Loyola University New Orleans 2013 Co-Curricular Programs Annual Report

1 Executive Summary

Name of the department:
Co-Curricular Programs

Mission:
The department of Co-Curricular Programs provides involvement and leadership opportunities for Loyola students through student organizations, student government, campus activities, new student orientation, and university traditions. Co-Curricular Programs also serves the campus community through the oversight and management of the Danna Student Center.

Executive summary of activities and department highlights:

In 2012-2013, the Office of Co-Curricular Programs staff:
• Planned and implemented over 202 on and off campus events.
• Facilitated four leadership development program series including Emerging Leaders, Cardoner Leadership Fellows, StrengthsQuest, and Student Organization Leader Training for over 200 students.
• Provided oversight and advisement for 85 student organizations.
• Launched OrgSync, a web platform for student involvement and student organization management.
• Advised 12 Greek fraternities and sororities and over 400 Greek students.
• Expanded the Greek community with the addition of Pi Kappa Phi Fraternity, Loyola’s first new Greek organization in 20 years.
• Guided 878 students through the New Student Orientation program.
• Coordinated 3,723 events in the Danna Student Center.

Key assessment/ programmatic enhancement initiatives:

Co-Curricular Programs introduced a number of new assessment tools including the Standards of Excellence for Greek organizations, AdAstra tracking of reservations in the Danna Student Center, and student organization reporting through the new web platform, OrgSync.

2.0 Unit Profile Summary

In fall 2012, Co-Curricular Programs was staffed with 1 Director, 2 Assistant Directors, and 1 Administrative Assistant. In spring 2013, Co-Curricular Programs was staffed with 1 Director, 1 Assistant Director, and 1 Administrative Assistant.

2.1 Faculty Staff Profile

In fall 2012, Co-Curricular Programs was staffed with 1 Director, 2 Assistant Directors, and 1 Administrative Assistant. In spring 2013, Co-Curricular Programs was staffed with 1 Director, 1 Assistant Director, and 1 Administrative Assistant.

3.0 Goals for Current Academic Year
General Description of Office Strategic Planning:
During the fall 2011 semester, the Student Affairs Strategic Planning Committee was formed under the directive of the Vice President for Student Affairs and Associate Provost, Dr. M.L. “Cissy” Petty, who established the need for a five-year strategic plan in conjunction with an operative implementation and assessment process. One representative from each of the five Student Affairs departments, Athletics and Wellness, Career Development Center, Co-Curricular Programs, Residential Life and Dining, and University Counseling and Student Health Services, met bi-weekly through the Spring 2013 semester to draft the 2013-2018 Student Affairs Strategic Plan.

Top Strategic Goals and Associated Initiatives for 2012-2013:
- Implement StrengthsQuest strategic plan with Student Affairs departments
- Develop revised Into the Streets program for Wolf Pack Welcome
- Launch student e-newsletters
- Expand programs, marketing, and involvement with Sophomore Initiative
- Implement fraternity and sorority Standards of Excellence

4.0 Budget for Current Academic Year

2012-2013 salary, operating, and total budgets:
Salary, $219,649; Operating, $156,000; Total, $375,649

2012-2013 budget discussion:
The total operating budget for 2012-2013 was used in its entirety for the fiscal year. In partnership with the Student Government Association we were able to supplement the budget for major campus programs with funding from their Student Activities Fee.

5.0 Assessment Report

For AY 2012-2013, a total of 16 assessments was administered to measure program and student learning outcomes. The assessments were conducted in the fall 2012 and spring 2013 semesters using a variety of methods including electronic surveys, participation and attendance tracking, self-reported data, Student Records data, and interviewing. All evaluation data including KPIs and SLOs are stored in an electronic spreadsheet and saved on the Co-Curricular Programs server.

5.1 Student Aggregated Results on Relevant Surveys/ETS Results

Section 5.1:
In June 2013, four current Loyola students participated in a focus group regarding the Student Satisfaction Inventory related to the following questions – it is an enjoyable experience to be a student on this campus & student activities fees are put to good use. The focus group results were utilized to gain insight and depth into the meaning and relevance of the SSI score related to this department and to inform 2013-2014 departmental goals and learning objectives. Specifically, Co-Curricular Programs will market the use of our new web platform, OrgSync, in centralizing information on campus events and involvement opportunities. We will also partner with athletics on events to promote school spirit. To address marketing of the use of student activities fees, Co-Curricular Programs will work with the Student Government Association to brand events and programs where student activities fees are being used as well as increase advertising for organizations and activities funded through student organization allocations.
5.2 Results of In-House/External Studies and Inventories

Section 5.2: Results of In-House/External Studies and Inventories
Student Learning Outcomes and Key Performance Indicators AY 2012-2013

In AY 2012-2013 the following learning outcomes were measured:

Emerging Leaders Student Learning Outcomes
• As a result of participating in the Emerging Leaders Program, students will identify at least five personal values used in their decision-making.
• As a result of participating in the Emerging Leaders Program, students will articulate their leadership style through the development of a personal mission statement.
• As a result of participating in the Emerging Leaders Program, students will report increased confidence in their leadership skills.
• As a result of participating in the Emerging Leaders Program, students will select at least one campus organization they could join that matches their personal interest and values.

StrengthsQuest Student Learning Outcomes
• Students completing the StrengthsQuest assessment will be able to list and define their top 5 strengths.
• As a result of participating in StrengthsQuest programs, students will articulate an understanding of at least 3 strengths.
• As a result of participating in StrengthsQuest programs, students will articulate how they use at least 3 strengths in their lives.

Social Host Training Student Learning Outcomes
• As a result of attending social host training, chapter officers will demonstrate an understanding of the event with alcohol policy.
• As a result of attending social host training, chapter officers will identify three strategies their chapter can use to prevent high-risk drinking at social events.
• As a result of attending social host training, chapter officers will identify three ways to intervene in high-risk drinking situations.

Key Performance Indicators AY 2012-2013:
• Number of on and off campus events: 202
• Number of student organizations: 85
• Number of students participating in Greek fraternities and sororities: 415
• Number of students participating in New Student Orientation: 878
• Number of events coordinated in the Danna Student Center: 3,723

Section 5.3: Executive Summaries AY 2012-2013

LEADERSHIP PROGRAMS
Overview
Co-Curricular Programs offered a variety of leadership programs in 2012-2013 including Emerging Leaders, Cardoner Leadership Fellows, leadership speakers, and StrengthsQuest. The goal of the leadership programs offered was to not only teach leadership, but to infuse values education in all aspects of leadership development and that students participating in these programs will:

- Be able to identify and articulate personal values
- Understand the connection between personal values and values based decision making
- Develop practical leadership skills
- Be able to identify, develop, and apply strengths, talents, and skills to campus and community experiences
- Develop an awareness of finding God in all things
- Commit to being people for and with others

Co-Curricular programs utilized a framework that combines a Gallup’s Strengths Based Developmental Model and the Social Change Model of Leadership Development.

Methodology
A series of assessments were completed for the leadership programs offered at Loyola:
- An Emerging Leaders survey was administered electronically in December 2012 to 17 students to assess the students’ perception of their leadership development in the program. Respondents rated questions related to personal leadership style, Strengths, values, and leadership skills.
- Interviews with Cardoner students were completed to assess their experiences in the program and suggestions for improvement.
- Participation data was collected at each leadership speaker to gauge student interest and participation in these types of events.
- StrengthsFinder completion was measured for students completing the StrengthsQuest assessment.

Results/Findings
Emerging Leaders Survey
Respondents were asked to indicate their level of confidence in various leadership skills following completion of the Emerging Leaders Program. The four highest rated leadership skills for students were:

- Ability to use at least one of my strengths in leadership opportunities (88.2%)
- Understanding of how culture impacts leadership for myself and others (82.4%)
- Ability to define my personal leadership style (64.7%)
- Ability to make decisions based on personal values (64.7%)

The three skills receiving the lowest rating for confidence included:

- Ability to resolve conflict using problem solving skills (52.9%)
- Ability to employ conflict resolution skills when necessary (47.1%)
- Ability to speak comfortably in public (29.4%)

Other findings from the Emerging Leaders survey included the following:

- 100% of respondents indicated that they found Emerging Leaders to be a valuable learning opportunity.
• 96% retention rate of Emerging Leaders to the university and a cumulative 3.188 GPA for 2013.
• 70.6% of respondents were able to identify and articulate 5 personal values used in their decision-making.
• Respondents indicated the most beneficial parts of the program included the practical applications and leadership exercises combined with peer interaction.
• When asked what is one thing they learned from the program, respondents answers included:
  I have learned how to articulate my leadership style and that it is ever-changing.
  How to communicate in a more precise, controlled and inclusive manner. How to identify leadership opportunities that are important to me. How to become a better person.
  Do not be a bystander!! Do something if you see something is wrong.
  How my strengths play into my leadership style
• Recommendations for future Emerging Leaders Programs included:
  I think a real project would help solidify some of the information being taught. I liked the campaign to cut down tolerance of underage drinking exercise. I think a few more exercises like that could really tie the whole thing together.
  I would make the group smaller and try to do more fun activities instead of mostly classroom based. I feel like outings such as our Dat Dog social and our Ropes course helped us connect much more as people than classroom instruction did.
  More group oriented projects, extended program

Interviews with Cardoner Students

In their interviews, Cardoner students indicated the most beneficial parts of the program included:

• Living on the same floor together (100%)
• Participating in Emerging Leaders together (75%)
• Meetings with students in the Spark program (75%)

When asked what improvements could be made to the program, students indicated the following:

• Hold monthly meetings for the Cardoner classes
• Include service into First Year Seminar course
• Increase social activities for all Cardoners
• Create a Facebook or OrgSync group for Cardoners to communicate and advertise to incoming students
• Host an initiation ceremony into Cardoner

Leadership Speakers

Co-Curricular Programs hosted three leadership speakers in 2012-2013. Below is the participation data by program:

• Fall 2012: Jessica Jackley (Kiva International): 65 students
• Spring 2013: Valeisha Butterfield-Jones (Finding Purpose in Your Passion): 250 students
• Spring 2013: Harlan Cohen (Naked Dating): 120 students

The higher participation rate for Valeisha Butterfield-Jones is believed to be related to collaborative programming during her visit including not only her keynote presentation, but also a visit to mass communications class and a presentation at the Elect Her Conference. This collaboration and cross promotion built student interest and increased attendance at her program in comparison to previous speakers.

StrengthsQuest
In 2012-2013, 737 students completed the StrengthsFinder assessment to identify their top 5 Strengths.

Facilitated 27 StrengthsQuest programs including Emerging Leaders, Student Leader Fall Retreat, Greek executive board training, and Student Government Association training.

Students participating in StrengthsQuest programs indicated the following:

- 88.2% of students indicated they were confident in their ability to articulate their top 5 Strengths from the StrengthsFinder assessment.
- 99% of students indicated they were confident in their ability to use at least one of their strengths in leadership opportunities

The number of students completing the StrengthsQuest assessment continues to grow, but development and application of leadership skills is most effective when used in population-specific programs such as Emerging Leaders and student organization training.

Actions Taken

Based on this feedback, we plan to continue our work in areas that students indicated positive experiences and make the following changes in 2013-2014:

- Emerging Leaders
  o Increase the number of exercises in the curriculum focused on problem solving and conflict resolution.
  o Include a social change project component to Emerging Leaders to allow students to work together on a semester-long project.
  o Develop ways for students to learn and practice public speaking skills throughout Emerging Leaders program.
  o Offer opportunities for students to get to know one another socially.

- Cardoners
  o Schedule monthly meetings for all Cardoners
  o Establish programming and service that connects to their experience in their first year seminar course
  o Schedule a retreat to offer a time for all Cardoners to get to know one another better.

- Leadership Speakers
  o Seek out partnerships for leadership speakers including sponsorship by multiple departments and collaborative programs during a speaker’s visit.
  o Cross promote keynote presentation at all speaker events when they are on campus.

- StrengthsQuest
  o Continue to build StrengthsQuest exercises into Emerging Leaders programs and student organization training, focusing on the utilization of strengths in leadership roles.

CAMPUS ACTIVITIES

Overview

Co-Curricular Programs offered a variety of campus activities and programs for Loyola students including monthly Third Fridays, late night events, off-campus excursions, Sneaux, class traditions, and a spring concert. These events are designed to provide students opportunities to get engaged in the campus community, meet other Loyola students, explore New Orleans, and build school spirit.

Methodology

A series of assessments were completed for the campus activities offered at Loyola:
• Event tracking and participation data was completed to identify the number of events offered for students and to gauge student interest in participation.
• University Programming Board information for the student committee planning major campus activities.

Results/ Findings

Event Tracking

In 2012-2013, 202 events were held for students.

• Multicultural/ Civility Events: 96
• Passive Education Events: 2
• Late Night Events: 25
• Excursions: 15
• Third Fridays: 7
• Commuter Events: 6
• Pop-Up Food Vendor Events: 5
• Arts & Culture Events: 9
• Major Events: 3
• Greek events: 17
• Orientation and Wolf Pack Welcome Events: 17

Over 900 students attended events held during AY 2012-2013.

University Programming Board (UPB)
• 11 students participated on the University Programming Board assisting in planning and implementing campus-wide events.
• UPB students had a 100% retention rate to the university and averaged a 3.2 GPA for Fall 2012 and a 3.18 GPA for Spring 2013.

Actions Taken
Based on this feedback, we plan to continue our work in planning and implementing campus-wide events. We plan to make the following changes in 2013-2014:

• Campus Events
  o We will continue to formalize the planning process for campus events and sharing resource information each year.
  o Promote collaboration between student organizations for campus programming and communication.
  o Utilize OrgSync for shared calendaring and cross promotion of events between university departments.
• University Programming Board
  o Continue to formalize merger between the Student Government Association and the University Programming Board.
  o Improve training for UPB leaders and their committees, focusing on delegation, problem solving, and event management.
  o Add class representatives to assist with planning and marketing for class-specific excursions or events.
• Event Tracking & Participation
  o Utilize the card reader software on OrgSync to track individual student participation in events.

GREEK LIFE

Overview
Co-Curricular Programs provided oversight and management for all Greek chapters and councils at Loyola University New Orleans including:

- Chapter advising
- Standards of Excellence program
- Chapter education and training

**Methodology**

A series of assessments were completed for the Greek programs offered at Loyola:

- Chapter and council membership statistics indicating participation rates and campus percentages were calculated in the Fall 2012 and Spring 2013 semesters using data from the Office of Student Records and chapter self-reporting.
- GPA reports were completed in Fall 2012 and Spring 2013 for all chapters using data from Student Records. All GPA comparison data was based on full-time undergraduate students at Loyola.
- Standards of Excellence evaluation completed in Spring 2013 of areas of chapter operations including chapter management, recruitment, member education, and leadership. Chapters provided documentation of completion of items for each area and were graded on a Standards of Excellence scorecard.
- Social Host Training pre and post tests were given following participation in the program to measure learning about the event with alcohol policy and ways to address high-risk drinking.

**Results/ Findings**

**Chapter and Council Membership Statistics**

**Fall 2012**
- Panhellenic Council:
  Avg. chapter size: 85 Total # of members: 314 Total # of chapters: 4

- Interfraternity Council:
  Avg. chapter size: 20 Total # of members: 61 Total # of chapters: 3

- National Pan-Hellenic Council:
  Avg. chapter size: 7 Total # of members: 40 Total # of chapters: 6

**Spring 2013**
- Panhellenic Council:
  Avg. chapter size: 85 Total # of members: 314 Total # of chapters: 4

- Interfraternity Council:
  Avg. chapter size: 25 Total # of members: 100 Total # of chapters: 4

- National Pan-Hellenic Council:
  Avg. chapter size: 6 Total # of members: 25 Total # of chapters: 4

In fall 2012, 415 Greek students represented 13% of the campus population. In spring 2013, Greek students represented 14% of the campus population.
In spring 2013 the Interfraternity Council completed the expansion process to add a new fraternity, Pi Kappa Phi. Two National Pan-Hellenic Council fraternities went inactive due to lack of membership.

**GPA Report**

**Fall 2012**
- All Undergraduate Average: 2.95
- All Greek GPA: 3.00
- All Women’s Average: 3.00
- All Sorority GPA: 3.04
- All Men’s Average: 2.90
- All Fraternity GPA: 2.79

**Spring 2013**
- All Undergraduate Average: 3.03
- All Greek GPA: 2.99
- All Women’s Average: 3.08
- All Sorority GPA: 3.08
- All Men’s Average: 2.96
- All Fraternity GPA: 2.86

Greek students successfully exceeded the all undergraduate GPA in fall 2012. Sororities also exceeded the all women’s averages each semester. Fraternity GPAs were below both the all undergraduate and the all men’s averages each semester.

**Standards of Excellence**

Based on the Standards of Excellence scorecards, chapters scored highest in the following three areas:

- 81% of chapters had all necessary chapter management tools including rosters, constitution and bylaws, chapter insurance, and chapter budget.
- 64% of chapters had an academic success plan including scholarship programming, GPA requirements for chapter members, and a standards process to mitigate academic issues.
- 54% of chapters had a recruitment/intake plan including academic requirements, chapter goals, written process, and recruitment timeline.

Chapter scored lowest in the following areas:
- 36% of chapters met all service requirements including community service hours, philanthropy officer, chapter education, and philanthropy activities.
- 18% of chapters completed all membership education and development requirements including attendance at New Member Symposium, written new member plan, membership education officer, and chapter education programs.

Chapter completion of Standards of Excellence scorecard could be a cause for the lower scores in the areas of service and member education. It is believed that chapters are participating in these types of activities, but not completing the necessary steps to indicate completion.

**Social Host Training**

Following Social Host Training, students demonstrated the following improvements in their understanding of the event with alcohol policy and ways to address high-risk drinking:

- Pre-test: 86% of students demonstrated an understanding of the event with alcohol policy; Post-test: 98% of students completing social host training demonstrated
- Pre-test: 86% of students identified three strategies to prevent high-risk drinking; Post-test: 100% of students identified three strategies to prevent high-risk drinking
- Pre-test: 80% of students identified three strategies to intervene; Post-test: 100% of students identified three strategies to intervene

**Actions Taken**

Based on this feedback, we plan to continue our work in areas that students indicated positive experiences and make the following changes in 2013-2014:
• Increase marketing efforts for participation in Recruitment processes.
• Explore extension of an additional Panhellenic sorority to alleviate high chapter membership in these organizations.
• Work with fraternities and their advisors to establish and implement academic success plans for their chapters.
• Recognize and celebrate all groups meeting Standards of Excellence – Chapter of Excellence Status.
• Create action plans with all chapters meeting Standards of Excellence – Probationary Status to identify areas of improvement and action steps for 2013-2014.
• Continue offering social host training and explore expanding the group to include non-Greek organizations.

STUDENT ORGANIZATIONS

Overview

Co-Curricular Programs provided involvement and leadership opportunities for Loyola students through student organizations. This included marketing of organization involvement opportunities, organization oversight and management, leadership training for student organizations, and chartering of new student organizations.

Methodology

A series of assessments were completed for the student organizations offered at Loyola:

• Key performance indicators for student organizations including the number of student organizations, categories of student organizations, and number of organizations chartered for 2012-2013.
• A Student Leader Training Survey was administered to student organization members through the web platform, OrgSync, to assess request for student organization training in 2013-2014.

Results/Findings

Key Performance Indicators

• Number of Student Organizations: 85
• Number of Student Organizations by Category:
  o Academic and Professional – 18
  o Business – 3
  o Club Sports – 7
  o Event Planning & Programming – 2
  o Faith-Based and Religious – 7
  o Fine and Performing Arts – 6
  o Greek – 15
  o Honor Societies – 7
  o Media – 2
  o Multicultural and Diversity Issues - 10
  o Political – 2
  o Service – 5
  o Student Government – 1

• Number of Student Organizations Chartered in 2012-2013: 3
Leadership Training

575 votes were collected in the Student Leader Training survey. The highest rated topics for leadership training included the following:

• Building leadership skills – 73 votes
• Budgeting – 53 votes
• Recruiting/ retaining members – 50 votes
• How to run a meeting – 42 votes
• Inspiring a shared vision – 41 votes
• Student leader burnout – 40 votes

Actions Taken

Based on this feedback, we plan to continue our work in areas that students indicated positive experiences and make the following changes in 2013-2014:

• Update student organization chartering process to include application, tracking, and approval through the web platform, OrgSync.
• Revise allocations process to be conducted on a rolling basis and not by semester. This will be done to help organizations apply for funds as they are needed and allow for more realistic requests for money based on expected expenses.
• Offer a monthly leadership training series for student organizations based on the topics requested.

NEW STUDENT ORIENTATION

Overview

Co-Curricular Programs facilitated New Student Orientation for first-year and transfer students. Orientation is designed to assist students with their transition to Loyola and provide resources and information to help students be successful at the university.

Methodology

A New Student Transition survey for New Student Orientation was administered in July and August 2012 to first year students. This survey is designed to assess the Orientation program’s impact on students’ transition to Loyola. The survey was emailed to students and a total of 105 respondents participated. Respondents rated questions related to preparation for the transition to the university, program logistics, and recommendations for future programs.

Results/ Findings

• 91% rated the Orientation program good or excellent.
• Students indicated the following programs were most helpful in their transition to Loyola:
  o Study Abroad (86%)
  o College Session & Academic Advising (85%)
  o Safety and Security in the Big Easy (75%)
  o Student Finance, Financial Aid and Scholarships (72%)
  o Life at Loyola – A Student Panel (71%)
• 83% indicated that Orientation helped them know what to expect academically at Loyola
• 93% of students indicated that Orientation helped them to learn about different resources on campus that could help them if they are having academic concerns.
• 81% of respondents indicated that Orientation helped them learn about different resources on campus if they are having problems adjusting to Loyola.
• 71% indicated that the length of Orientation was just right
• 86% indicated that Orientation helped them know what to expect socially at Loyola
• Students indicated the type of information they would have liked to receive at New Student Orientation including the following:
  o Course scheduling, academic requirements, and common curriculum
  o Textbooks
  o More college specific information

New Student Orientation Participation
Session 1 – 195 students
Session 2 – 152 students
Session 3 – 189 students
Session 4 – 135 students
Session 5 (August) – 180 students
Transfer Orientation – 27 students
Total # of students – 878 students

Actions Taken
Based on this feedback, we made the following changes to the Orientation program for the 2013 New Student Orientation:

• Created a resource guide for students including information on course scheduling, academic overviews by college, common curriculum, student billing and financial aid, and other pertinent university information.
• Included the Bookstore manager in the Student Affairs panel to provide more information on textbooks
• Extended time for safety and security session to allow time to cover more information.
• Added a session with the Associate Deans to be an introduction to academic life in college.

DANNA STUDENT CENTER

Overview

Co-Curricular Programs served the campus community through the oversight and management of the Danna Student Center, university quads, and classrooms for non-academic use.

Methodology

The following statistics were obtained in Fall 2012 and Spring 2013 utilizing the following software systems – AdAstra (university scheduling program), Survey Monkey, and OrgSync.

• Facility usage (events held in the Danna Student Center, quads, and academic buildings)
• Room reservation requests (requests for events in the Danna Student Center, quads, and academic buildings)

These statistics provide information regarding the utilization of the Danna Student Center and other classroom spaces.
Results/ Findings

Facility Usage

• Fall 2012 - 1,458 events held in Danna Student Center and quads; 426 events held in classrooms
• Spring 2013 – 1,429 events held in Danna Student Center and quads; 410 events held in classrooms
• Total – 2,887 events held in Danna Student Center and quads; 836 events held in classrooms

Room Reservation Requests

• Fall 2012 – 1,940 total reservation requests made for Danna Student Center, quads, and classrooms
• Spring 2013 – 1,721 total reservation requests made for Danna Student Center, quads, and classrooms
• Total – 3,661 total reservation requests made in Danna Student Center

Additional Information:

The following rooms were the most utilized in 2012-2013:

• Learn Lab (369 events)
• Gallery Rooms (297 events)
• Audubon Room (233 events)

This information demonstrates the high number of reservation requests and events held in the Danna Student Center. In 2012-2013, 22% of room reservation requests could not be scheduled due to space availability. With the increase of events and programs, student organizations, and meetings for both academic and non-academic units, the Danna Student Center is not equipped to meet the demand for meeting and event space on campus.

Actions Taken

Based on this feedback our actions include the following:

• Due to the space limitations in the Danna Student Center, utilize available classroom spaces across campus for organization and departmental meetings.
• Update room reservation form to provide a streamlined reservation request process.

We are not able to currently alleviate the space limitations of the Danna Student Center, but have improved the customer service experience of reserving space on campus.

6.0 Summary of Achievements

Section 6.1: Staff achievements & service

Application accepted for NASPA Lead Institution for Civic Leadership and Democratic Engagement
Courtney Williams selected as NASPA Region III Coordinator for NASPA Undergraduate Fellows Program

Section 6.2: Student achievements & service
- Margaret Vienne selected as a Collegiate Development Consultant for Delta Gamma Fraternity National Headquarters.
- Alex Hall selected for Jesuit Volunteer Corps.
- Quidditch team won 2nd in Quidditch World Cup.
- Delta Gamma received national award for excellence from Delta Gamma Fraternity.

7 Supporting Documents

The following documents are included:

- Emerging Leaders survey
- Standards of Excellence
- Social Host Training pre & post test
- Student leader training survey
- New Student Orientation survey
- Focus Group Notes
- KPI/SLO Spreadsheet
- Student Affairs Strategic Plan 2013-2018

Co-Curricular Programs Supporting Documents

2012-2013 Assessment Worksheet.pdf
Emerging Leaders Survey.pdf
Executive Summary - Campus Activities.pdf
Executive Summary - Danna Student Center.pdf
Executive Summary - Greek Life.pdf
Executive Summary - Leadership.pdf
Executive Summary - NSO 2012.pdf
Executive Summary - Student Organizations.pdf
NSO Survey.pdf
OCP focus group notes.06122013.pdf
Social Host Training.pdf
Standards of Excellence.pdf
Student Affairs Strategic Plan 2013-2018.pdf
Student Organization Poll.pdf