2012 ADVANCE RETREAT PRESENTATIONS
<table>
<thead>
<tr>
<th>Presentation Title</th>
<th>Presenters</th>
</tr>
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<tbody>
<tr>
<td>Strategic Planning Exercise</td>
<td>Alicia Bourque</td>
</tr>
<tr>
<td>Retention Study</td>
<td>Craig Beebe</td>
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<tr>
<td>Athletics</td>
<td>Mike Giorlando and Brett Simpson</td>
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<tr>
<td>Co-Curricular Programs</td>
<td>Heather Roundtree and Courtney Williams</td>
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<td>• iLive &amp; The Social Change Model</td>
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<td>• SophoMore initiative</td>
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<td>• Strenghts</td>
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<tr>
<td>PACKport</td>
<td>Amy Boyle</td>
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<tr>
<td>Dining</td>
<td>Ron Guillory</td>
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<tr>
<td>Student Success</td>
<td>Roberta Kaskel</td>
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2012 Student Affairs Advance
The Rivers Retreat Center
August 1&2

Wednesday, August 1

8:35 Convene in the Carrolton Turnaround with your personal belongings

8:45 Vans depart campus for The Rivers Retreat Center. (This is a hard departure time. Parking on site is limited, travel in a personal vehicle requires pre-approval by your director & Roberta.)

9:45 Arrive @ the Rivers and select cabins.

10:15 Welcome to the 2012 Advance

   Learn Advance Team assignment

   All Staff Introductions

   Opening Remarks by Dr. Petty

10:45 Keynote Address: Bringing Your Personal Best to Your Role as a Leader

   Dr. Andre Perry, Associate Director for Educational Initiatives Loyola Institute for Quality Education

11:30 Introduction of the SA Strategic Plan by Dr. Petty

12:00 Lunch

1:00 Strategic Planning Exercise: Alicia Bourque

2:00 Retention Study: Craig Beebe

2:30 Student Affairs Tournament of Games: Erica Svoboda and Christine Nielsen

4:00 Open Recreation: Tennis Courts and Pool Open

5:00 Personal Time

6:00 Dinner

7:30 Student Affairs Tournament of Games: Cissy Petty and Craig Beebe (Bring an unwanted gift or other object for re-gifting. Gifts are typically inexpensive, humorous items or used items from home. The gift is likely an object whose maintenance costs exceeds its usefulness to you personally, but might be very appealing to someone else. Enclose your gift in a plain brown bag and seal the bag.)

8:30 Open Swim: Pool and hot tub will be open and lit
Thursday, August 2

6:00: Tennis Courts and Pool Open
8:00: Breakfast
8:45: Signature Programs
   Athletics: Mike Giorlando and Brett Simpkins
   Co-curricular Programs: Heather Roundtree
   iLive & The Social Change Model
   SophoMORE Initiative
   Strengths
   The Residential Experience: Amy Boyle and Ron Guillery
   Packport
   Dining
   Student Success: Roberta Kaskel
10:45: Student Affairs Tournament of Games Concludes: Erica Svoboda and Christine Nielson
11:45: Student Affairs Award Ceremony
12:00: Lunch and Recreation
1:30: Vans depart for campus
STRATEGIC PLAN

Presenter: Alicia Bourque
OFFICE OF STUDENT AFFAIRS
STRATEGIC PLAN
2012-2017

Strategic Planning Committee:
Craig Beebe, Alicia Bourque (Chair),
Roberta Kaskel, Heather Roundtree,
Brett Simpson
Agenda

- Strategic Planning Introduction
- Strategic Planning Process
- SA Strategic Plan 2012-2017
- Lunch
- Small Group Exercise
- Large Group Discussion
- Next steps
Strategic Planning Introduction

- **Strategic**
  - Intentional
  - Futuristic
  - Opportunity seeking
  - Imagination
  - New insights/actions = Optimal results!
- **Student Affairs and Strategic Planning**
  - Process of determining what a student affairs organization intends to be in the future and how it will get there
  - Benefits of strategic planning to Student Affairs
    - Needs and assessment
    - Innovative
    - Solidifies position within university
    - Engages everyone in change
    - Collegial setting
Strategic Planning Introduction

- Elements
  - Vision statement
  - Mission statement
  - 5 to 7 core values
  - 5 to 7 goals with KPIs
  - Action/implementation plan
  - Evaluation and assessment
- Where are we?
Strategic Planning Process

• Comprised of representatives from all Student Affairs departments

• Met weekly during the spring 2012 semester

• Developed broad and measurable strategies for Student Affairs
Planning Resources

- Loyola 2012
- Gallup’s Strengths Based Developmental Model
- Student Affairs needs assessment
- Strategic Planning in Student Affairs
- Review of strategic planning documents from peer institutions
SA Strategic Plan 2012-2017

• Vision
• Mission
• Foundation
• 5 Domains
  • Student Engagement
  • Student Success
  • Healthy Living
  • Professional Development
  • Facilities and Technology
• 4 Strategies for each Domain
Small Group Exercise

• Strategies are the actions to be taken to achieve long-term objectives
• Action plans are developed to establish time lines, budgets, communication, and operational tactics for the strategies
• At your table
  • Review the domains and strategies
  • Identify 3 strategies (not domains) for which your department will be a major or minor contributor over the next 3 to 5 years
  • List 1 action and 1 assessment measure under each chosen strategy
Small Group Exercise Example

• University Counseling Center
  • Strategy 3.1: Redesign a marketing and programming campaign to address high risk drinking, tobacco use and illicit substance abuse
  • Action step for AY 2012-2013: Launch a poster campaign in the residence halls to promote alcohol risk reduction
  • Assessment: CORE Survey, Feb 2013, 2% decrease in reported public misconduct as a result of drinking
Large Group Discussion

• Athletics & Wellness
• Career Development
• Co-Curricular Programs
• Residential Life
• University Counseling
Next Steps

• Student Affairs Strategic Planning Committee will continue to meet weekly during the AY 2012-2013

• Your committee liaison will work with you to:
  • Prioritize Strategies
  • Develop Action Plans
  • Develop a Financial Plan
  • Identify KPIs
  • Implement an Outcomes-Based Assessment Review

• Will have an update at January Renewal!
Office of Student Affairs  
Strategic Plan 2012-2017  
Small Group Exercise Handout  
Advance  
August 1, 2012

Department: ________________________________________________

<table>
<thead>
<tr>
<th>Domain</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Assessment</th>
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Retention
Not a four-letter word

Office of Student Affairs
Advance 2012
Why understand retention?

- Indicator of student support services
- Student debt
- Controlling costs
- Alignment of University with need
Data collection

• Institutional Research and Effectiveness
• Retention and Student Success
• Reference group
Retention at Loyola

- **Persistence: FY-SY**
  - 09-10 80%
  - 10-11 82%
  - 11-12 77%
  - All La. colleges 10-11 73% *

- **Graduation rate: 6-yr**
  - 09-10 59%
  - 10-11 57%
  - 11-12 59%
  - All La. bachelor's students 09-10 41% *
Reasons students leave

- Withdrawal slips
- Exit interviews
- Student account reviews
Reasons students leave, cont'd

- Academic ability
- Academic performance
- Academic program
- Behavior
- Distance
- Fit
- Financial ability
- Financial choice
- Health
- Medical
- Employment
- Leave of absence
- Other
Reasons students leave, cont'd

2010-2011
• Academic performance (44)
• Financial ability (40)
• Fit (23)
• Financial choice (16)
• Academic ability (14)
• Academic program (13)
• Medical (12)
• Distance (10)
Cohort persistence rates

74% in-state
80% out-of-state

75% off-campus
78% on-campus

78% female
74% male

73% 1st generation
77% non-1st gen

78% Hispanic/White
71% Black
Good practices

Loyola Marymount University
Trinity University
Boston College
Target Area(s): fit/personal, behavior and financial choice
Program: iLEAD at Loyola Marymount University
http://www.lmu.edu/studentlife/studentaffairs/activities/sld/leadershipinstitute/ilead.htm
*Can help strengthen students pride in the university as well as their connection to the campus and community.

Program Overview: The theme of iLead, “You are asked to be a Lion,” is derived from the Lion’s Code at Loyola Marymount University, which embodies the essence that we hope to instill in each participant during iLEAD. We aim to inspire each student leader by helping them define for themselves what it means to be a LMU Lion and ultimately reach their full potential. As a comprehensive experience, iLEAD strives to encourage in participants a sense of purpose and community while empowering each student leader to be men and women with and for others on campus and beyond. iLead has four learning outcomes:

- “I will own the actions of mind.”
- “I will join the discourse.”
- “I will stand in faith.”
- “I am a Lion.”
**Target Area:** Fit/Personal

**Program:** Pre New Student Orientation Programs at Trinity

Plunge: faith-based service experience

[https://spreadsheets.google.com/viewform?hl=en&formkey=dDM5V1J5cjZvMFViYW8yd3ZKQU91Zmc6MQ#gid=0](https://spreadsheets.google.com/viewform?hl=en&formkey=dDM5V1J5cjZvMFViYW8yd3ZKQU91Zmc6MQ#gid=0)

FORT: first year outdoor recreation trip


*Fosters a sense of belonging and community in the university.*

**Program Overview:** The Plunge, coordinated by the University Chaplain, is a faith-based service experience in city of San Antonio. **F.O.R.T.** which stands for First Year Outdoor Recreation Trip, takes students to the Guadalupe Mountains to climb the highest peak in Texas. Upperclass student leaders from O-Rec serve as trip facilitators. Spots are limited for both programs.
Target Population: Men
Target Area(s): Behavior, academic performance, fit/personal
Program: Freshmen League at Boston College
http://www.bc.edu/offices/formation/programs/freshmanleague.html
http://www.youtube.com/watch?v=xHLY_4Ad22g&feature=youtu.be

*Program increase male engagement on the Boston College campus.
Program can be adopted to address the areas male students at Loyola struggle most in.

Program Overview:
- An all-male group composed of eight freshmen guys led by a two upperclassmen captains.
- An opportunity for freshmen to form friendships with guys outside their hall and partake of upperclassmen wisdom.
- A chance to participate in unique off-campus activities like indoor skydiving, trampoline dodgeball, paintballing, a day of service, or white-water rafting.
- A chance to get to know BC faculty and staff through team dinners off-campus.
ATHLETICS

Presenter: Mike Giorlando
Brett Simpson
Department of Athletics and Wellness

Retention and Association Update
Purpose of Programs

• Integrate Athletic and Wellness initiatives with enrollment management and institutional advancement strategies in advancing the goals of the University
Student Athlete Recruitment

• Early initial contact (sophomore year)
• Personal connections with student and family:
  – Telephone calls, email, text, Twitter, Facebook, home visits, on-campus visit
• Engaged contact from commitment to enrollment (senior year thru summer)
  – Assist with academic schedule, summer conditioning/competition
  – Develop relationships with coaches, student-athlete, and campus
Student Athlete Retention

• Identify “Loyola” students
  – Able to handle rigorous academic curriculum
  – Athletically gifted
• Teams serve as “ready made” communities
• Monitor academic progress of student athletes
• Mentor student athletes
Champions of Character

• Develop character values of Integrity, Respect, Responsibility, Sportsmanship, and Servant Leadership
• Monitor and recognize academic progress and achievement
• Coach/Staff Professional Development Opportunities
  – Rob Miller Presentation
Consultant Update
Options Under Consideration

• Remain in the NAIA
• Pursue Membership in NCAA Division II
• Pursue Membership in NCAA Division III
Remain in NAIA

**Strengths:**

- Loyola is the leading academic institution in SSAC
- Level of operating support for men’s and women’s basketball is competitive (need 60 additional scholarships to be competitive in other sports)
- SSAC sponsors all sports that Loyola offers

**Challenges:**

- Long term viability of the NAIA/SSAC?
- Membership in the SSAC does not appear consistent with Loyola’s general reference and enrollment competition groups as well as Jesuit peers.
- Limited number of NAIA members in desired regions for admissions (Mid-Atlantic and New England)
- Need improved facilities for all A&W programs
- Additional funding is needed for operating expenses (staffing) and athletic scholarships
SSAC Members

• Auburn Montgomery AL
• Belhaven MS
• Brenau GA
• Brewton-Parker GA
• Emmanuel GA
• Faulkner AL
• Lee TN (Leaving 2013)

• University of Mobile AL
• Southern Poly GA
• Southern Wesleyan SC (Leaving 2013)
• Spring Hill AL
• Truett-McConnell GA (Leaving 2013)
• William Carey MS
• Coastal Georgia GA
Pursue Membership in NCAA DII

Strengths:

• Be apart of the NCAA brand
• Membership in the NCAA opens areas in the Mid-Atlantic region for enrollment and alumni outreach and aligns Loyola with other Jesuit institutions.
• Total scholarship support to be competitive is comparable to remaining in the NAIA
• Academic leader amongst D2 schools in region

Challenges:

• Must improve facilities
• Increase resources for athletic grants, operating, recruiting, administration staffing and support
• Uncertain conference affiliations
• Must be invited to NCAA
Pursue Membership in NCAA DII

Gulf South Conference
- Christian Brothers TN
- Delta State MS
- Alabama Huntsville AL
- North Alabama AL
- Shorter GA
- West Alabama AL
- West Florida FL
- West Georgia GA
- Valdosta State GA
- Union TN
- Lee TN (Will enter in 2013)

Southern Intercollegiate
- Albany State GA
- Benedict SC
- Claflin SC
- Clark Atlanta GA
- Fort Valley State GA
- Kentucky State KY
- Lane TN
- Lemoyne-Owen TN
- Miles AL
- Morehouse GA
- Paine GA
- Stillman AL
- Tuskegee AL
Pursue Membership in NCAA DIII

Strengths:
• Be apart of the NCAA brand
• SAA members have similar academic standards

Challenges:
• Need to add many new sports (SAA average is 20)
• Increase resources for operating, recruiting, administration staffing and support
• Must improve facilities- $20M
• “Non-scholarship issue”
• Football?
• Must be invited
Southern Athletic Association Members

- Berry GA
- Birmingham Southern AL
- Centre KY
- Hendrix AK
- Millsaps MS
- Oglethorpe GA
- Rhodes TN
- Sewannee TN
Wellness Opportunities

• With increased resources enhance offerings in club sports and intramurals to compliment enrollment and retention strategies
  – Coaches for club sports
  – Improved facilities (Sports Complex renovations/acquire field space)
Next Steps

• Steering committee continues to seek comment from constituents
• President will seek guidance from colleagues
• Bring recommendation to Board of Trustees in 2012-13.
Questions
CO-CURRICULAR PROGRAMS

Presenter: Heather Roundtree
Courtney Williams
<table>
<thead>
<tr>
<th>iLIVE</th>
<th>The foundation of iLIVE is to not only teach leadership, but to infuse values education in all aspects of leadership development. Students participating in iLIVE will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Be able to identify and articulate personal values</td>
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<tr>
<td>- Understand the connection between personal values and values-based decision making</td>
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<tr>
<td>- Develop practical leadership skills</td>
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<tr>
<td>- Be able to identify, develop, and apply strengths, talents, and skills to campus and community experiences</td>
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<tr>
<td>- Develop an awareness of finding God in all things</td>
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<tr>
<td>- Commit to being people for and with others</td>
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</table>

iLIVE utilizes a framework that combines a Gallup's Strengths Based Developmental Model and the Social Change Model of Leadership Development. These frameworks inform the ongoing construction of iLIVE components. A key element to the success of iLIVE is the collaboration between all departments within the Office of Student Affairs, in which all share a common set of principles, theoretical foundation, and program objectives for leadership and values education. |

| Cardoner Leadership Program | The Cardoner Leadership Fellows is a two-year cohort-based leadership program that includes an academic course for credit focusing on Rebuilding New Orleans, living learning community for first-year Cardoners, and developmental leadership education topics. |
| Champions of Character | This program features leadership and values development for student athletes focusing on five core values: integrity, respect, responsibility, sportsmanship, and servant leadership. |
| Emerging Leaders Program | Emerging Leaders is a population-specific component of iLIVE designed to identify, support, and develop new leadership at Loyola. First year students participate in an eight-week program featuring leadership workshops, community service, experiential programs, and networking with campus and community members. |
| Emerging Leaders II Program | A follow-up to the first-year Emerging Leaders Program, Emerging Leaders II is an eight-week program for sophomore students that features deeper leadership discussion and development. This program moves beyond solely development of the self and introduces the importance of community to leadership and enacting change. |
| Magis Leadership Awards | This annual leadership awards program recognizes outstanding student leadership and features individual student awards, student organization awards, and significant university achievements. |
| Omicron Delta Kappa/Loyola Aurum Society | Omicron Delta Kappa is a national leadership honor society that recognizes students, faculty, and staff that have exhibited outstanding service to the Loyola and New Orleans communities. Students must be junior or senior students with leadership in multiple areas of campus life and in the top 30% of their class academically. ODK students will lead the annual Student Leadership Conference and Magis Leadership Awards. |
| StrengthsQuest | This strengths-based development program, created by the Gallup Organization, is designed to provide students with the skills to discover, develop, and apply their unique individual talents. The program features developmental Strengths workshops, student leader training, campus-wide marketing, and resources for students, faculty, and staff. |
| Student Leader Training | Student Leader Training is a population-specific program focusing on student organization leaders, student staff such as Resident Assistants, Building Managers, and Krew Leaders, and specific target groups such as Greek students. This training program includes ongoing leadership workshops, Strengths training, weekly e-newsletter, annual leadership conference, and customized organization workshops. |
iLIVE

Next Steps

Goal 1: Review current iLIVE outline

The iLIVE outline features leadership and values programs offered through the Office of Student Affairs

Goal 2: Review Strengths-based developmental model and Social Change Model of Leadership Development

See attached Strengths Development Framework and Social Change Model of Leadership Development

Goal 3: Identify current departmental programs that fit the goals of iLIVE

- 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

Athletics & Wellness

Co-Curricular Programs

Career Development Center

Dining Services

Residential Life

University Counseling Center & Student Health Services

Goal 3: Directors will be able to articulate purpose of iLIVE and featured programs
Social Change Model of Leadership Development

Established in 1994, the Social Change Model approaches leadership as a purposeful, collaborative, values-based process that results in positive social change. The Model was built upon the following assumptions:
• Leadership is socially responsible, it impacts change on behalf of others.
• Leadership is collaborative.
• Leadership is a process, not a position.
• Leadership is inclusive and accessible to all people.
• Leadership is values-based.
• Community involvement/service is a powerful vehicle for leadership.
The Model is sometimes called the 7Cs for Change because it espouses seven values of leadership that occur on three dimensions with the goal of positive social change. Each dimension interacts with one another as shown below.

The individual dimension consists of the values: consciousness of self, congruence, and commitment. The group dimensions consist of the values: common purpose, collaboration, and controversy with civility. Finally, the societal/community dimension consists of the value of citizenship. All of the values contribute to the ultimate goal of change.
Strengths Development Framework

**Discover/Awareness**
- Understands and can define and verbalize their themes.
- Has a basic understanding of their themes.

**Develop/Integrate**
- Can see a clear connection between their themes and past and present behavior.
- Can link strengths to successes.

**Apply/Application**
- Can utilize the knowledge of their five themes to plan, strategize, analyze, and direct their behavior.

**Relationship**
- Has a clear understanding of their uniqueness and sees others strengths.
- Has a relationship(s) that is encouraging their strengths development.
The sophoMORE Initiative

What is the sophoMORE Initiative?
The sophoMORE Initiative is a student affairs-based program designed to support sophomore students in answering important life questions. Through a broad range of intentional events and programs, the sophoMORE Initiative will assist students in discovering their strengths, developing their talents, and applying skills and strategies to enhance leadership development, academic and career success, and community and social well-being. The sophoMORE Initiative guides second-year students through this decisive period with programs focused on self-reflection and discernment.

Learning Outcomes
Through focused self-exploration and participation in the sophoMORE Initiative students will:

1. Develop career related knowledge and skills through experiential learning opportunities.
2. Recognize and cultivate strengths and skills through leadership development programming.
3. Build meaningful relationships with the university community.

Why sophoMOREs?
Sophomore year is identified as the critical time when students need to develop a sense of purpose if they are to derive maximum value from their education. If students develop that sense of purpose, and a concurrent sense of fit, then the result is enhanced student engagement and retention. Listed below are some of the programs sponsored by the sophoMORE Initiative:

sophoMORE Initiative Events

<table>
<thead>
<tr>
<th>Event Name</th>
<th>Date and Time</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>sophoMORE Swamp Stomp</td>
<td>September 2, 2012 at 12PM</td>
<td>This annual event serves as the official welcome back party for new and returning sophomores!</td>
</tr>
<tr>
<td>Emerging Leaders I Program</td>
<td>October 2, 2012 – December 2, 2012</td>
<td>Emerging Leaders is a population-specific component of iLIVE designed to identify, support, and develop new leadership at Loyola. First year and sophomore students participate in an eight-week program featuring leadership workshops, community service, experiential programs, and networking with campus and community members.</td>
</tr>
<tr>
<td>Emerging Leaders II Program</td>
<td>October 2, 2012 – December 2, 2012</td>
<td>A follow-up to the Emerging Leaders I Program, Emerging Leaders II is an eight-week program for sophomore students that features deeper leadership discussion and development. This program moves beyond solely development of the self and introduces the importance of community to leadership and enacting change</td>
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<tr>
<td>sophoMORE Suppers</td>
<td>November 14, 2012 with Intern Queen Spring Date TBA</td>
<td>The sophoMOREs Suppers are vocational discernment dinner series which happen twice per year and are designed to encourage student reflection and affirm their commitment to Loyola</td>
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Office of Student Affairs Advance – 2012
# The sophoMORE Initiative

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<tr>
<th>Event</th>
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| **sophoMORE Spirit Nights**  
*Fall and Spring dates TBA* | The sophoMORE Spirit Nights are social events designed to encourage student engagement and involvement within the campus community. |
| **sophoMORE Sendoff**  
*December 7, 2012  
May 2, 2013* | This end-of-semester event celebrates the accomplishments of sophomores. |
| **sophoMOREs Succeed**  
*Fall and Spring dates TBA* | sophoMOREs Succeed is a population-specific component of iLIVE which highlights leadership education and development through a series of workshops, keynote speakers, and small-group discussions. These second-semester workshops include topics such as the following:  
- Study Abroad 101  
- Preparing for Advanced Leadership Roles  
- Networking and Etiquette Dinner  
- Finding an Internship  
- Strengths to Leadership  
- Finding a Mentor |
| **Class of 2015 Newsletter**  
*E-news: News You Can Use  
E-mailed bi-monthly* | This monthly newsletter composed by the sophoMORE Student Committee features articles about taking advantage of opportunities during sophomore year and also highlights monthly events sponsored by the committee. |

**sophoMORE Student Committee**  
This advisory student group meets bi-monthly with a Student Affairs staff member to discuss upcoming sophoMORE Initiative events and develop creative ways to engage the sophomore class. The committee is also responsible for planning sophoMORE Sendoffs.

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Office of Student Affairs Advance – 2012
StrengthsQuest
Programmatic Elements for 2012-2013

Introduction
In Spring 2012 a committee of Student Affairs professionals, representing each area, was formed to research best practices and provide insight into the implementation of StrengthsQuest at Loyola. A number of areas of improvement were identified including:

- Campus-wide marketing
- In-depth leadership workshops
- Process integration
- Resources for professional staff

With the committee's feedback, research from other institutions, and consultations with Gallup representatives, we have developed the following Student Affairs implementation plan for StrengthsQuest at Loyola in 2012-2013.

Overview and Learning Outcomes
As part of the iLIVE program, StrengthsQuest is an assessment focused on an individual’s natural talents. All incoming students receive a code to complete the assessment. The following are the learning outcomes for the overall StrengthsQuest program at Loyola University New Orleans:

- 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.
- As a result of participating in StrengthsQuest programs, students will identify at least 3 ways they will be able to use their strengths in post graduate life.

Comprehensive Program
The following elements will comprise the fundamentals of the StrengthsQuest program

<p>| StrengthsFinder Code | All incoming students receive a code to complete the assessment. Codes are uploaded to the student’s LORA account. Students are encouraged to take the assessment prior to arriving for Wolf Pack Welcome. To complete the assessment, students log in and create an account at StrengthsQuest.com. They are able to access again at any time after completing assessment to see results, access resources and the E-book. Results are also posted to the student’s LORA account |</p>
<table>
<thead>
<tr>
<th>StrengthsQuest Programmatic Elements for 2012-2013</th>
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<tbody>
<tr>
<td><strong>StrengthsQuest Conference</strong></td>
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<tr>
<td>During Wolf Pack Welcome, the Offices of Student Affairs and Co-Curricular Programs host a StrengthsQuest Conference. Students are exposed to the overall philosophy of StrengthsQuest and given introductory information from a professional of the Gallup Organization and participate in a breakout activity in smaller groups.</td>
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<tr>
<td><strong>StrengthsQuest Introductory Presentations “I have my Top 5...Now what?”</strong></td>
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<tr>
<td>The Office of Co-Curricular Programs will sponsor quarterly introductory presentations to introduce StrengthsQuest to students, faculty and staff. The presentations will be geared to those who did not attend the StrengthsQuest Conference or did not take the assessment until a later date. Presentations will be hosted two times per semester.</td>
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<tr>
<td><strong>StrengthsQuest Leadership Development Sessions</strong></td>
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<tr>
<td>In order to continue developing the StrengthsQuest program and provide different applications, monthly workshops on in-depth topics will be provided. Different offices will collaborate and aid in the presentation of the workshops. The following 8 workshops will be provided for the 2012-2013 academic year:</td>
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</tbody>
</table>
|   - September  
|     Call Me Maybe: Making Friends in College |
|   - October  
|     It’s Not Rocket Science: Talent Based Studying |
|   - November  
|     Surviving the Hunger Games: Strengths and Conflict Management (Residential Life) |
|   - December  
|     Join the Club: Using Your Strengths to Find Your Fit at Loyola |
|   - January  
|     Strength of a Superhero: Creating Your Personal Wellness Plan (Athletics and Wellness & Dining Services & University Counseling Center) |
## StrengthsQuest
### Programmatic Elements for 2012-2013

- **February**
  Lessons from Lady Gaga: How to Influence People Using Your Strengths

- **March**
  One Key Question: Using Strengths to Discover Your Vocation (Career Development Center)

- **April**
  What Would Harry Potter’s Top 5 Be: Recognizing Strengths in Others

### Student Leader Training
Student Leader Training is a population-specific program focusing on student organization leaders, student staff such as Resident Assistants, Building Managers, and Krewe Leaders, and specific target groups such as Greek students.

### By Request Leadership Training for Student Organizations and Campus Departments
Customized Training Workshops will be available by request for student organizations and campus departments.

## Marketing for StrengthsQuest

To create identity for the StrengthsQuest program at Loyola University New Orleans, a unified marketing strategy will be implemented. The following are elements to be accomplished during the 2012-2013 academic year:

- Nameplates for all Student Affairs staff to display in personal workspace
- StrengthsQuest Top 5 added to all e-mail signatures
- StrengthsQuest Top 5 added to staff website biographies
- Poster Campaign
- Door Decorations for all first-year on-campus Residents
- Event Listings for all StrengthsQuest programs
- Updated Website Content
StrengthsQuest
Programmatic Elements for 2012-2013

Next Steps

• Include your top 5 Strengths in your e-mail signature
• Add your top 5 Strengths to your bio on the University website
• Post your Strengths nameplate in a visible space in your work area
• Include at least one StrengthsQuest question in all student leader/ student employee applications or interviews. Ex.) What are your top 5 Strengths? Discuss how you will apply at least two of these Strengths in this position.
• Promote Strengths workshops to your student populations
• Prepare and plan to host your Monthly Workshop (if applicable). We will work with all offices need to set workshop dates by August 17.

How Co-Curricular Programs Will Support Your StrengthsQuest Implementation

• Resource Library: take advantage of the curriculum resources housed in Co-Curricular Programs when developing training materials or presentations for workshops, student leader trainings, or staff development. We will also consult with you on recommendations for training agendas, presentations, and any other StrengthsQuest needs you have.

• Marketing: as part of the campus-wide branding, we will assist you in design of any specific marketing materials needed for your office's StrengthsQuest programming.
PACKport 2012
THE FIRST-YEAR EXPERIENCE IN STUDENT AFFAIRS
WHAT IS PACKport?

- Student Affairs Signature program for the first-year experience

- Goal: Enhance the first year student experience and increase retention

- Focused on first-year student engagement, transition and success
## ASSESSMENT BITES

### SUCCESSES

1. 83% were satisfied with the variety of programs
2. 78% reported that peer connection was an important motivating factor to attend events
3. 69% were satisfied with the quality of programs

### AREAS OF IMPROVEMENT

1. 39% reported the program helped them connect to faculty
2. Students reported there was not enough marketing
3. Program branding/explanation was not clear
WHAT’S NEW?

• Events: Quality over quantity

• Spotlight Events

• Faculty 45 Series

• Shortened to 5 weeks (Wolf Pack Welcome though Family Weekend)
YOUR ROLE IN PACKport

- Event support, marketing/publicity, staff presence
- Knowledge of PACKport and promotion to students
- Program ownership, communication, partnership
LIVE with the PACK
DINING

Presenter: Ron Guillory
AGENDA

• GM Updates
• Value Based Pricing
• YTD Financial Performance
• FY 13 Budgets
• Our Strategy “Pillars”
• 360: What do you want to know about your leader?
GM UPDATES

• Loyola University New Orleans
• Tulane University
VALUE BASED PRICING
Value Based Pricing

Current Situation

• Universities are dealing with skyrocketing costs
• Students on mandatory meal plans are experiencing 4-6% increase YOY
• Cash customers have not seen significant price increases
• Our clients need for us to find ways to find ways to keep costs down and satisfaction up
Value Based Pricing

Opportunity

Value-based pricing in retail and catering

What does that mean?
Value Based Pricing

What is it?

Rethinking the way prices are set can actually increase our revenue – by raising AND lowering prices.
Value Based Pricing

What consumers are no longer accepting

Perceived unfair policies

• Bank of America charging a $5 debit card fee (account closings increased 20%)
• Netflix raising prices by 60% for customers who both rented DVDs and streamed video (they lost 800,000 customers)
Value Based Pricing

What about our customers?

- They perceive we charge them what we do because they are a captive audience
- Perceived high prices makes greater demands on quality and puts us doubly at risk
Value Based Pricing

Paths to Value Based Pricing
Value Based Pricing

Focus on relationships, not on transactions

*Use pricing to communicate that you value your customers as people, not as wallets*

- Traditional pricing can exploit customers (or create the perception of it – e.g. Limited choices on campus)
- Focus on customers' needs, not your own products. (e.g. The need for a hot, quick, fairly priced breakfast)
- Define what our guests need and define our products in terms of those needs (e.g. serving sizes, snack options)
Value Based Pricing

Be proactive

- Set prices in way that encourage customer behavior that benefits us, our client and our customers
- Shared value is not about a redistribution of present value, it's about expanding the total pool of economic and social value.

\[ \text{Economic value + Social value} = \text{More money + More loyalty} \]

(possibly in smaller increments but with higher frequency)
Value Based Pricing

Put a premium on flexibility

Design pricing so that it can change in response to shifting consumer needs and ensure the equitable sharing of value

• 25 under $5
• Half portions
• Snacks
• Right-pricing for the market (use competitors as check points but not as decision points)
Value Based Pricing

Promote transparency & Meet the market’s standard for fairness

• Provide the rationale for your pricing to consumers
• When prices seem fair consumers are willing to buy more – thereby spending more money overall
• How can we show transparency in our process of price setting in order to create a perception of fairness?
  o $.00 pricing? (JC Penney)
  o Standard pricing levels? (JC Penney)
  o Combine branding with pricing? (IKEA)
Value Based Pricing

What are your customers looking for?
FINANCIALS
# FY 12 YTD Financial Outlook of District

<table>
<thead>
<tr>
<th>TULANE</th>
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<tbody>
<tr>
<td>PY</td>
<td>Budget</td>
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<td>Sales</td>
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<th>Loyola</th>
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<td>PY</td>
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<tr>
<td>Sales</td>
<td>$6,026</td>
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<tr>
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<tr>
<td>PY</td>
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<td>Sales</td>
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<td>FLC</td>
<td>$1,435</td>
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# TULANE FY13 BUDGET OUTLOOK

<table>
<thead>
<tr>
<th></th>
<th>Sales</th>
<th>FC</th>
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<tbody>
<tr>
<td>May YTD</td>
<td>$15,143,390.00</td>
<td>$1,440,647.00</td>
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<tr>
<td>June FC</td>
<td>$503,668.00</td>
<td>$(253,946.00)</td>
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<tr>
<td>July FC</td>
<td>$265,720.00</td>
<td>$(244,051.00)</td>
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<tr>
<td>Aug FC</td>
<td>$639,793.00</td>
<td>$(155,079.00)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$16,552,571.00</strong></td>
<td><strong>$787,571.00</strong></td>
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<tr>
<td>53rd Week</td>
<td>$412,127.00</td>
<td>$37,051.00</td>
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<tr>
<td>Bad Debt</td>
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<td>$429.00</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$16,140,444.00</strong></td>
<td><strong>$750,949.00</strong></td>
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<tr>
<td>4% Sales Growth</td>
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<tr>
<td>3% FC Growth</td>
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<td>$22,528.47</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$16,786,061.76</strong></td>
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<td>First FY 13</td>
<td>$100,000.00</td>
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<tr>
<td><strong>New FY 13</strong></td>
<td><strong>$16,886,061.76</strong></td>
<td><strong>$773,477.47</strong></td>
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# LOYOLA FY13 BUDGET OUTLOOK

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<th>Loyola</th>
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<tr>
<td><strong>May YTD</strong></td>
<td>$ 6,599,622.00</td>
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<tr>
<td><strong>June FC</strong></td>
<td>$ 130,963.00</td>
<td>($170,524.00)</td>
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<tr>
<td><strong>July FC</strong></td>
<td>$ 29,000.00</td>
<td>($177,530.00)</td>
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<tr>
<td><strong>Aug FC</strong></td>
<td>$ 170,551.00</td>
<td>($226,141.00)</td>
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<tr>
<td></td>
<td><strong>$ 6,930,136.00</strong></td>
<td><strong>$ 545,766.00</strong></td>
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<tr>
<td><strong>53rd Week</strong></td>
<td>$ 187,685.00</td>
<td>$ 1,213.00</td>
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<tr>
<td><strong>Bad Debt</strong></td>
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<td>$ 20,510.00</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$ 6,742,451.00</strong></td>
<td><strong>$ 565,063.00</strong></td>
</tr>
<tr>
<td><strong>4% Sales Growth</strong></td>
<td>$ 269,698.04</td>
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<tr>
<td><strong>3% FC Growth</strong></td>
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<td>$ 16,951.89</td>
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<tr>
<td><strong>FY 13</strong></td>
<td>$ 7,012,149.04</td>
<td>$ 582,014.89</td>
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<tr>
<td><strong>New Concept</strong></td>
<td>$ 121,000.00</td>
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<tr>
<td></td>
<td><strong>$ 7,133,149.04</strong></td>
<td><strong>$ 582,014.89</strong></td>
</tr>
<tr>
<td><strong>New Target</strong></td>
<td>$** 7,133,149.04**</td>
<td><strong>$ 562,014.89</strong></td>
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<tr>
<td><strong>Original SDX Targets</strong></td>
<td>$ 6,957,183.00</td>
<td>$ 714,159.00</td>
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[Logo: Sodexo]
PILLARS FOR SUCCESS

OUR STRATEGY
Team Exercise  UCD Pillars

- Break into groups
- What can you do in your operation to support the pillars?
Management 360
Ron Guillory

What do you want to know about your leader?
Student Success
Student Affairs ADVANCE 2012
Goal

Help all our students make successful transitions from high school to Loyola and progress to graduation and beyond.
How

❖ Build programs and services that support students achieving their personal, academic, and professional goals.
❖ Build a strong network of Loyola staff, faculty, and student peer advisors who are committed to helping all Loyola students succeed.
Where to Start

First in the Pack
Background

- In any given entering first-year class, first generation students represent 1/4 to 1/3 of the members of the new class.
- Research shows that being the first person in a family to attend college is a risk factor for success.
- Loyola first generation students retain at greater rates than first generation students do on a national level, but below the level of our own first-year students.
Who are first generation students?

http://www.youtube.com/v/FyJRIcW7yo&feature=related&autoplay=1
What makes a Difference

- Level of academic preparation
- Consistent academic support throughout the first-year
- Financial Support
- Family Support
- Campus commitment
Where can a partnership between Student Affairs and Enrollment Management Make a Difference

Campus Commitment: Two Models

❖ Fairfield University
❖ Mercy College

http://www.youtube.com/v/c8fCtM8iHtw&hd=17autoplay=1
First in the Pack:

How Would You Build a Peer Mentor Program?