<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
</table>
| 8:30am  | Arrive and Breakfast  
Ignatian Moment by Robbie Reed                                        | Faculty/Staff Dining Room |
| 8:45am  | Welcome to the 2013 Advance  
All staff introductions: Dr. Bourque  
Opening Remarks: Dr. Petty  
Nicaragua Video  
State of the University – Q/A : Dr. Petty | Faculty/Staff Dining Room |
| 9:15am  | Break                                                               | Faculty/Staff Dining Room |
| 9:30am  | Icebreaker: Christina Neilson and Katie Cannella                    | Faculty/Staff Dining Room |
| 10:00am | Move to Multi-Media Room 1                                         | Multi-Media Room 1        |
| 10:15am | RSS Review and Exercise: Dr. Bourque                               | Multi-Media Room 1        |
| 11:15am | OrgSync Overview and Training: Heather Seaman                       | Multi-Media Room 1        |
| 12:15pm | Move to Faculty/Staff Dining Room                                    | Multi-Media Room 1        |
| 12:25pm | Lunch                                                                | Faculty/Staff Dining Room |
| 1:20pm  | Move to Multi-Media Room 1                                          | Multi-Media Room 1        |
| 1:30pm  | StrengthsQuest Staff Development: Alex Kelch and Caitlin Dobson     | Multi-Media Room 1        |
| 2:30 pm | Profile of Incoming Class and Forecasted Retention: Roberta Kaskel  | Multi-Media Room 1        |
| 3:00pm  | Move to Faculty/Staff Dining Room                                    | Multi-Media Room 1        |
| 3:15pm  | Icebreaker: Christina Neilson and Katie Cannella                    | Faculty/Staff Dining Room |
| 3:45pm  | Snack/Break                                                          | Faculty/Staff Dining Room |
| 4:00pm  | Closing and Staff Reflection: Dr. Petty/Robbie Reed                  | Faculty/Staff Dining Room |
Student Success Summit
Overview & Action Plans

ALICIA A. BOURQUE, PH.D.
DIRECTOR
COUNSELING & HEALTH SERVICES

STUDENT AFFAIRS ADVANCE 2013
Agenda

- Student Success Summit (SSS) Review
- Master Schedule of Action Plans
- Student Affairs-specific Action Plans
- Small Group Exercise (by department)
- Q&A
- Next Steps
Student Success Summit Overview

- Initially convened in December 2012 by Provost Manganaro
  - Campus-wide strategic initiative
  - Includes faculty, staff, students, and administrators
  - Data-driven
    - SSI, NSSE, retention statistics, etc.

- Designed to
  - Enhance instructional effectiveness
  - Improve student services systems
  - Promote student persistence
  - Ensure student’s academic needs are met
Student Success Definition

- Commonly defined as students persisting to completion of education goals
- Two most frequently cited statistics in conjunction with student success
  - The traditional student cohort fall 1 to fall 2 persistence rate
  - Graduation rate
  - These are our retention statistics
- Key indicators of institutional performance
Student Success Summit Purpose

- Develop and implement a multiphase, multiyear strategic plan
- Goal of enhancing the quality of student life and learning
Student Success Summit Process

- Timeline of the Student Success Summit planning process
  - December 1, 2012, Preparation for Summit
  - December 19, 2012, Initial Summit Meeting
  - February 1, 2013, Second Summit Meeting
  - February 8, 2013, Workgroup Chairs Meeting
  - February 18 – April 25, 2013, Workgroup Meetings
  - March 19, 2013, Combined Meetings of Summit and Workgroup Members
  - April 11, 2013, Campus-wide Open Forum
  - April 25, 2013, Due date for workgroup submissions of finalized action plans
  - May 2, 2013, Final AY 2012-2013 Summit Meeting with Summit core members and workgroup chairs
  - May 8, 2013, Presentation of Student Success Summit Report to Strategic Planning Team and to the President
Student Success Summit Workgroups

- Eight workgroups formed early spring 2013
  - Recruitment, Admissions, Financial Aid Packaging, and Marketing to Prospective Students
  - Academic Advising
  - Academic and Career Support Services, Resources, and Programs
  - Price Sensitivity Study and Pricing Strategy
  - Course Scheduling, Rotation, Frequency of Offerings, Coordination of Assigning Times for Course Offerings
  - Campus Service Areas
  - Co-Curricular Programs and Activities, Campus Life, Campus Traditions, and Student Engagement
  - Instructional Effectiveness

- Reviewed data, developed action plans, prioritized plans both short-term and long-term
Student Success & Student Affairs

• SSS currently has over 120 members representing entire campus community
  ○ 17 Student Affairs staff and administrators participated in a workgroup
  ○ Two Student Affairs directors chaired a workgroup
  ○ All Student Affairs departments were represented
Master Schedule of Action Plans

- Provost’s Office worked to create a Master Schedule for the Student Success Summit action plans
- Schedule includes the action plan itself, its status, responsible party, approximate, cost, etc.
- At the start of the fall semester, the summit will convene to discuss the implementation of the master plan and the work of the summit moving forward
### Master Plan Schedule Example

<table>
<thead>
<tr>
<th>July 2013</th>
<th>RRM</th>
<th>Roberta Kaskel</th>
<th>April 2014</th>
<th>Comprehensive, integrated Enrollment Strategic Plan (including marketing)</th>
<th>Plan costs TBD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convene Strategic Enrollment Team</td>
<td>RRM</td>
<td>Roberta Kaskel</td>
<td>April 2014</td>
<td>Comprehensive, integrated Enrollment Strategic Plan (including marketing)</td>
<td>Plan costs TBD</td>
</tr>
<tr>
<td>Enhance Communication w students &amp; Parents</td>
<td>Campus Services</td>
<td>Alicia Bourque &amp; Wkgroup</td>
<td>August 2013 &amp; ongoing</td>
<td>Letters, SIS update, revised Communication Systems</td>
<td>500</td>
</tr>
<tr>
<td>Implement customer service training</td>
<td>Campus Services</td>
<td>Alicia Bourque &amp; Wkgroup</td>
<td>Ongoing, 2013-14</td>
<td>Reference guide, Customer Svc Training, “We Heard You” Campaign</td>
<td>3,500</td>
</tr>
<tr>
<td>Improve FY student communication</td>
<td>CoCurricular</td>
<td>CoCurric Wkgroup</td>
<td>July, 2014</td>
<td>Loyola Guidebook</td>
<td>6,900</td>
</tr>
</tbody>
</table>
Master Schedule & Student Affairs

- Student Affairs-specific or related action plans
  - Add faculty advising/contact in New Student Orientation
  - Implement OrgSync
  - Enhance communication with students and parents
  - Implement customer service training
  - Improve FY student communication
  - Develop multimedia social norming campaign
  - Integrate experiential learning
  - Review sophomore residency requirement
Action Plan Exercise

- Cluster by department for this exercise
- Action plan: Develop multimedia social norming campaign action plan
  - Key Activity
    - Build a greater sense of identity and belonging for the Loyola student through a student-driven multi-media social norming campaign around positive expectations of the Loyola student body.
  - Implementation Schedule
    - Reach out to SGA and student organizations to gauge interest of student body leadership
    - Involve student and faculty/staff leaders to articulate expectations and identify students, faculty and staff for interviews
    - Collaborate with the Office of Marketing & Communications to ensure campaign is aligned with branding
    - Collaborate with Mass Communications to plan creation of campaign materials
    - Launch campaign in fall 2014
- Brainstorm ideas that could impact this action plan.
  - What are our social expectations of Loyola students?
  - How could your department contribute to communicating about this in a unique way?
  - List at least 2 ideas/goals to contribute to the fulfillment of this action plan.
- Designate one person from your department to report out in 20 minutes
Next Steps

• At the start of the fall semester, the summit will convene to discuss the implementation of the master plan and the work of the summit moving forward
• Director’s meetings
• Strategic Planning meetings
• Progress report at Renewal in January 2013
• Q&A
OrgSync
Overview and Training

HEATHER SEAMAN
DIRECTOR
OCP

STUDENT AFFAIRS ADVANCE 2013
OrgSync is a web-hosted platform that creates an online community for our campus and helps departments across Loyola improve communication, information sharing, collaboration, and reporting with an online tool students want to use.

**COMMUNITY**
loyola university new orleans

The community provides the foundations for Loyola’s online campus network. The community is managed by community administrators who have the authority to oversee and manage all aspects of the community including departments, organizations, and students.

**UMBRELLAS**
divisions, departments, or offices

An umbrella relates to a specific division, department, or office on campus and each community may have just one or multiple umbrellas depending on how we choose to structure the community. Every umbrella has its own administrators with the authority to oversee and manage various aspects of the department and portals it supervises.

**PORTALS**
organizations, departments, or programs

Portals create a central, online location for departments and student leaders to more efficiently manage their organizations and stakeholders. Portals are part of the larger campus community and administrators have the ability to oversee and manage their activity.

**USERS**
students, faculty, staff, or community partners

Each student, faculty, and staff would register under their campus community and has access to important resources that allow them to discover programs and organizations on campus. OrgSync makes it easier for individuals to engage in campus life and manage their co-curricular involvement.
Features
all of your online tools in one place

COMMUNICATION
- Contact Books
- Discussion Forums
- Messaging
- Text Messaging
- News
- Polls
- Mobile Access

INFORMATION SHARING
- Files
- Photos
- Videos
- Social Media
- Organizational Websites
- Publicity & Advertising

EVENT MANAGEMENT
- Calendars
- Events & Publicity
- Card Swipe
- Participation Tracking
- To-Do Lists
- Timesheets

REPORTS
- Forms
- Involvement Tracking
- Co-Curricular Transcripts
- ePortfolios
- Organization Registration & Renewal
- Dashboards & Reports

Using OrgSync For Your Department

Centralize Event Management: Manage and share calendars and events in a central, online location, and easily notify specific students of upcoming events important to them.

Track Program Registration: Process registration and waiver forms online. All registration data can be exported to Excel, analyzed, and graphed to improve reporting.

Evaluate Programs & Events: Gather feedback from students using polls and discussion boards to help plan upcoming events. After each event you can track student attendance, gather reflections, and send out post-event surveys.

Manage Student Staff & Training: Delegate tasks to prepare for upcoming events with to-do lists, use calendars to coordinate employee trainings and meetings, and post information, guides, or resources in the forms section. Encourage students to link calendars with Outlook, Google, and iCal.

Improve Communication & Publicity: Inform students or upcoming events, campus news, or important information via email, news posts, and text messages. Send targeted messages to students, ensuring they have the information they need. Promote events to just your portal or to the Loyola community.

Help Students Use Their Involvement: Encourage students to use the ePortfolio tool that will allow them to track their development and involvement from the moment they arrive on campus. This includes both in and out of class experiences. Use this as a resource for discussing how students can translate their involvement into career-related skills.

LOYOLA UNIVERSITY NEWORLEANS
OFFICE OF STUDENT AFFAIRS
Co-Curricular Programs
Register Account
Go to OrgSync.com and Click "Register." Select your community from the drop-down menu, and complete all required fields. You will be sent a confirmation email after registration is complete.
Note: If your campus uses a custom login, you will bypass registration and go directly to your campus login page.

Login
To login to OrgSync, select your community from the Login page. Based on your community, you’ll be asked to enter your OrgSync username and password or will be directed to your campus login page where you can login using your existing campus credentials. You may also login using Facebook Connect.

Complete Profile
When you log in for the first time, you will be asked to create your profile. Your profile will include your basic contact information along with custom information requested by your campus.
Note: You can control your privacy, notification, and account settings at any time under Manage Account.

Join or Create an Organization
The next step is to join an organization or create a new one. Begin by browsing through your community’s searchable directory to learn more about different involvement opportunities. If you do not find an organization that interests you, create your own by clicking "Register New Organization."

Get Involved
Explore your organization’s portal to stay up-to-date on important information, see upcoming events, communicate with group members, and build your organization’s public website. Check out the left-hand menu to see all of the available tools.
Register Your Organization

To create an organization, click on the Join an Organization tab and click on "Register New Organization" at the top right. Complete the registration form, which will be sent to your campus administrator for review; you will be notified when your organization has been approved.

Note: You can control your privacy, notification, and account settings at any time under Manage Account.

Set Up Account Groups

Classify members into account groups based on their status in the organization. Account groups will allow you to set up different access levels to edit different modules and make it easier to target communications to members within your organization.

To manage account groups, click Settings at the bottom of the organization tool bar and click on the Account Groups tab at the top.

Note: Default account groups include: Administrators, Members, Officers. New members of your organization will become Members upon joining.

Set Group Permissions

Permissions allow organization administrators to dictate which tools each account group can access. Grant members any of the following four access levels for each module:

- **Manage**: Full administrative capabilities
- **Contribute**: Members may post content but cannot modify content posted by another user.
- **View**: Members may view content but cannot edit or create.
- **Hide**: Members are unable to interact with a module.

Note: Tools can be turned off and on to fit the needs of your organization.
Set Up Join Options

Custom join options allow prospective and current members to join your organization in OrgSync. Join options include:

- **Open**: Any user in your community can join
- **Invitation Only**: Send invitations for members to join
- **Request to Join**: Users must explain their interest in joining
- **Password Protected**: Create a password for members to join

Write a Welcome Message

Develop a welcome message that describes your organization and your mission. Utilize the welcome message to introduce OrgSync to your members and prospective members.

Populate Organization Portal

Invite your officers to your organization to begin adding content to your organization. Our Campus Consultants recommend you and your officers add the following:

- Files, including constitutions and other organization resources
- Forms your members will need to fill out during the year
- Events and meetings throughout the semester
- Photos, bookmarks, and embedded content
- Discussions and polls for feedback you want to collect

*Note: You may customize module permissions for specific users.*

Invite Organization Members

Invite your members to your organization.
StrengthsQuest
A Focus on Team Strengths

PRESENTED BY: CAITLIN DOBSON & ALEX KELCH

STUDENT AFFAIRS ADVANCE 2013
StrengthsQuest Philosophy

- StrengthsQuest gives people the opportunity to develop strengths by building on their greatest talents — the way in which they most naturally think, feel, and behave as unique individuals.

- We believe that through our strengths we can achieve our greatest successes and experience a deeper engagement and fulfillment from our work as educators.

- Through staff development we hope to help every individual more fully understand their own talents and how each of those may be utilized in your professional role and personal life.
Today’s Objectives

- Each office will have a broad understanding of each colleague’s signature themes. Through this understanding, each person will be able to identify what motivates them and how that contributes to the success of their office.

- Each office will have the chance to dissect barrier labels regarding each colleague’s signature themes and will have a chance to see how they can view each other’s themes positively versus relying on stereotypes.

- Each group will have the chance to reflect on the responsibilities of their office and match a team member to that responsibility based on their signature themes.

- All participants will learn and discuss recommendations for going forward with StrengthsQuest as an office or individual
Before We Begin...

- Please take advantage of some of the free resources we have printed off for you today:
  - A description of all 34 signature themes
  - Tips for motivation for all 34 signature themes
  - Barrier labels vs. Theme enablers for all 34 signature themes
  - Team theme map
  - Activity guide
Understanding Each Other's Strengths

• What motivates us?
  ○ How are our motivators different depending on our strengths?

• What are our barrier labels?
  ○ How do we view the strengths of others on our team positively or negatively?
Strengths in a Office

As an office, please consider the following:
- List all the responsibilities of your office and individuals
- List everyone’s signature strengths
- Match the list of responsibilities to strengths and comfort level

*Some questions to consider as you are doing this:*
Were the themes identified the same or different than those of others in the group? What might account for the similarities and differences? Do you think there are optimal themes for each task?
Debriefing

- What was your team’s most significant realization?
- What were some of your takeaways from this activity?
- What was the biggest struggle you overcame in this activity, either as an individual or as a group?
- What are your next steps moving forward? How will strengths play a part?
- Any other comments, concerns, or questions?
Recommendations

- To learn more about the free resources offered by Gallup, visit [http://www.strengthsquest.com](http://www.strengthsquest.com)
  - Applying your strengths to become a better listener
  - Complementary partnerships
  - Recognizing the talents of others
  - Reframing
  - Theme Discovery
- Facilitators available for office and small group sessions
<table>
<thead>
<tr>
<th>THREAT</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achiever</td>
<td>People especially talented in the Achiever theme have a great deal of stamina and work hard. They take great satisfaction from being busy and productive. Motivators: Being busy and productive, accomplishing goals</td>
</tr>
<tr>
<td>Activator</td>
<td>People especially talented in the Activator theme can make things happen by turning thoughts into action. They are often impatient. Motivators: Making quick decisions, turning ideas into action (starting projects)</td>
</tr>
<tr>
<td>Adaptability</td>
<td>People especially talented in the Adaptability theme prefer to “go with the flow.” They tend to be “now” people who take things as they come and discover the future one day at a time. Motivators: Low structure, flexible or non-rigid environment, taking action in chaos</td>
</tr>
<tr>
<td>Analytical</td>
<td>People especially talented in the Analytical theme search for reasons and causes. They have the ability to think about all the factors that might affect a situation. Motivators: Researching and finding facts, developing clear ideas to achieve excellence</td>
</tr>
<tr>
<td>Arranger</td>
<td>People especially talented in the Arranger theme can organize, but they also have a flexibility that complements this ability. They like to figure out how all of the pieces and resources can be arranged for maximum productivity. Motivators: Arranging the complexities of projects, combining people and talents to paint the perfect picture</td>
</tr>
<tr>
<td>Belief</td>
<td>People especially talented in the Belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their life. Motivators: Promoting personal beliefs, living life or taking actions that support personal beliefs</td>
</tr>
<tr>
<td>Command</td>
<td>People especially talented in the Command theme have presence. They can take control of a situation and make decisions. Motivators: Taking lead on projects, responding to a crisis situation and making the tough decisions</td>
</tr>
<tr>
<td>Communication</td>
<td>People especially talented in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters. Motivators: Using language to connect or entertain others, articulating thoughts or feelings of yourself or others</td>
</tr>
<tr>
<td>Competitor</td>
<td>People especially talented in the Competition theme measure their progress against the performance of others. They strive to win first place and revel in contests.</td>
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<tr>
<td>-------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Motivators</td>
<td>Knowing upfront about the “ranking system”, knowing how you compare to others</td>
</tr>
<tr>
<td>Connectedness</td>
<td>People especially talented in the Connectedness theme have faith in the links between all things. They believe there are few coincidences and that almost every event has a reason.</td>
</tr>
<tr>
<td>Motivators</td>
<td>Building bridges that connect others, seeing the connection between past, present, and future</td>
</tr>
<tr>
<td>Consistency</td>
<td>People especially talented in the Consistency theme are keenly aware of the need to treat people the same. They try to treat everyone in the world with consistency by setting up clear rules and adhering to them.</td>
</tr>
<tr>
<td>Motivators</td>
<td>Guarding against injustices, clear rules, fairness, consistent environment</td>
</tr>
<tr>
<td>Context</td>
<td>People especially talented in the Context theme enjoy thinking about the past. They understand the present by researching its history.</td>
</tr>
<tr>
<td>Motivators</td>
<td>Seeing patterns and applying them to the present and future, building foundations based on the past</td>
</tr>
<tr>
<td>Deliberative</td>
<td>People especially talented in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate the obstacles.</td>
</tr>
<tr>
<td>Motivators</td>
<td>Taking care in making the right decision, being in an environment where you can listen and learn before acting</td>
</tr>
<tr>
<td>Developer</td>
<td>People especially talented in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement and derive satisfaction from these improvements.</td>
</tr>
<tr>
<td>Motivators</td>
<td>Being part of another person’s progress, the opportunity for change/improvement</td>
</tr>
<tr>
<td>Discipline</td>
<td>People especially talented in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.</td>
</tr>
<tr>
<td>Motivators</td>
<td>Routines and precision, organization, productive environments</td>
</tr>
<tr>
<td>Empathy</td>
<td>People especially talented in the Empathy theme can sense the feelings of other people by imagining themselves in others’ lives or others’ situations.</td>
</tr>
<tr>
<td>Motivators</td>
<td>Helping others express themselves, being supportive to others</td>
</tr>
<tr>
<td>Focus</td>
<td>People especially talented in the Focus theme can take a direction, follow through, and make the corrections necessary to stay on track. They prioritize, then act.</td>
</tr>
<tr>
<td>Motivators</td>
<td>Setting and meeting clear goals, the opportunity to work uninterrupted</td>
</tr>
</tbody>
</table>
Futuristic  
People especially talented in the Futuristic theme are inspired by the future and what could be. They inspire others with their visions of the future.
Motivators: Discussing details about the future, inspiring others by the vision of a better future

Harmony  
People especially talented in the Harmony theme look for consensus. They don’t enjoy conflict; rather, they seek areas of agreement.
Motivators: Peaceful environments, collaboration, emotional efficiency

Ideation  
People especially talented in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.
Motivators: Brain-storming and discussion groups, new ideas and concepts, creative environments

Includer  
People especially talented in the Includer theme are accepting of others. They show awareness of those who feel left out, and make an effort to include them.
Motivators: Fairness and equality, welcoming people to your environment

Individualization  
People especially talented in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how people who are different can work together productively.
Motivators: Finding ways to use others’ strengths, appreciation of uniqueness, customized approaches

Input  
People especially talented in the Input theme have a craving to know more. Often they like to collect and archive all kinds of information.
Motivators: Research and gathering of information, hobbies or activities that teach you something new

Intellection  
People especially talented in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.
Motivators: Studying, intellectual discussions, thinking without limits, time alone to ponder and reflect

Learner  
People especially talented in the Learner theme have a great desire to learn and want to continuously improve. In particular, the process of learning, rather than the outcome, excites them.
Motivators: Opportunities to learn, mastering a new skill

Maximizer  
People especially talented in the Maximizer theme focus on strengths as a way to stimulate personal and group excellence. They seek to transform something especially talented into something superb.
Motivators: Helping others see their potential, pairing people with tasks based on skills
Positivity  People especially talented in the Positivity theme have an enthusiasm that is contagious. They are upbeat and can get others excited about what they are going to do.

Motivators:  Impacting others positively, motivating others, celebrating achievements

Relator  People who are especially talented in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.

Motivators:  Working with a close-knit group, developing deep and meaningful friendships

Responsibility  People especially talented in the Responsibility theme take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.

Motivators:  Fulfilling all responsibilities, feeling dependable to others, perfection

Restorative  People especially talented in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.

Motivators:  “Saving” projects, identifying shortcomings and fixing them, problem solving

Self-Assurance  People especially talented in the Self-Assurance theme feel confident in their ability to manage their own lives. They possess an inner compass that gives them confidence that their decisions are right.

Motivators:  New challenges to flex your strengths, opportunity to share your perspective, taking charge

Significance  People especially talented in the Significance theme want to be very important in the eyes of others. They are independent and want to be recognized.

Motivators:  Public recognition for projects done well, impacting others positively, making substantial contributions to or on behalf of the team

Strategic  People especially talented in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.

Motivators:  Seeing, planning, and preparing for any situation, determining solutions

Woo  People especially talented in the Woo theme love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with another person.

Motivators:  Meeting new people, drawing others out of their comfort zone, making strangers feel connected
Facilitation Notes: Barrier Labels

**barrier label** (bărˈēər lābəl) *n.* a term used when talent is mistakenly devalued and dismissed as weakness

Consider the following vital points:

- Great talents are often hidden behind negative labels.
  - Have you ever mistaken a powerful talent for a weakness?
  - Has anyone used unflattering terms to describe the ways in which you most naturally think, feel, and behave — your greatest talents?
- What are some common misperceptions that may cloud recognition of the valuable talents this person has to offer?
- Can you think of anything that might be difficult about working with someone who has powerful talents in this theme?
- What are the positive traits that a person who is especially talented in this theme might add to a partnership or team?
- What are some words or phrases that characterize the positive nature and potential of the talents that comprise this theme?
- What would be beneficial about working with someone who has powerful talents in this theme?

Now:

- Highlight the adjectives that best describe you.
- Highlight the adjectives that least describe you.
- Write in your own adjectives of how you would like to be viewed.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Barrier Label: <em>Instead of staying this...</em></th>
<th>Talent Enabler: <em>Say this...</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Achiever</td>
<td>unbalanced, brown-noser, overcommitted, can’t say no, too concentrated on work</td>
<td>tireless, strong work ethic, leads by example, go-getter, hungry</td>
</tr>
<tr>
<td>Activator</td>
<td>ready-fire-aim, loose cannon, speak before you think, in left field (because others haven’t caught up)</td>
<td>self-starter, fire-starter, energy source, fearless</td>
</tr>
<tr>
<td>Adaptability</td>
<td>directionless, indecisive, sheep, inconclusive, whimsical</td>
<td>flexible, comfortable in times of change, easy to get along with, go with the flow</td>
</tr>
<tr>
<td>Analytical</td>
<td>rude, short, tough, never-satisfied with the answer, too many questions</td>
<td>logical, deep, thorough, smart, comfortable with numbers</td>
</tr>
<tr>
<td>Arranger</td>
<td>lack of structure, too flexible, don’t follow the existing rules or procedures, constantly changing priorities, lack of vision</td>
<td>flexible, organizer, juggler, aligning and realigning tasks to find the most productive configuration possible, efficient, conductor</td>
</tr>
<tr>
<td><strong>STRENGTHS DEVELOPMENT FRAMEWORK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Belief</strong></td>
<td>stubborn, set in their ways, elitist, not accepting of other ideas, opinionated, goody-two-shoes</td>
<td>passionate, steadfast, know where they stand, altruistic, family-oriented, ethical, responsible</td>
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<tr>
<td><strong>Command</strong></td>
<td>bossy, know-it-all, domineering, rude, abrupt, short, strong-willed, inflexible, stubborn</td>
<td>charisma, direct, driven, inspirational, easy to follow, clear, concise</td>
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<tr>
<td><strong>Communication</strong></td>
<td>blabbermouth, poor listener, self-absorbed, show-off, always needs attention</td>
<td>storyteller, great presence, easy to talk to, energizer, entertaining, charismatic</td>
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<tr>
<td><strong>Competition</strong></td>
<td>sore loser, not a team player, puts down others, self-centered, confrontational</td>
<td>driven, motivated, number one, measurement-oriented, winner</td>
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<tr>
<td><strong>Connectedness</strong></td>
<td>passive, naïve, too idealistic, wishy-washy</td>
<td>spiritual, “doesn’t sweat the small stuff,” strong faith, always looking at the big picture, helps others see purpose</td>
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<tr>
<td><strong>Consistency</strong></td>
<td>“by the book,” inflexible, unwilling to customize/individualize</td>
<td>Just, problem-solver, policy maker</td>
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<tr>
<td><strong>Context</strong></td>
<td>slow to move and react to change, closed-minded, lives in the past</td>
<td>has a robust historical frame of reference, learns lessons from the past, knows how things came to be, can leverage knowledge of the past</td>
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<tr>
<td><strong>Deliberative</strong></td>
<td>standoffish, aloof, cautious, slow, introverted, afraid to act</td>
<td>good judgment, identifies risk, makes solid decisions, can plan for the unexpected</td>
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<tr>
<td><strong>Developer</strong></td>
<td>not an individual contributor, wastes time on low-potential people, spectator</td>
<td>grows talent in others, teacher, coach, enjoys helping others succeed, invests in others</td>
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<tr>
<td><strong>Discipline</strong></td>
<td>overbearing, rigid, mechanized, can’t handle change</td>
<td>high productivity and accuracy because of ability to structure, breaks down the complex into steps, great planners, promotes efficiency</td>
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<tr>
<td><strong>Empathy</strong></td>
<td>“soft,” moody, over-involved</td>
<td>creates trust, brings healing, knows just what to say/do, customizes approach to others</td>
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<tr>
<td><strong>Focus</strong></td>
<td>absorbed, tough to relax, intense, stressed</td>
<td>point person, disciplined, purposeful, laser-like precision, identifies important areas quickly, goal setter and goal getter</td>
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<tr>
<td><strong>Futuristic</strong></td>
<td>dreamer, “Fantasy Island,” out in left field, lacks pragmatism</td>
<td>imaginative, creative, visionary, even prophetic, inspiring</td>
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<td><strong>Harmony</strong></td>
<td>weak, indecisive, non-confrontational, avoids conflict</td>
<td>negotiator, can see both sides, great at asking questions, able to arrive at consensus, great facilitator</td>
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<tr>
<td>Category</td>
<td>Strengths</td>
<td>Weaknesses</td>
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<tr>
<td>Ideation</td>
<td>serendipitous, lacks follow-through, creates more work</td>
<td>improves on the existing, learns quickly, agile mind</td>
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<tr>
<td>Includer</td>
<td>indiscriminate, unable to decide, generous to a fault</td>
<td>invites others in, caring, engages others, sensitive, takes up for others</td>
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<tr>
<td>Individualization</td>
<td>unable to synthesize when it comes to people, has difficulty placing group above individual, difficulty in making people decisions</td>
<td>sees the uniqueness in all individuals, intuitively knows that “one size doesn’t fit all,” appreciates the differences in others</td>
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<tr>
<td>Input</td>
<td>knows a lot of worthless information, packrat, cluttered house-cluttered mind, boring conversationalist</td>
<td>great resource, knowledgeable, excellent memory, mind for detail, collects interesting things, excellent conversationalist</td>
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<tr>
<td>Intellection</td>
<td>a loner, slow to act or wastes time thinking too much, isolated, doesn’t work well with others</td>
<td>excellent thinker, enjoys musing, capable of deep and philosophical thought, able to work alone</td>
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<tr>
<td>Learner</td>
<td>a know-it-all, lacks focus on results, learns a lot — produces little, bookish</td>
<td>always learning, catches on quickly, interested in many things, finds life intriguing</td>
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<tr>
<td>Maximizer</td>
<td>perfectionist, picky, never good enough, always reworking</td>
<td>mastery, success, excellence, working with the best</td>
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<tr>
<td>Positivity</td>
<td>insincere, naïve, superficial, Polly Anna</td>
<td>enthusiastic, lighthearted, energetic, generous with praise, optimistic</td>
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<tr>
<td>Relator</td>
<td>lives in a clique, crony, has an inner circle, plays favorites</td>
<td>caring, trusting, a great friend, forgiving, generous</td>
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<tr>
<td>Responsibility</td>
<td>micro-manager, obsessive, can’t say “no,” take on more than you can chew</td>
<td>committed, accountable, independent, trusted, conscientious</td>
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<tr>
<td>Restorative</td>
<td>focuses on weaknesses, punitive, negative, critical</td>
<td>problem solver, troubleshooter, finds improvements and solutions</td>
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<td>Self-Assurance</td>
<td>arrogant, self-righteous, over confident, stubborn</td>
<td>self-confident, strong inner compass, risk taker</td>
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<tr>
<td>Significance</td>
<td>recognition hungry, self-focused, needy</td>
<td>seeks outstanding performance, does things of importance, independent</td>
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<tr>
<td>Strategic</td>
<td>jumps to quick decisions, difficult to understand their thinking, closed-minded</td>
<td>anticipates alternatives, intuitive, sees different paths</td>
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<tr>
<td>Woo</td>
<td>fake, shallow, does not care about deep relationships</td>
<td>outgoing, people-oriented, networker, rapport-builder</td>
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Facilitation Notes: Themes in Professions

**Activity Description:**
Have staff define responsibilities as a group. Then, as individuals, ask staff to discuss each of the responsibilities/dimensions. Ask them to consider what combination of themes they think would be most beneficial to complete that task. What are the requirements of its completion (e.g. creativity, quick completion, detail-orientation, networking, etc.)?

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<th>e.g. Pro Staff Meetings</th>
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Debrief as a small group. To facilitate discussion, you may want to ask the following questions: Were the themes identified the same or different than those of others in the group? What might account for the similarities and differences? Do you think there are optimal themes for each task?
Profile of Incoming Class and Forecasted Retention

PRESENTED BY: ROBERTA KASKEL
DIRECTOR
CAREER DEVELOPMENT

STUDENT AFFAIRS ADVANCE 2013
Loyola University New Orleans
Class of 2017 Profile
as of June 20, 2013 (non-official statistics)

6,993 students initiated applications for admission (6,403 last year)
4,787 students completed applications for admission
89% acceptance rate (off completed applications)
651 enrolling students (anticipated)

107 Transfers (anticipated)
10 Readmits (anticipated)

Key Statistics of First-Year, First-Time Enrolling Students

51% students of color (48.5% last year)
18% African-American students (19% last year)
3.7% Asian (5.9% last year)
17.6% Hispanic (19.7% last year)
30% first generation (28% last year)
64% from outside Louisiana (65.5% last year)
36.6% applied online utilizing our application (42% last year)
61.6% applied using Common Application (50% last year)
39% male (36.2% last year)
4.75% from Jesuit high schools (6.4% last year)

Academic Profile for the Class of 2017
(Beginning with the class of 2017, all deposited students are included in all calculations of academic profile)

Mean GPA: 3.54 (3.65 last year)
Mean SAT Critical Reading: 583 (608 last year)
Mid 50%: 520-650 (560-660 last year)
Mean SAT Math: 563 (582 last year)
Mid 50%: 510-610 (540-630 last year)
Mean ACT score: 25.17 (25.63 last year)
Mid 50%: 23-28 (23-29 last year)

84 Honors Students – most in recent history
40 Cardoner Students – double the number from recent history
30 Summer Bridge Students
89 Fall and Spring Enrichment Students
2 Intensive English Pilot Students

Top Feeder States
Louisiana: 235
California: 47
Florida: 44
Texas: 42
New York: 31
Massachusetts: 21
Georgia: 19
Illinois: 18
Tennessee: 18
Connecticut: 16

Office of Enrollment Management