Studies and a change in degree title from Master of Modern Studies to Master of Arts; several significant curricular changes are also being considered. The Montessori review highlighted the unique position Loyola holds in the Montessori community by partnering with nine centers across the county to offer a master's degree.

The Evening MBA Program instituted "pre" and "post" workshops for all students, incorporating sessions on personal values and reflective learning. Graduate program international field study tours are available in the areas of International Marketing, Law, and Corporate Social Responsibility and are being developed for International Finance. All Executive MBA and MBA Fellows students also participate in international field study tours.

Loyola Clinical Centers After a national search, Dr. Bonny Forrest was appointed Director of Clinics. The Centers are unique in that they provide an opportunity to train graduate students in the Jesuit tradition of justice and service as part of the graduate curriculum. While the first mission is training, the Centers look for opportunities to infuse training with the principles of service to the community articulated by Fr.

Kolvenbach. This call to service guided the location of the Clinic to a neighborhood in which 18 percent of the population lives below the poverty level with a median household income of \$30,080. In addition to providing opportunities for graduate students to reach out and meet the needs of their neighbors, the Clinic hopes to conduct a more formal assessment of mental health needs within the immediate surrounding Govans community.

In Fall 2004, Education students began offering literacy assessment and instructional services for students in grades 1-12 in the greater Baltimore area. This weekend service was expanded to the full week during the summer months. The program provides guidance for parents in order to support their children's literacy needs and serves as professional preparation for candidates who are completing their M.Ed. as reading specialists. The Clinic provides a unique opportunity for students in the Education, Speech-Language Pathology/Audiology, and Psychology Departments to train across disciplines to comprehensively meet the needs of students with learning disabilities. Plans are being developed to include the Pastoral Counseling Department as an integral part of the Clinic beginning in 2005-06.

Data Collection and Support Services Graduate Admission has entered a period of assessment and continues to develop research strategies to measure recruitment, admission, and initial enrollment results. This information, implemented and maintained by Graduate Admission and combined with student enrollment data maintained by Institutional Research, is increasingly available to inform management decisions. While there are still many data points to gather and organize, the College continues to benefit from expanding reporting capability, and helping to manage application pools and increase student quality in many graduate programs. If additional technology resources dedicated to admission and initial enrollment services were combined with those in Institutional Research and Budget and Planning, it would enable the graduate programs to achieve additional goals, such as more reliable predictive modeling of enrollment and tuition revenue.

In addition to internal data, market research is being conducted, formally and informally, to gain a better understanding of the competition, emerging markets, and other forces that impact Loyola's recruiting efforts. Information gathered during ongoing market research projects continues to prove useful in managing the strategic approach to structuring graduate tuition rates. Progress was made in 2004-05 to gather the information needed to determine specific program enrollment goals, revenue expectations, and diversity targets.

The improvement of enrollment services for graduate students is a continuing process that is managed by support services teams from Records, Students Administrative Services, Financial Aid, Residence Life, and Graduate Admission. The findings from a survey conducted in 2004 indicated an overall acceptable level of student satisfaction, but also highlighted areas where service should be improved, including advising and financial assistance. Attention has been focused in these areas and will continue in the coming year.

Technology enhancements such as online information session registration, online applications, and web-based course registration for graduate programs have improved service to graduate students. Work is concluding on a new web-based relationship-management system, a systems-integrated website that is capable of delivering content to prospective graduate students. In addition to personalizing their web experience, users of the new website will find added functionality, simplified navigation, deeper content, and upgraded design. Mini-sites will also be deployed to manage online registration for information sessions.

Graduate Outreach Program Directors and Graduate Admission Officers attended more than 75 off-campus recruitment-oriented programs between June 2004 and May 2005. These programs included Graduate Fairs at colleges and universities throughout the region that targeted graduating college seniors and Employer Education Fairs sponsored by organizations throughout the metropolitan area targeting their own employees. Other activities included participating in regional as well as national conferences and conventions.

Since the opening of the Columbia Graduate Center in 2003, the graduate programs have taken advantage of the opportunity to connect with professional associations, new employers, and regional leaders. Continuing participation in organizations such as the Greater Baltimore Technical Council, the Maryland State Teachers Association, and the Howard County Chamber of Commerce is helping Loyola build reputation and momentum in the regional market of influencers. Special focus has been directed at the markets south of Columbia, and as a result of this outreach, the College has seen an 18 percent increase in inquiries from the DC area. The Sellinger School is leading the effort to establish an advisory board for the Columbia Graduate Center to include business, education, and non-profit leaders in Howard County.

Advisory boards are being established for the Master's Program in Psychology and for the Speech-Language Pathology/Audiology Department.

In the area of Executive Education, the Sellinger School offered a wide variety of programs. The Center for Closely Held Firms presented programs to several hundred participants from the business community during the year. The Lattanze Center offered a number of seminars including a presentation by the CIO of Wal-Mart who was honored as the IT Executive of the Year.

VI. Campus of the Future

Renovate and Expand the Library

The Library Board of Trustees authorized the initial phases of construction, which include elevator and other infrastructure modifications, to begin as soon as possible. Groundbreaking for the new addition will begin in the summer of 2006. The State capital budget allocated \$2.75 million toward the project and the College of Notre Dame is seeking an equal amount from the State capital budget for next year.

Develop a Clinic and Other Outreach Efforts

The Center for Values and Service (CVS) works cooperatively with over 50 agencies in and around Baltimore. This past year, new relationships were developed with Sisters Academy, a middle school for girls from families who are materially poor, and with a community center in the south Baltimore neighborhood of Cherry Hill. CVS full-time staff served on committees and boards of community agencies such as the Caroline Center, CARES Food Pantry, and the SHARP Coalition (Stop Hunger and Reduce Poverty).

CVS again hosted the Caroline Center's annual fundraiser "Green Food & Bands" as well as the St. Ambrose Family Outreach Center Summer Camp for approximately 60 children from families who are materially poor. CVS also hosted the citywide commemoration of Archbishop Oscar Romero, martyred 25 years ago in El Salvador.

In January 2005, CVS staff began working closely with the director of the Loyola Clinical Centers at Belvedere Square in an attempt to continue sharing Loyola's resources with the surrounding neighborhoods. Through the generosity of persons participating in on-campus, weekend religious services, over \$16,800 was collected during the academic year. This money was sent to community service agencies with whom the College community works to provide financial support for the expressed needs of those agencies and to support several outreach programs and activities sponsored by the CVS.

Since 1979, Loyola has bestowed the Milch Award upon one community organization that gives exceptional service to persons in need. This year, the Milch Award was given to the Beans & Bread Meal Program & Outreach Center, an organization in Baltimore City serving people who are hungry and homeless. Through CVS, Loyola has maintained an active and productive partnership with Beans & Bread since 1992.

The Office of Government and Community Relations continues to partner with CVS to support the DeWeese Police Athletic League (PAL) Center. The PAL Center provides a safe place for children in the Govans neighborhood to go after school. Loyola provides student tutors and mentors as well as activity opportunities such as College sporting events and the use of College facilities.

The Office of Community and Government Relations continues to support the Govans Economics Management Senate (GEMS) by providing recycled computer equipment and office furniture, the use of College facilities for meetings, and management advice for GEMS' business recovery efforts. GEMS is a non-profit organization designed to create and maintain stability in the Govans community.

Loyola continues to serve as an essential partner to the Govanstown Business Association, the Greater Homewood Community Corporation, the York Road Partnership, and the York Road Partnership Leadership Committee. The College also continues to participate in the Baltimore City "Believe in our Schools" program. Volunteers from the Physical Plant identify maintenance needs in schools, estimate the cost of the work, and perform repairs with the assistance of parent volunteers.

The Office of Community and Government Relations worked with the Maryland Province of the Society of Jesus as it conducted a study to determine the feasibility of establishing a Cristo Rey high school in Baltimore. The Cristo Rey program would create an independent, Catholic, Jesuit college-preparatory high school with a corporate work study program that would serve motivated, economically disadvantaged students of all faiths.

Ensure Campus Facilities are Modern, Safe, and Environmentally Sound

Residence Halls and Campus Safety Closed Circuit Television (CCTV) along with smart building design is allowing the College to improve campus safety in areas such as emergency notification and fire detection. During the summer of 2005, the entrances to Newman and Campion Towers, two of the most populated residence halls, were redesigned to improve circulation and access control. Student Development, Campus Services, and Public Safety collaborated to create a new circulation plan that will control access to these residence halls and improve their reception and entrance areas. New access control systems at the front desks along with a new training program for the desk attendants will vastly improve the safety of the towers.

Responding to an unexpected rise in requests for on-campus housing by returning students, Student Life worked with Facilities and Campus Services to renovate an area in Newman Towers West. The renovation provided an additional 14 beds for first-year students for Fall 2005.

The Office of the Vice President for Student Development and Student Life have initiated work with Facilities and Campus Services on an overall plan for residence hall expansion, which would include the construction of a new residence hall for Fall 2007. As of Summer 2005, Janet Stegman and Associates has been hired as a consultant to work with campus constituencies, the firm of Bohlin Cywinski Jackson has been selected to design the new hall, and Whiting Turner has been engaged for construction management.

Retreat Center In October 2001, the College entered into a contract to purchase a parcel of land in Baltimore County for a retreat house. A committee of representatives from Campus Ministry, Academic Affairs, Event Services, Student Development, and Facilities worked with the architect to develop concept plans for the retreat house. These plans have been submitted to Baltimore County for approval and are currently in the zoning approval process. A favorable decision on the project was reached by the Board of Special Appeals. This decision has been appealed by the community and will be reviewed by the Circuit Court.

Information Systems The Strategic Plan identified six major technology initiatives: technology renewal, technology integration, web presence, administrative system enhancement, management reporting, and improved constituent relationship management. As part of technology renewal, significant upgrades were made to major portions of the College's core communication infrastructure. Over two miles of fiber optic cables were installed, 10-year-old station cable in the Data Center was replaced, and science buildings were wired with "high-bandwidth" copper cable, which is capable of supporting gigabit speeds. Data electronics were upgraded in the Data Center and in other strategic locations throughout the campus to accommodate the latest in digital media traffic.

As part of technology renewal, GWGuardian was introduced to control the explosion of spam and to provide additional virus protection. GWGuardian has successfully reduced the spread of spam and is capturing and destroying over 2500 viruses a day. In addition, BlackBoard was upgraded; content management and e-portfolio features were introduced. This will enhance the College's ability to establish an electronic repository.

Loyola's web presence was enhanced with the successful extension of online class registration to all upperclass undergraduate students. Graduate student online registration expanded, with over 75 percent of these students registering over the Internet. A new application, StarRez, was implemented to allow students to select housing on the web.

Technology Services worked closely with the Student Government Association to provide a legitimate digital music downloading service. Cdigix, the company chosen by the College, has over 1.5 million legal songs available for download. Throughout the spring semester, Loyola students downloaded approximately 350,000 tracks. From a network point of view, this reduced the traffic across the Internet connection as well as the number of viruses and spyware that are common with illegal music downloads.

A successful pilot program evaluated the feasibility of using Personal Digital Assistants (PDAs) for mobile computing communications. A new Blackberry Enterprise Server was installed to facilitate the implementation of PDAs and to date, almost 100 of these devices are in use across campus.

Classrooms and Academic Facilities Speech-Language Pathology/Audiology offices and clinic spaces in Timonium were relocated to the new Clinical Centers at Belvedere Square. Several alternatives, such as office space, classroom space, and break-out rooms are being considered for use of this space. Some changes to lab spaces for Computer Science were made during the summer. Minor renovations to some spaces in Physics and Biology enabled these departments to create additional space for full-time and part-time affiliate faculty.

Access for People with Disabilities Eastlake, Derry, and Associates completed a report on the College's compliance with the Americans with Disabilities Act (ADA). The report identified areas for physical improvements and alterations to better meet the accessibility goals of the campus. The next step is to work with the Disabilities Support Services Committee to establish priorities. While some funding is available in the current budget for these improvements, some of the alterations will be made as part of other projects, and additional funds will be requested in the fall for 2006-07. Other continuing initiatives include improved accessibility signage and the creation of a printed campus guide for persons with disabilities.

Energy Efficiency Campus Services continues to replace top loading washers with front loading washers in the residence hall laundry rooms; these washers are more energy efficient and conserve water. Transportation and Parking has been exploring options for alternative fuel vehicles. While biodiesel and natural or propane gas vehicles are available, fuel is not readily available; however, the department has begun to purchase hybrid vehicles for the motor pool. Facilities hired a consultant to conduct an energy audit for the College Center and the Fitness and Aquatic Center. The consultant reported that the Facilities staff does an excellent job with respect to maintenance and energy management strategies. Some additional improvements were identified with regard to lighting, mechanical systems, and setting an energy policy. Facilities is in the process of following up on these suggestions.

VII. Resources, External Relations, and Communications

Capital Campaign

The *Preparing Tomorrow* Capital Campaign, an integral component of the Strategic Plan, made significant progress during 2004-05, gaining momentum as the critical "quiet phase" of the effort continued. As of June 2005, *Preparing Tomorrow* exceeded the \$60 million mark, reaching \$61.7 million toward the Capital Campaign's \$80 million goal. The Campaign's continuing progress is the result of

successful and ongoing Trustee gift and leadership gift phases, which have raised \$8.1 million and \$11.1 million to date, respectively. In addition, a strong corporate campaign, which has raised \$14.3 million to date, has been pivotal.

There were many highlights of the *Preparing Tomorrow* Capital Campaign during 2004-05. Trustee and leadership commitment solicitations were reinforced with special one-on-one visits with key donor prospects by the Vice President for Development and College Relations, thereby continuing the momentum of these vital levels of the Capital Campaign even following the death of Fr. Ridley in January. New corporate and foundation solicitations were initiated, seeking significant, new Capital Campaign commitments. A planned giving initiative was launched and already has reaped over \$2 million in new commitments from selected senior alumni. The Alumni Division of the Capital Campaign has begun, with half of the alumni committees now underway and plans to recruit and charge additional committees in early 2005-06. An effective array of communications representing the case for support of the College and articulating the priorities of the Capital Campaign is in use in support of the Campaign.

The *Preparing Tomorrow* Capital Campaign is poised for its formal announcement under the leadership of Fr. Linnane in 2006.

The Evergreen Fund

The Evergreen Fund, the College's annual giving fund, continues to progress toward its goal of increasing unrestricted support by \$1 million by 2006-07. In 2004-05, the Evergreen Fund exceeded \$4.2 million in total giving, representing an overall increase of 8 percent for both restricted and unrestricted support over the previous fiscal year. This growth is indicative of the annual fund's continuing development as a significant source of operating funds for the College.

Highlights of the 2004-05 Evergreen Fund include undergraduate alumni participation exceeding 33 percent, current parent participation exceeding 50 percent for the ninth consecutive year with over 62 percent of current parents making a gift, and unrestricted giving increasing 8 percent over the previous year to a total of more than \$2.07 million.

Ongoing activities in support of the Evergreen Fund included a direct mail campaign distributing over 150,000 targeted solicitations, increased use of e-mail pledge reminders and solicitations, a phonathon program that made over 225,000 attempts and contacted over 19,000 constituents, a volunteer network of over 200 individuals, and personal solicitations by the College's administrators that totaled over 1,000 contacts.

New activities in support of the Evergreen Fund included increasing both the total number of attempted calls as well as the number of contacts at the phonathon through the implementation of an automated telemarketing system provided by Ruffalo Cody, expanding the volunteer structure to build upon the Evergreen Fund's past successes, and implementing a number of strategies to more successfully target the College's most recently graduated alumni.

Alumni Relations

A significant and sustained effort to strengthen and expand programmatic initiatives, particularly those targeting regional alumni and parents, extended the College's relationships with a broad array of constituencies and provided a strong context for the record-breaking growth of the capital and annual fundraising campaigns in 2004-05.

Alumni Events From longstanding traditional events such as the Milestone Reunion Weekend to new initiatives in partnership with the intercollegiate athletics programs, attendance by undergraduate alumni at social, career, and community service events grew to new levels, with over 5,400 attendees at over 30 events in 2004-05. Highlights include over 500 senior alumni and guests at the Golden Greyhound Dinner Dance, more than 700 alumni at the Milestone Reunion Dinner Dance, more than 1,800 at the Bull and Oyster Roast, and 475 graduating students at the Senior Class Barbecue. Such events provide opportunities for the College's most committed alumni to gather on behalf of Loyola. Events also are carefully structured to allow the College to communicate overarching and constituent-specific messages.

A new initiative in 2004-05 was the implementation of alumni receptions before and during men's and women's athletic events in both Baltimore and other regions with high concentrations of alumni. Several out-of-state basketball and lacrosse receptions drew over 750 alumni to games and provided opportunities to highlight the plans for the Intercollegiate Athletic Complex, a major focus of the *Preparing Tomorrow* Capital Campaign.

Regional event programming in New York and Philadelphia enjoyed a renaissance in 2004-05 and rejuvenated alumni interest and involvement in both cities. Social events hosted by the College President were followed by smaller alumni-directed socials, community service activities and, in New York, a well-attended career fair. Large-scale receptions in Philadelphia and New York provided an opportunity to involve alumni leaders of the *Preparing Tomorrow* Capital Campaign in networking on behalf of the Campaign.

The Executive Alumni Association enjoyed a successful year with new programming such as the networking-continuing education "After 5" series, which drew over 100 alumni to three separate events. Also, a new Book Forum, featuring a seminar with *Heroic Leadership* author Mr. Chris Lowney, involved 25 people. In addition, more than 200 alumni attended the annual Executive Reception and the Alumni Association awarded its first Alumni Service Award to a longstanding member of the faculty. Traditional networking and professional development events also continued with strong participation.

Parent receptions were held in New York, Connecticut, Philadelphia, and New Jersey. The events were hosted and promoted by members of the Executive Council of Parents, a leadership donor group that provides minimum annual support of \$1,000.

Work continued on the development and implementation of ActiveAlumni, a platform of the Liquid Matrix suite of applications that is specifically designed to manage an online alumni community. A major challenge this year was to have the vendor develop full integration with Development's database system and to implement product features such as online directories, career networking, and email blasting.

Public Relations and Communications

With many of the foundation collateral materials already in place, attention turned to communicating the goals and objectives of *Great Resolves*, *Great Desires* to a broader external audience. A successful year in media relations included placement of stories related to outstanding faculty, student leadership, and campus development, while several special events, including Maryland Day and Commencement, helped to underscore overarching institutional goals and objectives.

In Fall 2004, the Publications Office unveiled a complete new identity system for Loyola Athletics that featured a more contemporary rendering of the Greyhound mascot and included variations for multiple uses. In Spring 2005, a comprehensive spring sports calendar was produced and mailed to 45,000 alumni and friends. Both initiatives strengthened the College's athletics profile, creating a positive environment for the significant fundraising required for the Intercollegiate Athletic Complex.

Conclusion

As is clear from the achievements highlighted in this report, the academic year 2004-05 was successful due to the hard work of the entire College community. Progress was made in each of the Strategic Plan's seven areas. Highlights include increased diversity in the freshman class, the initiation of the sophomore-year Crossroads program, the adoption of the "Loyola College Plan for Assessment and Continuous Improvement," and the *Preparing Tomorrow* Capital Campaign exceeding the \$60 million mark.

The external reviewers for the Middle States Periodic Review Report comment that Loyola has "a solid history of good planning, fine leadership, strong involvement by all the members of the College community, and quality accomplishments." This commitment to strategic planning was established under Fr. Ridley's leadership and will certainly be one of his lasting legacies to the College. The coming year promises to be especially exciting with the inauguration of Fr. Linnane as Loyola's next president.

Appendix: Status of Strategies

The Strategic Plan contains seven goals, each with objectives and strategies. The table below lists each strategy and its current status, using the following scheme:

<u>status</u>	<u>description</u>
completed	work on the strategy has been completed
in progress	work on the strategy had begun and will be completed sometime in the future
start date: yr	work on the strategy is scheduled to begin during the specified academic year
ongoing	work on the strategy has begun and will continue throughout the life of the plan
eliminated	work on the strategy will not be undertaken during the life of the plan

Number	Strategy	Status 04-05
Goal I: Student Body Excellence		
I.A.1	Emphasize academic challenge, personal growth, ... in recruiting	ongoing
I.A.2	Place greater weight on intellectual curiosity, ... in evaluation	ongoing
I.A.3	Increase selectivity for transfers	in progress
I.A.4	Develop effective and consistent web presence	in progress
I.A.5	Develop high-impact Internet recruiting	in progress
I.A.6	Pursue high-impact publication and direct mailing initiatives	start date: 05-06
I.A.7	Expand national recruiting; develop Jesuit HS markets	start date: 06-07
I.A.8	Review travel recruiting program	in progress
I.A.9	Review recruiting projects to improve yield	start date: 05-06
I.B.1	Expand financial aid to students of color	in progress
I.B.2	Increase enrollment of students of color from selected HS	in progress
I.B.3	Develop feeder HS that have high diversity	in progress
I.B.4	Recruit from Baltimore City and Jesuit HS	in progress
I.B.5	Revise publications targeted to African-Americans	completed
I.B.6	Create an ALANA Alumni network, mentoring ALANA students	start date: 05-06
I.B.7	Develop initiatives to include College community members/alumni	in progress
I.B.8	Develop a 1 day HS ALANA conference	start date: 06-07
Goal II: National Prominence in UG Student Engagement		
II.A.1	Continue to grow programs for first-year students	in progress
II.A.2	Support research on learning in the freshman year	ongoing
II.A.3	Develop an Office of Teaching Excellence	start date not set
II.B.1	Improve the academic advising system	ongoing
II.B.2	Examine retention strategies used at other institutions	completed
II.B.3	Create and implement sophomore retention strategies	in progress
II.B.4	Implement portfolio program	in progress
II.B.5	Promote internship planning by sophomores	in progress
II.B.6	Develop an emerging leaders program	completed
II.B.7	Explore sophomore learning communities	start date: 05-06
II.B.8	Improve room selection and social programming	ongoing
II.B.9	Implement the Sellinger Scholars program	completed
II.B.10	Assess feasibility of an expanded summer program	in progress
II.C.1	Conduct UG campus climate surveys	ongoing
II.D.1	Create an ALANA alumni network	in progress
II.D.2	Create a summer ALANA Bridge program	start date not set
II.D.3	Continue to diversify student programming	ongoing
II.D.4	Sponsor an annual event with other institutions	start date not set

Number	Strategy	Status 04-05
II.E.1	Promote responsible behavior (social norm marketing)	in progress
II.E.2	Expand alternatives to drinking	in progress
II.E.3	Expand programs to promote healthy lifestyles	ongoing
II.E.4	Develop peer-mentoring program	
Goal III: Academic Excellence		
III.A.1	Discuss tradeoffs between class size and full-time coverage	in progress
III.A.2	Expand student research opportunities	start date not set
III.A.3	Increase number of hours that students study	in progress
III.A.4	Departments engage in periodic review of grading policies	in progress
III.A.5	Departments engage in periodic review of their educational aims	in progress
III.A.6	Faculty engage in periodic review of UG educational aims	completed
III.A.7	Implement program review process	completed
III.A.8	Promote and review Honor Code	in progress
III.B.1	Define and disseminate Core's goals	in progress
III.B.2	Disciplines develop and disseminate aims for their Core courses	start date: 05-06
III.B.3	Disciplines assess implementation of aims of their Core courses	start date: 06-07
III.B.4	Review the Core regularly	in progress
III.C.1	Faculty determine curriculum changes re global and domestic diversity	in progress
III.C.2	Explore development of diversity minors	in progress
III.C.3	Explore opportunities for study-abroad to increase diversity	in progress
III.D.1	Improve study abroad programs	in progress
III.D.2	Increase service-learning participation	in progress
III.D.3	Increase support for national fellowships program	completed
Goal IV: Strengthen Faculty, Administration, and Staff (F/A/S)		
IV.A.1	Continue to recruit excellent faculty	ongoing
IV.A.2	Benchmark faculty diversity	in progress
IV.A.3	Compare faculty diversity with availability pools	ongoing
IV.A.4	Develop diversity procedures for hiring	completed
IV.A.5	Implement recruiting guidelines to insure diverse pool of A/S applicants	completed
IV.A.6	Increase the number of tenure-track faculty by 5	in progress
IV.A.7	Explore retirement initiatives; offer voluntary phased retirement plan	completed
IV.B.1	Benchmark faculty compensation	completed
IV.B.2	Provide competitive faculty salaries	ongoing
IV.B.3	Continue to implement compensation plan for administrators & staff	in progress
IV.C.1	Continue to recruit F/A/S who are committed to the mission	ongoing
IV.C.2	Develop F/A/S orientation programs	completed
IV.C.3	Develop mentoring program for new F/A/S	completed
IV.C.4	Publish and distribute Core Values statement	completed
IV.D.1	Conduct F/A/S satisfaction surveys	completed
IV.D.2	Benchmark benefits package	start date: 05-06
IV.E.1	Continue to tenure excellent teachers	ongoing
IV.E.2	Expand programs such as the Multicultural Infusion Workshops	ongoing
IV.E.3	Employ regular peer review to assess teaching	in progress
IV.F.1	Continue to tenure productive scholars	ongoing
IV.F.2	Modify sabbatical guidelines to include eligibility every 7th year	completed
IV.F.3	Form ad hoc committee to review faculty development opportunities	completed
IV.F.4	Evaluate faculty development outcomes	start date: 05-06
IV.F.5	Provide grants for interdisciplinary research in Jesuit values	in progress

Number	Strategy	Status 04-05
IV.F.6	Benchmark the location of grants office	start date not set
IV.F.7	Publish annually list of faculty scholarship	completed
IV.G.1	Provide opportunities to increase an understanding of diversity issues	completed
IV.G.2	Provide technology training and access for all F/A/S	ongoing
IV.G.3	Review tenure and promotion policies	in progress
Goal V: GR Programs that are Premier in their Markets		
V.A.1	Implement college-wide recruiting strategies	ongoing
V.A.2	Identify national and international markets	ongoing
V.A.3	Develop an effective recruitment database	completed
V.A.4	Celebrate student achievement	eliminated
V.B.1	Determine enrollment/revenue targets for each GR program	in progress
V.B.2	Determine diversity targets for each GR program	in progress
V.B.3	Fund GR fellowships	eliminated
V.B.4	Conduct ongoing market research	ongoing
V.B.5	Establish community partnerships	ongoing
V.B.6	Build program awareness	ongoing
V.C.1	Provide training for those in enrollment services	in progress
V.C.2	Implement service improvements	ongoing
V.D.1	Departments engage in ongoing benchmarking, program review	ongoing
V.D.2	Departments engage in ongoing assessment of educational aims	ongoing
V.D.3	Incorporate Jesuit core values in GR programs	ongoing
V.D.4	Develop an interdisciplinary clinic	completed
V.D.5	Establish advisory boards	in progress
V.D.6	Discuss and achieve appropriate section sizes	eliminated
V.D.7	Review financial viability of GR programs	in progress
V.E.1	Establish funds to support small research grants	eliminated
V.F.1	Resolve CAS restructuring consideration	start date: 05-06
V.F.2	Increase staffing in the Office of the Dean of Arts and Sciences	completed
V.F.3	Assess ways to coordinate GR programs	ongoing
V.G.1	Conduct GR campus climate surveys	ongoing
V.G.2	Insure good services for GR students	ongoing
V.G.3	Assist GR students in finding housing	completed
V.H.1	Assess need for continuing educational programs	in progress
V.H.2	Develop plan for professional educational	in progress
Goal VI: Campus of the Future		
VI.A.1	Renovate or expand the Library	start date: 05-06
VI.B.1	Develop a Retreat Center	in progress
VI.C.1	Develop modern athletic facilities	start date: SP 07
VI.D.1	Create an interdisciplinary clinic	completed
VI.D.2	Develop department clinical services	in progress
VI.D.3	Provide follow-up services at the clinic	eliminated
VI.E.1	Conduct a community needs assessment	start date not set
VI.E.2	Implement programs that meet identified needs	completed
VI.F.1	Oversee and promote community engagement	ongoing
VI.G.1	Assess satisfaction and status of technology-enabled processes	completed
VI.G.2	Develop and implement document imaging	ongoing
VI.H.1	Develop a master plan for physical infrastructure	completed
VI.H.2	Relocate in Columbia	completed

Number	Strategy	Status 04-05
VI.H.3	Renovate vacated areas of the College Center	start date: 06-07
VI.H.4	Monitor classroom space	ongoing
VI.H.5	Improve reliability and timeliness of parking	in progress
VI.H.6	Provide disability access	in progress
VII.1	Continue to review and address campus safety issues	ongoing
VII.2	Contract for an environmental audit	start date: 05-06
VII.3	Implement a recycling program	completed
VII.4	Improve energy efficiency	ongoing
Goal VII: Resources, External Relations, & Communication		
VII.A.1	Develop the Evergreen Fund	ongoing
VII.B.1	Launch the new capital campaign	in progress
VII.C.1	Expand alumni relations program	ongoing
VII.D.1	Expand and strengthen PR program	ongoing