



**LOYOLA**  
COLLEGE IN MARYLAND

*Annual Report 2005-2006*  
*Academic Affairs and Admissions*



- \* *Status of Academic Strategies for the Strategic Plan*
- \* *Academic Affairs Objectives for 2006-2007*
- \* *Academic Affairs Campus Climate Survey Action Plan*



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## Introduction

For Loyola College in Maryland, 2005-06 will be remembered as the year in which Fr. Brian Linnane, S.J., became the school's twenty-fourth President. The entire College community joined in welcoming him to campus and celebrating his inauguration.

The other significant event of the year was tragic and affected not only the College, but also the entire nation. Hurricane Katrina displaced hundreds of thousands of Louisiana residents and impacted thousands more. In response to the crisis, Loyola opened its doors to students from the hurricane affected area and hosted 72 "Visiting Students" from Loyola University New Orleans, Xavier University, and Tulane University, approximately half of whom were commuters from the Baltimore area. The College community was very generous in accommodating these students throughout the fall semester, assisting with housing, textbooks, and advisors. Particularly noteworthy were the efforts of Admissions, the Center for Academic Support Services, Records, and the Center for Community Service and Justice<sup>1</sup>. To provide the students with closure of their Loyola College experience, a farewell dinner was held, complete with New Orleans style food and jazz music.

During 2005-06, the College continued to make progress toward the goals outlined in the Strategic Plan. This report presents some of the highlights of Academic Affairs and Admissions. Faculty and staff members can take pride in their efforts, which contribute to Loyola's continued improvement.

## I. Student Body Excellence

### Increase Selectivity as well as the Freshman Applicant Pool

*Freshman Applicants* In the Strategic Plan's fourth year, applications for the Class of 2010 rose to nearly 7,900, an all-time high for Loyola. Although this represents a modest 2 percent increase over a 10 percent increase from the previous year, it is a 20 percent increase from 2001, the base year of the Plan. The incoming freshman class is academically strong with a composite, unweighted high school GPA of 3.5 and a SAT average of 1203.

While the outlook is still positive, the College did experience a significant decline from Fall 2005 in the number of applications with SAT scores above 1200 and in the average SAT of the incoming class. The College Board has attributed the decline to changes made to the SAT that have increased the rigor and length of the test, resulting in students not retaking the test to increase their scores.

Managing overenrollment of the incoming freshman class continues to be a challenge. Based upon the best available data and projections made from 5 years of enrollment trends, a relatively small number of waiting list admissions were made in early May in anticipation of the standard enrollment decline that occurs over the summer. A combination of higher yield from the waiting list and lower than expected enrollment cancellations produced a freshman class of 969, despite a freshman class target of 930.

<b>Freshman Applications and Enrollments</b>	<b>FA 02</b>	<b>FA 03</b>	<b>FA 04</b>	<b>FA 05</b>	<b>FA 06*</b>
Applications	6,369	6,613	6,979	7,717	7,889
Applications with SAT $\geq$ 1200	52%	56%	57%	56%	50%
Acceptance rate	61.2%	70.7%	71.2%	63.7%	65%
Incoming freshmen	901	915	953	905	972
Yield	23.1%	19.6%	19.2%	18.5%	18.9%
Average SAT of incoming freshmen	1217	1223	1215	1220	1203

\* Estimate based on data as of August 9, 2006  
Source: Admissions Office (estimates) and Factbook

In Fall 2005, the consulting firm Maguire and Associates was engaged to review and make recommendations about the undergraduate admissions process; a plan to implement their

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<sup>1</sup> The Center for Values and Service (CVS) changed its name to the Center for Community Service and Justice (CCSJ) in June 2006. This change was made to clarify the word 'service' through the addition of the word 'community,' and to be explicit about the justice educational component of the Center.

recommendations was developed. In addition, the Board of Trustees approved a new diversity recruitment plan. Also, a new Admissions Technology position was created and software (LiquidMatrix) was installed and implemented to support recruitment, inquiries, applications, and enrollment of both undergraduate and graduate students. Changes have already begun for next year's admissions process, including a more comprehensive recruitment of students, a more appealing web presence, personalized correspondence, and attractive brochures. Also planned is a modified admission strategy that places greater weight in the application evaluation process on a student's talents and attributes as envisioned in the Strategic Plan.

Undergraduate Enrollment The size of the undergraduate student body and the number of student credit hours and degrees conferred have remained relatively constant over the past 5 years due to the enrollment cap:

<b>Undergraduates</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06*</b>
Number of undergraduate students per fall semester (headcount), including students studying abroad	3,477	3,488	3,413	3,441	3,556
Number of undergraduate student credit hours per fall semester	53,243	53,547	52,914	53,280	54,967
Number of undergraduate degrees conferred	786	854	802	766	815

\* Includes 72 visiting students from New Orleans  
Source: Factbook and Degree File

### **Increase the Diversity of the Undergraduate Student Body**

The Admissions Office projects enrolling more than 100 ALANA<sup>2</sup> first-year students for the third 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. The Admission Office 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 2006-07, the College experienced increases in the number of African-American, Asian-American, and Hispanic 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.

<b>Percentage of First-Year Students</b>	<b>FA 01</b>	<b>FA 02</b>	<b>FA 03</b>	<b>FA 04</b>	<b>FA 05</b>	<b>FA 06*</b>
Total Number	880	901	915	957	898	969
African American	4.8%	4.7%	3.5%	5.3%	4.0%	4.8%
Asian American	1.7%	1.8%	2.1%	2.1%	3.1%	3.6%
Hispanic American	1.1%	2.3%	1.6%	2.6%	3.2%	3.5%
Native American	0.1%	0.0%	0.0%	0.0%	0.1%	0.1%
Non-resident Alien	0.2%	0.6%	0.9%	1.9%	0.7%	0.7%
Unknown/Other	1.6%	4.0%	4.9%	3.2%	4.6%	1.5%
White	90.5%	86.7%	87.0%	86.8%	84.3%	85.7%

  

<b>Percentage of Undergraduate Students</b>	<b>FA 01</b>	<b>FA 02</b>	<b>FA 03</b>	<b>FA 04</b>	<b>FA 05</b>	<b>FA 06*</b>
Total Number	3,477	3,488	3,413	3,441	3,556	
African American	5.2%	4.7%	4.8%	5.0%	5.0%	5.2%
Asian American	1.6%	1.5%	1.6%	1.8%	2.2%	2.7%
Hispanic American	1.4%	1.7%	1.8%	2.1%	2.6%	3.0%
Native American	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%
Non-resident Alien	0.9%	0.9%	0.9%	0.8%	1.0%	1.0%
Unknown/Other	2.4%	2.4%	3.1%	3.3%	3.9%	3.5%
White	88.4%	88.6%	87.7%	87.0%	85.2%	84.6%

\* Estimate based on data as of August 9, 2006  
Source: Admissions Office (estimates) and Factbook

<sup>2</sup> 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* Alpha<sup>3</sup>, Collegium<sup>4</sup>, and FE100: First-Year Experience<sup>5</sup> continue to serve incoming students well. In 2005-06, there was a slight decline of 2 percent in the participation rate in these programs. This may be partially due to the manner in which the class was admitted; wait list admissions were made in increments, which necessitated a different kind of outreach to these students. Once again, the Alpha students earned higher GPAs than all other first-year cohorts, with the exception of Honors Program students. The difference between the grades of Alpha students and other first-year programs students was statistically significant. The retention rate of Alpha students, however, remains slightly below that of other programs, but higher than that of students not enrolled in any first-year programs. It is noteworthy that Collegium students participated in the Center for Community Service and Justice activities and in Campus Ministries activities to a far greater extent than any other first-year student group.

<b>Programs for First-Year Students</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>
Number of students in freshman class	880	901	915	953	898
Number of freshmen in Alpha	398	365	311	343	294
Percentage of freshmen in Alpha	45%	41%	34%	36%	33%
Number of Alpha sections	31	33	27	24	24
Number of freshmen enrolled in Collegium (and FE100)	53	72	67	71	67
Percentage of freshman class in Collegium (and FE100)	6%	8%	8%	8%	7%
Number of Collegium clusters (2 courses + FE100)	3	3	3	3	4
Number of freshmen enrolled in FE100, excluding Collegium	78	111	173	152	150
Percentage of freshman class in FE100, excluding Collegium	9%	12%	19%	16%	17%
Percentage of freshman class enrolled in a first-year program	60%	61%	61%	59%	57%

Source: Dean of First-Year Students

*Ad Hoc Committee on Freshman Orientation* A new Advisory Committee for Freshman Orientation, co-chaired by the Director of Leadership and New Student Programs and the Dean of First-Year Students and Academic Services, reviewed Freshman Orientation and formulated and implemented agreed upon recommendations. Among the changes, 12 faculty members gave area-specific presentations on the core curriculum during the Summer 2006 freshman orientation. These presentations were designed to help students understand the importance of the core to their intellectual, personal, and spiritual development as well as the central role of the core to a Loyola education. Incoming freshmen then met in small groups with faculty advisors who expanded on the talks students had just heard and prepared the students for individual registration meetings on the second day of orientation.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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.

## 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*<sup>6</sup> benchmark school<sup>7</sup>, 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 freshman-to-junior year retention rate. Lead by Student Development, a variety of initiatives targeted for sophomores have been developed. To develop and incorporate an academic component in the sophomore year initiative, an existing position in the Center for Academic Services and Support (CASS) was converted into a new Associate Dean for Second-Year Students who works collaboratively with Student Development.

The following table shows that the freshman-to-junior year retention rate continues to fluctuate. Those involved with the sophomore initiative are currently working to identify reasons for the slight decline in the Fall 2003 Cohort.

Loyola Retention Rates	Cohort				
	FA 00	FA 01	FA 02	FA 03	FA 04
<b>All Students – Years Retained:</b>					
Freshman Year to Sophomore Year	89%	91%	92%	89%	90%
Freshman Year to Junior Year	83%	86%	87%	84%	
<i>Cohort Size</i>	910	880	901	915	953

Cohort consists of first-time, full-time freshmen who entered Loyola in the given year  
Source: Factbook

Loyola's six-year graduation rate has been substantially below the average of the *Magis* benchmark schools. Until recently, Loyola's graduation rate was approximately 78 percent versus 86 percent for the benchmark schools. However, it appears that this gap is beginning to close.

Average 6-Year Graduation Rates	Cohort				
	FA 95	FA 96	FA 97	FA 98	FA 99
Loyola	78%	79%	80%	81%	82%
Average of the Benchmark Schools	85%	85%	85%	86%	86%

Note: Rates represent 4-year average calculated by *U.S. News and World Report*. For example, the retention rate reported the 1999 cohort has been averaged with the retention rates for the 1998, 1997, and 1996 cohorts.  
Source: *U.S. News and World Report*

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 activities. 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. The program has steadily grown to 24 students in the sophomore class.

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.

Academic Advising The services offered by Loyola's advising system continue to expand and improve in response to student needs and to assessments of the advising system. The ratings for core advisors and for CASS improved once again in 2005-06. Particularly noteworthy was the improvement in Major Advising services. The third annual Majors Exploration Fair was successful, with more departmental and student participation than the previous two fairs.

Early Intervention and Learning Assistance Programs All freshmen and sophomore students who received an 'F' or two or more mid-term deficient grades for the semester were asked by the Dean of First-Year Students and Academic Services to contact their faculty advisor for help, to attend a motivational workshop designed to help them seek out appropriate support services, and to make an appointment with an administrator in CASS who would assist them in taking the steps necessary to achieve good academic standing. Of the 528 students contacted, 296 followed up with one-on-one appointments or attended a workshop. CASS also monitored 67 students who were on academic probation in order to help them return to good academic standing.

In addition, the STEP Program (Students Taking Educational Pride) also assisted 23 students on academic probation. 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. In 2005-06, the Study offered enhancement workshops, including, Time Management, Notes 101, Test Taking 101, Less Test Stress, Tailored Learning, End Procrastination, Finals 101, Critical Thinking, and the Skilled Reader. The Study also serves as an auxiliary testing site for students who require a distraction-free environment or who need to take make-up examinations. In Fall 2005, more than 1,150 students visited the Study at least once. During the fall and spring semesters combined, students logged almost 36,000 hours in the Study

Undergraduate Summer Course Offerings Building on endeavors begun in Summer 2005, an effort was made to increase the number of summer course offerings for undergraduate students and, consequently, enrollment in Summer 2006. The effort included increasing tenured and tenure-track faculty summer stipends using money earned in 2004-05, obtaining input from students and from many College offices about the kinds of courses needed in the summer, printing a more attractive schedule of summer course offerings, and advertising summer school to current undergraduates through mailings and via email. In addition, the College used a unified marketing plan, which included a summer school website and a special summer brochure created by Public Relations. Nearly 60 undergraduate sections were offered, an increase of 10 courses from Summer 2005. The number of student enrollments as of June 30, 2006 is 622, a 17 percent increase from 2004-05.

### **Improve the Campus Climate**

Lectures, Special Programs, and Other Initiatives Campus Ministry, the Center for Community Service and Justice, 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, Catholic Studies, and the Catholic Social Thought Committee co-sponsored the Faith and Business Series. The lecture series, "Doing Well by Doing Good: Three Perspectives on Altruism," addressed the issue from the perspective of the citizen, the business, and the polity. The cross disciplinary speakers in the series were Fr. James Conner, S.J.; John L. Carr; Dr. Charles Clark; and Dr. Lee Preston.

The Center for Humanities sponsored a wide range of events, including the Humanities Symposium "What would you die for?" an exploration of a theme in the martyrdom of St. Perpetua, Shenandoah Shakespeare's Blackfriars Stage Company, the Jerome S. Cardin memorial lecture, the Modern Masters series of readings by contemporary authors, and the Theology Department's lecture series on the Eucharist.

The Center for Community Service and Justice (CCSJ) redesigned and presented a new service and justice component to the FE100 classes. While FE100 students previously participated in a group service activity, in Fall 2005, the students attended the on-campus Community Service Fair at which more than 45 service agencies presented their volunteer needs. Students had the opportunity to explore and learn about the tradition of and emphasis on service and justice in Jesuit higher education.

For the past 5 years, CCSJ has coordinated the “Good Stuff Campaign.” This campaign involves collecting goods, food, clothing, furniture, and household items from Loyola students as they move out of the residence halls. All collected items are redistributed to agencies and people in the Baltimore community who are in need of, but unable to afford such items. This collection campaign was designed to build on, support, and reiterate many of Loyola’s core values, specifically, community, justice, and service.

In light of Fr. Linnane’s inaugural address, which focused on cities, CCSJ proposed that an Inaugural Service Delegation of faculty, staff, and administrators be sent to one of the hurricane-affected areas along the Gulf coast. Fr. Linnane approved the funding of such a delegation. While more than 30 people submitted applications, the trip could only accommodate 16, including 3 trip leaders. The CCSJ organized and conducted preparation, reflection, and follow-up meetings with all the participants and a campus-wide presentation was made by the group shortly after returning to Loyola.

CCSJ and the Office of Campus Ministry developed the JustArt Gallery to provide the Loyola Community with an alternative means to reflect on issues of social justice. The Gallery also serves as the main hallway in Cohn Hall. Four exhibits were displayed in 2005-06, each including an Opening and an opportunity to Meet the Artist(s). Exhibits included work by students, a faculty member, and an alumnus.

Loyola was represented by 14 faculty members and administrators at the 2005 Commitment to Justice in Jesuit Higher Education Conference hosted by John Carroll University in October. Several of the delegation members made presentations. Representatives from all 28 Jesuit colleges and universities were present at this Conference, which was a follow-up to the October 2000 Conference. Following the conference, Loyola’s delegation met to prepare a report, with recommendations. In Spring 2005, two faculty members, an administrator, and an undergraduate student presented their reflections and thoughts at the Justice Colloquium.

*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 Distorted Mirror: Manipulating Legend and Myth to Shape National and Political Identities.”

Mr. Michael Eric Dyson, award-winning author and the Avalon Foundation Professor in the Humanities and Professor of Religious Studies and Africana Studies at the University of Pennsylvania, delivered the Thirteenth Annual Martin Luther King, Jr. Convocation address. In October 2005, Dr. Frances Kendall again facilitated a training program for the College Diversity Committee. The theme of the training program was Leadership and Diversity.

The Center for the Humanities sponsored a number of lectures bearing on diversity, such as “Girls Will be Boys: Cross-Dressing and Gender Transformation in Medieval Hagiography and Romance” and “Sharing Lights on the Way to God: Muslim Christian Dialogue.” The Center also sponsored a student summer fellowship on Belgian Colonialism and the collections at the Royal Museum for Central Africa; a student summer study program on cross-pollination of Tibetan and Han Chinese Cultures; and a team-taught course on “Nature: Mundane and Sacred.” The Honors Program offered colloquia on Bikram Yoga.

### III. Academic Excellence

#### Enhance Curricular Challenge, Expectations, and Accountability

Section Size and Full-Time Coverage On average, the percent coverage by full-time faculty in Arts and Sciences remained relatively constant between the 2004-05 and 2005-06 academic year. Full-time coverage in the Sellinger School decreased in 2005-06 due to temporary vacancies in tenure-track positions; therefore, there were fewer full-time faculty members.

Section Size and Percent Taught by FT Faculty	Fall 2004		Fall 2005	
	CAS	SSBM	CAS	SSBM
UG average section size	20	28	20	28
Percent of UG Student Credit Hours taught by full-time faculty	71%	88%	74%	76%
GR average section size	17	24	16	22
Percent of GR Student Credit Hours taught by full-time faculty	57%	73%	55%	68%

Note: Excludes independent studies, individually-arranged internships, private music lessons, music ensembles, non-credit courses, and thesis/dissertation credits.

Source: Faculty Coverage Report

Time Spent on Studies Outside of Class and Grades 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. Survey results from the past two years indicate that much work needs to be done in order to achieve the goal. Some departments are discussing ways of increasing student intellectual challenge and engagement. The Faculty Evaluation Committee proposed the addition of a time-on-task question for faculty informational purposes and the Academic Senate approved this addition; it has been added to the student course evaluation forms for the 2006-07 academic year.

The Faculty Handbook and Academic Policies Committee reviewed and developed possible modifications to the definition of grades in the catalogue. Based on the work of this committee, the Senate charged an *Ad Hoc* Committee on Undergraduate Grading Practices. The *Ad Hoc* Committee's report contains a number of recommendations that will be considered by the Academic Senate in 2006-07.

Undergraduate Student Research Support The Fifth Annual Undergraduate Student Research and Scholarship Colloquium in March gave students the opportunity to present their research to the College community. In all, 15 students gave 14 oral presentations and 26 students gave 15 poster presentations. 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.

In 2005-06, five undergraduates received Summer Justice Scholars grants; four rising juniors and one rising senior explored specific research agendas related to justice; they will present their research to the College in Fall 2006. In addition, one undergraduate student received a Kolvenbach Research Award.

National Fellowships The National Fellowships Program offered two new workshops in 2005-06: "Preparing for National Fellowships" introduced first-year students to the concept of national competition while the "National Fellowships Information Session" helped upperclass students who were just beginning to explore the possibility of applying for a national award. In addition, leaders from national scholarship foundations participated in three on-campus seminars that helped prepare students for national competition.

The National Fellowships Committee met with over 60 students in 2005-06 to discuss graduate study and national fellowship opportunities. Sixteen students submitted applications, and four Loyola students received national awards: Jackie Francis, Class of 2007, was named a Goldwater Scholar; Jeanne Gricoski, Class of 2006, received a Jack Kent Cooke Scholarship; Cen-Bi Liu, Class of 2009, was awarded the Datatel Scholars Foundation Scholarship; and Stephanie Thomas, a graduate student in Pastoral Counseling, received the Datatel Angelfire Returning Student Scholarship.

*New Programs and Majors* An interdisciplinary minor in American Studies, a Global Studies program, and a Writing major were approved by both the Academic Senate and the Board of Trustees. These programs will be implemented in Fall 2006.

An articulation program with Johns Hopkins' School of Nursing was agreed upon whereby students study at Loyola for three years and then at Hopkins for two years, earning a degree from Loyola in one of three majors (biology, sociology, or a biology/psychology interdisciplinary) and a B.S.N. from Hopkins.

Proposals to convert the art history, music, photography, studio art, and theater concentrations in Fine Arts into majors leading to B.A. degrees were prepared, approved by the Academic Senate, and rejected by the Academic Affairs Committee of the Board of Trustees due to what the Committee judged to be an insufficient number of tenured and tenure-track faculty in each area.

*Draft Plan for the Natural Sciences* Faculty members in the Natural Sciences developed a draft plan for the sciences that was shared with the Academic Affairs Committee of the Board of Trustees, who strongly endorsed the plan. The draft is being discussed and refined by the faculty in the Natural Sciences and implementations will begin in 2006-07.

*Loyola College Plan for Assessment and Continuous Improvement* Most academic departments in Arts and Sciences submitted departmental assessment plans to the Academic Assessment Committee. These plans were developed in accordance with the university-wide "Loyola College Plan for Assessment and Continuous Improvement," approved in 2004-05 by the Academic Senate and by the Loyola Conference. The Academic Assessment Committee, a committee of the Academic Senate, reviewed each departmental plan and provided a summary feedback report to the department. The report focused on three areas of assessment: clarity of goals, assessment methods, and collaborative processes. For each of these areas, the feedback report contained the Middle States Standard for that area, an indication of whether certain key indicators were achieved in the departmental plan, a summary of strengths of the departmental plan, and suggestions for improvement. Departments will use these summary reports to revise and improve their plans. The Vice President for Academic Affairs, the Dean of Arts and Sciences, and the Academic Assessment Committee will work with departments to implement their plans.

During 2005-06, all academic programs in the Sellinger School identified learning aims and the courses responsible for achieving these aims. Course-embedded assessment has been initiated across programs. The Interim Associate Academic Dean for Graduate Programs is working with the Faculty Coordinator of Assessment to draft a school-wide assessment process that will be implemented in 2006-07. At least half of the School's departments have engaged in discussions regarding assessment results and implications for course and program improvements. Additionally, the Faculty Partners groups for graduate programs and the Undergraduate Curriculum Committee have been active in using assessment data, both direct and indirect, to develop proposals for program improvement.

The Sociology and Writing Departments completed academic program reviews in 2005-06. External reviewers attested to the high quality of these programs. To improve the process, the guidelines and timetable for program reviews were revised, based on the reviews completed to date.

During Spring 2006, CCSJ developed a list of 50 learning outcomes specifically for students engaged in service through the Center. The outcomes were divided into 8 categories, including, Service and Service-learning; Community Engagement; Justice and Social Change, and Personal Growth/Emotional Development.

*Honors Program* The Honors Review Committee began its review of the Honors Program. The Committee met bi-weekly in the fall and weekly in the spring, and visited premiere honors programs across the nation. The Committee continues to develop a framework for a revised Honors Program, which will be discussed by the faculty in Fall 2006 and eventually submitted to the Undergraduate Curriculum Committee. It is anticipated that the revised program will be approved in Spring 2007 so that the new Honors faculty members can be chosen in Fall 2007, with the first class admitted into the new program by Fall 2008.

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 members. In 2005-06, Catholic Studies sponsored over 40 events in cooperation with 10 academic departments and several other programs and offices. The program has increased its advertising in the local community and continues to work with the Office of Development to establish an endowment. Enrollments are robust, and the number of sections and students increased in 2005-06.

<b>Catholic Studies</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>
Number of courses/sections	37	39	45	42	52
Number of students	791	870	832	769	944
Number of minors	25	15	15	8	6
Number of attendees at events			3,800	3,900	3,200

Source: Catholic Studies Program

Academic Integrity An *Ad Hoc* Committee on Undergraduate Academic Integrity was charged by the Academic Senate to address inherent issues with academic integrity policies and with consistency in implementation and enforcement of those policies. The committee worked throughout the year, completed its work over the summer, and will report its recommendations to the Senate in Fall 2006.

Core Curriculum Review The Core Review Committee prepared learning aims for the Core, which coincide with the Undergraduate Educational Aims, and refined the statement of the Purposes of the Core Curriculum. Both of these documents were approved by the Academic Senate. Under the direction of the Committee, faculty members in each division drafted divisional learning aims for core courses in their division. The Senate will consider these divisional aims in the fall and compare them with the overall Core learning aims. In addition, the Core Review Committee began discussing how to assess the Core and piloted a survey assessment instrument. Final decisions on how to assess the Core will be made in 2006-07.

### **Diversity and Curricular Enrichment**

Undergraduate Diversity Requirement The Undergraduate Diversity Requirement, which will be implemented for first-year students entering in Fall 2006, addresses domestic diversity, global diversity, and social justice. It is anticipated that in 2006-07, approximately 40 courses, accommodating more than 1,200 students, will be offered. The Office of Academic Affairs and Diversity is still determining ways to encourage more departments to contribute to the requirement, so that a small number of departments are not carrying the weight of the requirement.

Study Abroad In 2005-06, 68 percent of the junior class participated in an international experience, including study tours, Project Mexico, and Project El Salvador and 55 percent of juniors studied abroad. Loyola's Study Abroad options include 10 Loyola programs, 9 Exchange programs, 4 Affiliations, 7 Non-Loyola Programs, and 6 summer programs.

New opportunities included a 15-day study tour in South West India; 14 students participated in this study tour, which will be offered again in January 2007. In addition, one semester options were offered in Alcalá, Auckland, Cork, and Newcastle; these gave students who were unable to study abroad for a full academic year the opportunity to participate in programs that are normally a full year.

Several new options were finalized for the coming year. These new options include a January 2007 study tour in South Africa, an affiliation agreement with New York University's semester-long program in Ghana that will be offered in Spring 2007, and a new agreement with the American University of Paris (AUP) to make it a Loyola Program starting in Spring 2007.

In addition to the annual Study Abroad Fair, the Office of International Programs offered, for the first time, a general pre-departure orientation for all students going abroad in Fall 2006. A handbook

containing emergency guidelines and disciplinary rules for Study Abroad on-site directors, staff, and coordinators was developed with the collaboration of Student Life. The Office of International Programs continues to offer a wide range of recruitment sessions, course selection workshops, student orientations, parent orientations, individual meetings with students, and re-entry meetings to help students gain full benefit from their experiences abroad. The Office also maintains a very close relationship with the faculty, staff, and administrators on campus and abroad; programs are visited and evaluated regularly.

All students attending Loyola programs and exchanges were required, for the first time, to take at least one course that directly relates to the history, language, and/or culture of their host country. In addition, in 2005-06, students attending a Loyola Program completed an Immersion Research Project to ensure they made a personal effort to immerse themselves in their host culture and that they reflected on their experiences abroad.

<b>Study Abroad</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>
Programs	197	253	268	363	341
Exchanges	31	28	35	40	28
Affiliations	34	30	32	65	27
Non-Loyola	70	54	76	33	42
Faculty summer	39	53	46	55	45
Totals *	371	418	457	556	483

\* 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 requires each business student to complete two of three possible experiential learning options: international study, internship, or service experience. During 2005-06, the School offered 10 Business internship courses, placing 136 students in internships, either with or without pay. The School also had 438 students studying abroad over the course of the academic year. International Business study tours were offered in 2005-06, with 57 students attending in the academic year, and 12 students participating in a study tour to India over Winter Break. The Sellinger School offered 2 courses with a service-learning component, which enrolled 68 students during Spring 2006.

*Service-Learning* Service-learning courses contribute to Loyola's academic excellence, justice, and diversity goals in that they offer faculty members and students the opportunity to engage in community-based learning through service and work for justice, while experiencing different aspects of diversity.

All quantitative measures of service-learning increased during 2005-06. Assessment of these courses and partnerships has also improved, with more than 91 percent of the 320 service-learning students completing the newly re-designed assessment survey in Spring 2006.

<b>Service-Learning</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>
Number of service-learning courses	NA	NA	NA	17	30
Number of service-learning sections	37	49	37	31	56
Number of Faculty Fellows	NA	12	8	10	14
Number of service-learning community partners	NA	NA	NA	25	53

Source: Center for Community Service and Justice

The quality of service-learning teaching is improving as well, since more faculty members are learning about the pedagogy and its applications through course development grants and the annual Faculty Fellows Seminar on Service-Learning and Engaged Scholarship. In 2005-06, three faculty members received course development grants and 12 faculty members attended the seminar. Each of these faculty members is committed to teaching a service-learning course in 2006-07.

In November 2005, the Council of Academic Deans (COAD) approved the definition of service-learning and course criteria for all service-learning courses at Loyola. In addition, specific faculty incentives were approved. A process for approving designated service-learning courses was developed and announced. Collectively, this progress raises the visibility and attractiveness of service-learning among faculty members. Publicity, visibility, and information-sharing were enhanced by campus-wide mailings about the incentives and procedures, the teaching enhancement workshop on service-learning, and service-learning presentations to seven academic departments.

#### IV. Strengthen Faculty, Administration, and Staff

##### Recruitment and Retention

Full-Time Faculty In 2005-06, the College welcomed 11 new tenure-track faculty members, all in Arts and Sciences; eight of these faculty members are women. Ten tenure-track faculty members were hired for 2006-07, seven in Arts and Sciences and three in the Sellinger School.

<b>Faculty on Full-time Contracts</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07*</b>
Tenured, tenure-track	224	226	227	228	231	229
Affiliate (non-tenure-track)	23	35	43	58	53	54
Clinical **	18	15	14	22	20	19
Total full-time faculty	265	276	284	308	304	302

\* Numbers for 2006-07 are accurate as of August 15, 2006  
 \*\* "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

Although diversity among tenured and tenure-track faculty has remained constant over the past few years, the College continues its efforts to improve in this area. Applicant pools in 2005-06 were more diverse, though the final selection of faculty yielded few hires of color. The Office of Academic Affairs and Diversity advertised and accepted applications on-line for the Teaching Fellowship. The active and qualified pools were larger than in previous years and a minority teaching fellow for 2006-07 was hired in the Education Department.

<b>% of Tenured &amp; Tenure-Track</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07*</b>
African American	2.7%	3.1%	3.1%	2.6%	2.6%	2.6%
Asian American	4.9%	4.4%	4.4%	4.8%	4.7%	4.4%
Hispanic American	1.8%	2.2%	1.8%	1.8%	1.7%	1.7%
Native American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Non-resident Alien	0.9%	2.2%	2.6%	3.5%	2.6%	2.6%
White	89.7%	88.5%	88.1%	87.3%	88.4%	88.6%
Women	35.7%	37.2%	37.9%	37.3%	38.4%	37.9%

\* Numbers for 2006-07 are accurate as of August 25, 2006  
 Source: HR Database and Records Maintained in the Office of Academic Affairs (current year)

Faculty Orientation New full-time faculty members, both tenure-track and visiting affiliates, participated in the year-long New Faculty Orientation programs in 2005-06. The first orientation session featured presentations by Loyola faculty members and administrators as well as sessions on technology and a question and answer session. During the course of the year, there were five lunch-discussion meetings that featured presentations by faculty members and administrators on a range of topics of special interest to new faculty members. There was also an afternoon workshop on the intellectual mission of Catholic universities. Attendance and participation in the new faculty orientation events was very high.

Affiliate faculty members attended orientation sessions and teaching workshops in Fall and Spring. In Fall, sessions were held on Writing across the Curriculum, Classroom Technology, and the Student Course Evaluation Process. The Director of Part-Time Affiliate Faculty, a full-time affiliate faculty member, has worked to improve communication with affiliate faculty members. Because there are approximately 250 full-time and part-time affiliate faculty members, the continuation and enhancement of Affiliate Faculty Orientation is critical to the College's success.

Campus Climate Survey The results of the survey were made available to the Loyola Community and were discussed and analyzed by the Academic Department Chairs, the Faculty Affairs Committee, the Council of Academic Deans (COAD), an Academic divisional meeting of staff and administrators, and the Loyola Conference. Priorities were set and a consultant was retained to conduct a series of focus groups with faculty, staff, and administrators in order to gain additional insight into survey results, relating to the academic division. COAD developed action plans for the division based on the consultant's report and the survey results.

### **Faculty Support**

On-Campus Faculty Workshops More than 100 full-time faculty members and a number of part-time affiliates attended the Fall 2005 Teaching Enhancement workshop. Dr. Richard Kamber and Dr. Mary Biggs gave the keynote address on the topic of grade inflation. After their address, a number of panel discussions and presentations were held, including informational sessions led by faculty and staff members on service-learning, integration of core courses, and student-centered assessment. The Spring 2006 Teaching Enhancement workshop focused on the link between Jesuit education and Jesuit Spirituality. Fr. John Haughey, S. J., gave the keynote address on "Faith and Mission," which was followed by panel discussions featuring Loyola faculty and staff members on service-learning, the Kolvenbach Awards and Fellowships Program, social justice, and integrating faith and mission into the Core Curriculum.

The College continues to strengthen its support of Ignatian justice nationally and locally. A Loyola faculty member now serves as chair of the national Steering Committee on Justice in Jesuit Higher Education. Loyola hosts Justice Web, a site that collects extensive information on justice and the Ignatian tradition at all 28 Jesuit colleges and universities. Members of Loyola's Justice Committee completed a report on existing justice initiatives in order to identify new justice priorities. Also, a faculty member worked with a Maryland Province Jesuit to create Ignatian Teaching Workshops, which prepared 15 faculty members across the College to give their peers specific ways to teach Jesuit values, including social justice.

In October 2005, the Office of Academic Affairs and Diversity hosted a Multicultural Curriculum Infusion Workshop Reunion, which was attended by 10 faculty members. Three faculty members presented syllabi, and the entire group discussed best practices and significant classroom experiences learned while teaching diversity-infused courses.

Diversity Reading Groups ran successfully again in 2005-06, with 17 faculty members, 25 administrators, 14 staff members, and 11 students participating. The program continues to grow and represents an opportunity for basic discussion of diversity issues.

Several Chairs' workshops were held; topics included a discussion on special challenges faced by new Chairs, including course scheduling, and new technological approaches to dealing with them. In addition, Chairs discussed the results of the recent campus climate survey, and heard a presentation by Dr. Steven Freedman of Gonzaga University on the new JesuitNet initiative for distance-learning courses.

Ten faculty members, one staff member, and two administrators participated in the Fourth Annual Teaching Portfolio Workshop facilitated by Dr. Peter Seldin and other seasoned portfolio mentors, including three Loyola faculty mentors. By the end of the workshop, all participants had developed portfolios and some had committed to becoming portfolio mentors, working with other faculty and administrators to create portfolios for improvement.

Off-Campus Workshops Devoted to Jesuit and Catholic Themes Several faculty members and academic administrators 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 Ignatian Retreats. In Summer 2006, four faculty members participated in a College-funded Ignatian pilgrimage. The faculty members traveled to Europe with faculty members 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. Another group of four faculty members participated in the “St. Ignatius the Teacher” conference in Paris, France.

Research Support In 2006-07, twenty-one tenured faculty members were on College-sponsored sabbatical leaves. Ten of these faculty members took advantage of the College’s full-year sabbatical program, which provides a full year’s leave at 70 percent of salary. Six tenure-track faculty members were on one-semester Junior Faculty Sabbaticals. Thirty faculty members received 2006 Summer Research Grants from the Research and Sabbatical Committee; there were 54 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 Academic Senate continued discussing the recommendations of the 2004-05 *Ad Hoc* Committee on Faculty Research. The Senate approved a revised definition of scholarship for the Rank and Tenure Policy Statement (RTPS) and the Faculty Handbook; tenured and tenure-track faculty members will vote on the change to the RTPS in the fall. The *Ad Hoc* Committee also made several recommendations about additional ways that the College might support research; the Academic Senate will consider these recommendations in the fall.

Drs. Gerard Athaide and Mickey Fenzel gave presentations at the Ninth 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 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, four 2005 Kolvenbach Award winners shared their research findings with the College community. Five grants were awarded for 2006: two graduate students, one undergraduate student, and two faculty members. The Kolvenbach Fellows program was implemented and promulgated to all faculty members and 2 fellows have been awarded for 2006-07 to Dr. Mickey Fenzel of the Education Department and Dr. Jean Cole of the English Department.

Faculty Sponsored Research In 2005-06, the efforts of faculty members in the departments of Computer Science, Education, Engineering Science, Mathematical Sciences, Modern Languages and Literatures, Speech-Language Pathology/Audiology, and Theology resulted in the award of \$1.3 million in sponsored research funding to the College. Dr. Angela Christman received an award from the Lilly Fellows Network Exchange Program to support a program inviting faculty members and leaders from other Network institutions to become acquainted with Loyola’s Catholic Studies Program. Through an award from the National Institute on Aging, Dr. Christopher Morrell has been working on the application of statistical models in the analysis of Baltimore Longitudinal Study of Aging data in relation to cardiovascular disease and health. Under Dr. Lisa Schoenbrodt’s leadership, Loyola received 2 awards, one from the Maryland State Department of Education and another from the Maryland Higher Education Commission, to support the Master of Science in Speech-Language Pathology. The Maryland State Department of Education also awarded funding to Dr. Marie Celeste and Ms. Cathy Rosensteel for a project that will increase the number of dually certified teachers in the areas of Early Childhood, Special Education, and Early Childhood Education, and that will help to facilitate the expansion of early childhood programs at the undergraduate level.

The funding described above along with other external awards comprise the 11 new grants the College received in 2006-07. The amount received for these new awards combined with the ongoing award portfolio totals \$4.2 million.

<b>External Grants</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>
Number applied for	21	33	39	20	23
Number received *	14	17	20	23	11
Amount received	\$1.80m	\$1.18m	\$1.47m	\$1.23 m	\$1.34m
* Includes new funding increments to existing awards. Decline in 2005-06 largely due to the phase out of the Center for Social and Community Research.					
Source: Grant Services					

### **Challenge to Improve**

*Rank and Tenure Policies and Procedures* The Academic Senate completed its consideration of the 2003-04 *Ad Hoc* Committee on Rank and Tenure’s recommendations and approved changes to the Rank and Tenure Policy Statement. The faculty and the Board of Trustees approved the changes as well. The Senate also approved corresponding changes and additions to the Faculty Handbook. The Academic Affairs Committee of the Board has requested that the Senate and faculty reconsider whether anyone at a rank lower than professor should vote on candidates for the rank of professor.

## **V. Graduate Programs that are Premier in their Markets**

### **Strengthen Graduate Student Recruiting**

*Graduate Student Recruitment* The primary focus in recruitment activities during 2005-06 was website development and communication initiatives. In August 2005, Graduate Admission launched a content-rich, interactive website that delivers content, news, events, student profiles, and relevant academic program information tailored to the prospective student’s specific interests. To increase institutional awareness, Graduate Admission continued the development and implementation of program-specific marketing initiatives. A full range of marketing materials, such as viewbooks, websites, and outreach activities designed to engage inquirers has been implemented by each graduate program to build large prospect pools.

Continued attention was paid to outreach in the markets south of Baltimore and within close proximity of the Columbia Graduate Center, specifically the rapidly growing technology and government contracted businesses in the BWI corridor. School systems in Howard, Anne Arundel, and Prince George’s Counties were also targeted. These initiatives continue to strengthen Loyola’s position as a regional leader in professionally focused, graduate education.

The Office of Graduate Admission worked with particular graduate programs to gain a better understanding of perceptions in the marketplace. In 2005-06, focus groups for graduate business programs were conducted with prospective students, current students, alumni, and representatives from the business community. In addition, Graduate Admission and the Education Department undertook a project to gain insight into the perceived strengths of Loyola’s graduate programs in Education. The focus groups consisted of prospective students, current students, alumni, and professionals in the field of education. A preliminary report was distributed in June, and marketing and communications projects will be launched using this information.

Over the past year, a significant amount of energy was directed toward improving the initial enrollment process. Agreements and interoffice procedures were documented to improve the flow of information to prospective students and applicants, and between the Office of Graduate Admission and the departments’ admission committees. The increased awareness of responsibility and accountability between admissions and the academic programs has made a noticeable difference in admission committees’ turnaround times.

The table below indicates that while the number of inquiries and applications have increased, offers of admission have decreased over the past 2 years, resulting in a slightly lower new student headcount.

Fortunately, tuition revenue has increased due to aggressive tuition increases; the total tuition revenue for the 2005-06 academic year was approximately \$20 million.

<b>Graduate Admissions</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Inquiries	13,965	14,578	18,041	18,548	19,074
Applications	1,963	2,194	2,561	2,522	2,550
Admits	1,596	1,734	1,916	1,845	1,742
First-time Enrollees	1,233	1,284	1,338	1,304	1,272

Source: Graduate Admission Office

Graduate Enrollment and Retention Graduate student enrollments, both headcounts and student credit hours, decreased slightly in 2005-06.

<b>Graduate Students</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Number of graduate students for fall (headcount)	2,667	2,656	2,620	2,715	2,631
Number of student credit hours for fall	14,685	14,667	14,614	15,646	15,559
Number of graduate students for fall (student FTEs)*	1,296	1,306	1,278	1,363	1,350
Number of master's degrees conferred	893	838	795	780	814
Number of certificates of advanced study conferred	17	18	15	9	22
Number of doctoral degrees conferred	9	20	13	19	12

\* Graduate FTE calculated as full-time enrollment plus one-third part-time enrollment  
Source: Factbook, Degree File

The diversity of graduate students increased slightly. Graduate Admissions has planned to work with the Office of Academic Affairs and Diversity to develop diversity recruitment strategies for all of the graduate programs.

<b>Percentage of Graduate Students</b>	<b>FA 01</b>	<b>FA 02</b>	<b>FA 03</b>	<b>FA 04</b>	<b>FA 05</b>
Total Number	2,667	2,650	2,620	2,715	2,631
African American	7.9%	7.8%	8.9%	9.1%	9.6%
Asian American	2.2%	1.9%	1.8%	2.1%	2.9%
Hispanic American	1.3%	1.2%	1.5%	1.4%	1.7%
Native American	0.0%	0.0%	0.0%	0.1%	0.0%
Non-resident Alien	3.0%	3.5%	3.0%	3.0%	3.1%
Unknown/Other	7.0%	4.9%	6.4%	7.5%	7.5%
White	78.6%	80.5%	78.5%	76.8%	75.2%

Source: Factbook

### **Ensure Graduate Program Assessment and Improvement**

Accreditation, Program Review, and Continuous Improvement Academic program reviews in the Curriculum and Instruction program in Education and the Ph.D. program in Pastoral Counseling were completed in 2005-06.

Loyola Clinical Centers In 2005-06, the Loyola Clinical Centers continued its training and service missions by providing services to over 500 families and by contributing to the clinical training of more than 80 graduate students in Education, Psychology, and Speech-Language Pathology programs.

In Spring 2006, the Clinical Centers developed a focused initiative to increase the amount and types of services provided via community outreach. Subsequently, a team of Psychology students and faculty

members developed and implemented group treatment services for children living in transitional housing through the Domestic Violence Center of Howard County. In addition, a collaborative partnership was developed with the Archdiocese of Baltimore Catholic Schools. Students and faculty members from the Speech-Language Pathology/Audiology Department developed and piloted a screening protocol and collaborative, classroom-based language prevention program for preschool children at Mother Mary Lange School. Mother Mary Lange School is located in a northeastern Baltimore City neighborhood in which 12 percent of the population lives below poverty level with a median household income of \$36,360. Plans are being developed to expand the program to a second Catholic school in Baltimore City and to incorporate a Psychology component.

Pastoral Counseling has been added to the Clinic Steering Committee, but placement of Pastoral Counseling graduate students at the Clinic has not yet occurred.

In July 2006, Ms. Janet Simon Shreck was named Director of the Clinical Centers; Ms. Schreck has been a clinical faculty member in the Speech-Language Pathology/Audiology Department since Fall 2001.

Graduate Outreach Program Directors and Graduate Admission Officers attended more than 75 off-campus recruitment-oriented programs between June 2005 and May 2006. 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 for their own employees. Other activities included participating in regional as well as national conferences and conventions.

The Sellinger School and Alumni Relations began collaborating on programming that will serve both the MBA Alumni Association and the Executive MBA Alumni Association. Planning for the Thirtieth anniversary celebration of Pastoral Counseling includes a significant alumni component to be implemented in 2006-07.

In the area of Executive Education, the Sellinger School offered a wide variety of programs and introduced a very successful non-credit program, "MBA Essentials," which gives participants an overview of the functional areas of business. The Center for Closely Held Firms presented programs to several hundred participants from the business community during the year and began offering programs in the Columbia Graduate Center. The Lattanze Center offered a number of research symposia of interest to faculty members, students, and business professionals. In addition, the Chairman and Co-Founder of Adobe, Inc was honored as the IT Executive of the Year.

Academic Policies for Graduate Students Revisions to policies and procedures for graduate students on standards of conduct, academic integrity, as well as academic standards and dismissal were developed, vetted by legal counsel, approved by the Graduate Curriculum Committee, and reported to the Academic Senate. These revised policies appear in the 2006-07 Graduate Catalogue. In addition, graduate program handbooks were updated to reflect the new university-wide policies and procedures.

Administrative Structures and Support To assist in providing guidance about Loyola's graduate programs, a provost and a graduate dean from sister Jesuit universities were invited to visit campus as academic consultants. The consultants gave advice about possible new graduate programs and recommended focusing university-wide leadership for graduate programs within the Office of Academic Affairs. Academic leaders as well as the Director of Graduate Admissions are analyzing the consultants' feedback and considering their recommendations. In addition, a Request For Proposal has been prepared for a marketing consultant to test the market for new graduate programs as well as for new delivery options of current programs.

The consultants' recommendations also included creating a School of Education as soon as practical. The Education Department has drafted a vision statement and continues to consider possible organizational structures. The general concept of a School of Education as well as the draft vision

statement were preliminarily discussed by the Council of Academic Deans, the Academic Senate, and the Loyola Conference. A group is currently examining the financial implications of a School of Education.

The Sellinger School restructured its support of graduate programs, adding an Interim Associate Academic Dean for Graduate Programs, Dr. Robert Margenthaler, with responsibilities for the academic aspects of graduate programs and a focus on curriculum and assessment.

*Data Collection and Support Services* In an effort to provide better support and increased information to graduate programs, the Office of Academic Affairs worked with Institutional Research (IR) and Administrative Systems Development (ASD) to design and produce prototype reports for selected graduate programs. The design phase was completed in Summer 2006; IR and ASD are now working to create reports for all graduate programs. These reports, which will be delivered on a regular basis throughout the academic year, will, for the first time, provide enrollment and financial information in an easy-to-read format.

## **VI. Campus of the Future**

### **Renovate and Expand the Library**

The Library and Loyola College engaged Whiting-Turner Contracting to renovate the existing building and construct an addition. The state capital budget granted the College of Notre Dame \$3 million for the project in addition to the \$2.75 million allocated to Loyola in 2004-05. Groundbreaking for the new addition is set for late Fall 2006.

Along with the long-term plans of the building project, the Loyola College Archives were moved to the Library in July 2005 and became operational in November 2005.

### **Other Outreach Efforts**

The Center for Community Service and Justice (CCJS) works cooperatively with over 50 agencies in and around Baltimore. In November 2005, an official from the Baltimore City Health Department gave a “Stop Serving” notice to a group of students distributing sandwiches and beverages to persons on the street at City Hall through the Care-a-Van Program, begun in 1992. This action drew positive media attention for Loyola and also led to the active involvement of Baltimore’s new Health Commissioner. Though the program was suspended for several weeks, a compromise was reached through meetings with the Commissioner. In March 2006, Loyola, via CCSJ, obtained a city permit to legally prepare and serve food in an alternate location.

Every spring, the CCSJ runs Spring Break Outreach Trips for students interested in being involved in community service during their spring break. Typically, about 60 students participate. In 2005-06, the CCSJ added 4 new service sites in areas affected by Hurricane Katrina. The addition of these sites led to the involvement of an additional 52 students. In May 2006, nine students and two staff members returned to the service sites on the Gulf coast.

For several years, Loyola has participated in the Ignatian Family Teach-In, an annual event held to commemorate the Jesuits and laywomen who were martyred in 1989. The event, held in Columbus, Georgia, calls to end unjust institutions and to reflect on the Jesuit commitment to justice. The Center took the lead in organizing a send off mass, transportation, and lodging for all persons from Jesuit institutions in the Baltimore area who were interested in attending the event. A total of 35 participated; 18 were students, administrators, and faculty members from the Loyola Community.

As part of the Year of the City, the College made a commitment to partner with St. Mary’s of the Assumption in Govans. A needs analysis has been performed and partnering strategies will be formulated and implemented in 2006-07.

*External Relations and Communications* Each year at commencement, the Milch Award for Excellence of Accomplishment is given to a service agency for its work in the community and for its role in educating the Loyola Community through service. In 2006, the award was given to Villa Maria

Continuum, which serves children who are vulnerable in Maryland. Loyola and Villa Maria have worked together since 1991.

Through the generosity of persons participating in on-campus, week-end religious services, just over \$20,000 was collected and distributed during the academic year to community service agencies or Loyola service projects. This amount represents \$4,000 more than 2004-05 and does not include all the monies and in-kind donations collected for those affected by Hurricane Katrina.

In Spring 2006, CCSJ, with the assistance of WLOY, began producing a weekly, half hour radio show entitled "Centering On . . ." The show was developed to help educate the Loyola Community about service opportunities and issues of justice. The show was hosted by a student communications major. Student service coordinators from the Center spoke on topics such as HIV/AIDS, homelessness, and JustLanguage. The show will continue in 2006-07.

## **Conclusion**

As is clear from the achievements highlighted in this report, the academic year 2005-06 was successful due to the hard work of the entire College community. The coming year promises to be exciting and challenging as the College embarks on the Year of the City, makes progress in core review, and continues its implementation of the diversity requirement. Significant improvements in the Admission Office with the appointment of a new Vice President for Enrollment Management and collaboration of the entire College can help achieve the ongoing goal of making Loyola a welcoming and supportive community of learners that achieve their full potential.



**LOYOLA COLLEGE IN MARYLAND**  
**Status of Academic Strategies for the Strategic Plan**

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:

**Status:**

- Completed
- Completed and institutionalized (i.e., the action in this strategy has become standard operating practice)
- Progress made and efforts continue (i.e., significant progress has been made, but additional efforts are needed in order for the action in this strategy to become standard operating practice)
- In progress
- Will begin in 2006-07
- Postponed; consider in next Strategic Plan
- Eliminated

#	Strategy	Status as of September 1, 2006
<b>Goal II: National Prominence in UG Student Engagement</b>		
II.A.1	Continue to grow programs for first-year students	Progress made and efforts continue
II.A.2	Support research on learning in the freshman year	Completed and institutionalized
II.A.3	Develop an Office of Teaching Excellence	Will begin in 2006-07
II.B.1	Improve the academic advising system	Completed and institutionalized
II.B.2	Examine retention strategies used at other institutions	Progress made and efforts continue
II.B.3	Create and implement sophomore retention strategies	In progress
II.B.5	Promote internship planning by sophomores	In progress
II.B.7	Explore sophomore learning communities	Progress made and efforts continue
II.B.9	Implement the Sellinger Scholars program	Completed and institutionalized
II.B.10	Assess feasibility of an expanded summer program	Progress made and efforts continue
II.C.1	Conduct UG campus climate surveys	Postponed; consider in next Strategic Plan
II.D.2	Create a summer ALANA Bridge program	Postponed; consider in next Strategic Plan
II.D.3	Continue to diversify student programming	Progress made and efforts continue
II.D.4	Sponsor an annual ALANA event with other institutions	Postponed; consider in next Strategic Plan
<b>Goal III: Academic Excellence</b>		
III.A.1	Discuss tradeoffs between class size and full-time coverage	Postponed; consider in next Strategic Plan
III.A.2	Expand student research opportunities	Progress made and efforts continue
III.A.3	Increase number of hours that students study	Progress made and efforts continue
III.A.4	Departments engage in periodic review of grading policies	Progress made and efforts continue
III.A.5	Departments engage in periodic review of their educational aims	Progress made and efforts continue
III.A.6	Faculty engage in periodic review of UG educational aims	Progress made and efforts continue
III.A.7	Implement program review process	Completed and institutionalized
III.A.8	Promote and review Honor Code	Progress made and efforts continue
III.B.1	Define and disseminate Core's goals	Completed
III.B.2	Disciplines develop and disseminate aims for their Core courses	In progress
III.B.3	Disciplines assess implementation of aims of their Core courses	In progress
III.B.4	Review the Core regularly	In progress

III.C.1	Determine curriculum changes re global and domestic diversity	Completed and institutionalized
III.C.2	Explore development of diversity minors	In progress
III.C.3	Explore opportunities for study-abroad to increase diversity	Completed and institutionalized
III.D.1	Improve study abroad programs	Completed and institutionalized
III.D.2	Increase service-learning participation	Progress made and efforts continue
<b>Goal IV: Strengthen Faculty, Administration, and Staff (F/A/S)</b>		
IV.A.1	Continue to recruit excellent faculty	Completed and institutionalized
IV.A.2	Benchmark faculty diversity	In progress
IV.A.3	Compare faculty diversity with availability pools	Completed and institutionalized
IV.A.4	Develop diversity procedures for hiring	Progress made and efforts continue
IV.A.5	Implement recruiting guidelines to insure diverse pool of A/S applicants	Progress made and efforts continue
IV.A.6	Increase the number of tenure-track faculty by 5	Completed
IV.A.7	Explore retirement initiatives; offer voluntary phased retirement plan	Completed
IV.B.2	Provide competitive faculty salaries	Progress made and efforts continue
IV.C.1	Continue to recruit F/A/S who are committed to the mission	Completed and institutionalized
IV.C.2	Develop F/A/S orientation programs	Completed and institutionalized
IV.C.3	Develop mentoring program for new F/A/S	Progress made and efforts continue
IV.D.1	Conduct F/A/S satisfaction surveys	Completed
IV.E.1	Continue to tenure excellent teachers	Completed and institutionalized
IV.E.2	Expand programs such as the Multicultural Infusion Workshops	Completed and institutionalized
IV.E.3	Employ regular peer review to assess teaching	Progress made and efforts continue
IV.F.1	Continue to tenure productive scholars	Completed and institutionalized
IV.F.2	Modify sabbatical guidelines to include eligibility every 7th year	Completed and institutionalized
IV.F.3	Form <i>ad hoc</i> committee to review faculty development opportunities	Progress made and efforts continue
IV.F.4	Evaluate faculty development outcomes	In progress
IV.F.5	Provide grants for interdisciplinary research in Jesuit values	Completed and institutionalized
IV.F.6	Benchmark the location of grants office	In progress
IV.F.7	Publish annually list of faculty scholarship	Completed and institutionalized
IV.G.3	Review tenure and promotion policies	Progress made and efforts continue
<b>Goal V: GR Programs that are Premier in their Markets</b>		
V.A.1	Implement college-wide recruiting strategies	Completed and institutionalized
V.A.2	Identify national and international markets	Completed
V.A.4	Promote student achievement	Progress made and efforts continue
V.B.1	Determine enrollment/revenue targets for each GR program	Will begin in 2006-07
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	Completed and institutionalized
V.B.5	Establish community partnerships	In progress
V.B.6	Build program awareness	Progress made and efforts continue
V.C.1	Provide training for those in enrollment services	Progress made and efforts continue
V.C.2	Implement service improvements	Completed and institutionalized
V.D.1	Departments engage in ongoing benchmarking, program review	Completed and institutionalized
V.D.2	Departments engage in ongoing assessment of educational aims	Progress made and efforts continue
V.D.3	Incorporate Jesuit core values in GR programs	Progress made and efforts continue
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	Postponed; consider in next Strategic Plan
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	Progress made and efforts continue
V.F.3	Assess ways to coordinate GR programs	Completed and institutionalized
V.G.1	Conduct GR campus climate surveys	Postponed; consider in next Strategic Plan
V.G.2	Insure good services for GR students	Progress made and efforts continue
V.H.1	Assess need for continuing educational programs	Will begin in 2006-07
V.H.2	Develop plan for professional educational	Progress made and efforts continue
<b>Goal VI: Campus of the Future</b>		
VI.D.1	Create a Clinic	Completed
VI.D.2	Develop department clinical services	Progress made and efforts continue
VI.D.3	Provide faculty practice at the clinic	Eliminated
VI.G.2	Develop and implement document imaging	Progress made and efforts continue
VI.H.4	Monitor classroom space	Completed and institutionalized





## LOYOLA COLLEGE IN MARYLAND

### Academic Affairs Objectives for 2006-07

#### **Student Body Excellence**

- Work collaboratively with the Vice President for Enrollment Management and the Director of Undergraduate Admissions to more purposefully pursue the multiple strategies listed in the Strategic Plan and define the role of Academic Affairs in this endeavor.

#### **National Prominence in Undergraduate Student Engagement**

- Work collaboratively with Student Development to continue to develop a comprehensive Sophomore-Year program.
- Continue to review and enhance freshman orientation (Freshman Orientation Advisory Committee).
- Enhance international student advising and government reporting through the hiring of a new coordinator (Primary Designated School Official - PDSO) in the Office of International Programs.
- Conduct a feasibility study for requiring a first-year program (Alpha, Honors, Collegium, FE) for all first-year students.

#### **Undergraduate Academic Excellence**

- Refine the draft plan and approve a plan for the Sciences at Loyola.
- Review, benchmark, and improve Loyola's course transfer policies and procedures.

#### *New Programs*

- Convert the studio arts and photography concentrations in Fine Arts into a single major resulting in a B.A. degree in Studio Arts and Photography with two concentrations.
- Develop a minor in Latino(a) studies.
- Implement the articulation agreement with Johns Hopkins and develop an agreement with another institution for a B.S.N. in Nursing.
- Pilot and assess a new study abroad program in Ghana.
- Develop and approve a new semester-long study abroad program in the Czech Republic.

#### *Academic Challenge*

- Begin a campus-wide discussion of undergraduate grading policies. Consider (Academic Senate) for approval a new definition of grades for the catalogue and the other recommendations of the *Ad Hoc* Committee on Undergraduate Grading Practices.
- Implement the new diversity requirement for the entering freshman class in Fall 2006 and beyond, and continue approving courses to meet this requirement.
- Develop an online tutorial for incoming freshmen on academic integrity and foundational information literacy.
- Establish, in collaboration with the Library, WR 100: Effective Writing as a vehicle for basic instruction on use of general databases
- Identify, in collaboration with the Library, a foundational course in biology, business, communication, and education for information competency.

### **Program Review, Assessment, and Continuous Improvement**

- Refine and begin implementing program assessment plans within academic departments, Study Abroad, and the Center for Community Service and Justice.
- Complete the Academic Program Reviews in Economics and in Information Systems and Operations Management; initiate Program Reviews in Accounting, Biology, Fine Arts, Modern Languages and Literatures, and Speech Language Pathology/Audiology.
- Perform NCATE review for Education.
- Complete the Program Review of the Honors Program and develop a new model and funding plan for the program in order to make Loyola's program among the premiere honors programs in the nation.
- Decide on a means of assessing the current core curriculum and assess it.
- Complete the support services review for Academic Affairs and Diversity and undertake support services reviews in CASS and in the Office of the Dean of the Sellinger School.
- Consider and approve the recommendations of the *Ad Hoc* Committee on Undergraduate Academic Integrity (Academic Senate).
- Employ a consultant to improve Loyola's summer program, and develop a plan for implementing appropriate recommendations.

### **Graduate Academic Excellence and Programs that are Premiere in their Markets**

- Analyze the qualitative market research in education and business; employ a consultant to perform quantitative market research and advise the College on program promotion and the market for new graduate programs.
- Develop an advisory board for the Columbia Campus and in the following graduate programs: the Clinic, Computer Science, Finance, Speech-Language Pathology/Audiology, and Teacher Education.
- Continue working with the Director of Alumni Relations to develop best practices in communicating with alumni about graduate programs and continuing education.
- Continue to work with Application Systems Development and Institutional Research to complete the development and improvement of reports needed for graduate programs, including an internal management reporting system with a schedule for automatic reports on enrollments and with financial reports that are more useful to program directors.
- Determine enrollment and revenue targets for each graduate program.
- Collaborate with the new Vice President for Enrollment Management to consider issues of and strategies for recruiting a critical mass of under-represented populations.
- Complete the business and hiring plan for creating a School of Education, examining and refining the role of a Program Director in Education, and developing a strategy for appropriate compensation.
- Collaborate with Technology Services to develop additional Degree Audits for Pastoral Counseling and the Master's program in Finance.
- Develop a policy for on-line AJCU courses.
- Develop a comprehensive information literacy component in foundation courses in Pastoral Counseling.
- Promote and support the involvement of graduate students in Year of the City initiatives.
- Submit and seek approval of new Master of Art in Teaching and Master of Education in Kodály Music Education graduate programs from the Graduate Curriculum Committee, Academic Senate, and Board of Trustees in Fall 2006. Following MHEC approval, initiate both programs in Summer 2007.
- Begin developing a graduate student climate survey.

**Strengthen Faculty, Administration, and Staff**

- Complete Academic Senate consideration of the recommendations of the *Ad Hoc* Committee on Faculty Research.
- Develop a challenging set of benchmark institutions to evaluate faculty diversity.
- Experiment with use of a faculty recruitment flyer that includes faculty testimonials.
- Appoint (Academic Senate) an *Ad Hoc* Committee to review and refine the criteria for promotion to professor.
- Approve (Academic Senate) recommendations on peer review guidelines from the Faculty Evaluation Committee.
- Appoint a part-time Director and explore the feasibility of a Center of Teaching Excellence.
- Benchmark comparable schools to evaluate the location of the Office of Grants Services, the size of the office staff, the number of grant applications, and the number and magnitude of grants received. Recommend a plan of action based on the benchmarking.
- Begin implementation of the Campus Climate Action Plan.
- Conduct a two-day workshop for faculty members to develop an integrated information literacy program in departments that do not have a library instruction component by designing appropriate assignments and assessment tools.
- Promote, support, and recognize faculty, administrator, and staff initiatives and participation in Year of the City.
- Support and participate in the St. Mary of the Assumption School partnership with Loyola.

**Campus of the Future**

- Begin Library renovation and addition with minimal interruption of service.

