As a curriculum development and community partnership center, Loyola’s Center for Experiential Learning often plays the role of connector. In our annual report, you will see this theme of connecting to community in pictures, from murals around our local community to the urban skyline of Chicago. We connect people in a variety of ways – we connect students to service, internships, and research opportunities in the community, faculty to community organizations that serve as partners in learning, and community organizations to faculty and students. However the connections are made, the goals remain the same – living as a member of the community in a complex, democratic society, working toward the common good and a more just society.

Experiential learning helps students connect their learning to their passions and talents, as well as helps students see how their passions might impact and transform society. These connections matter. Through community-based learning, reflection, and research, students engage in hands-on learning in different ways and reflect on their experiences in learning portfolios. Faculty transform their teaching and learning, engaging students in real world problems and experiences. Community partners share their knowledge, skills, and experiences serving as co-educators for students in the context of academic internships, service-learning, and undergraduate research.

Through all of these connections and partnerships that evolve, communities build and learning changes. Learning happens in and with the community. Students, faculty, and community partners become co-learners and co-teachers. The walls of the classroom are broken down and flow into the community.

In this annual report, you will see the breadth and depth of the work done by Loyola students, faculty, and community partners. In their words, you will see their stories. You will interact with their reflections on their experiences. Perhaps, most importantly, what is made visible here is how learning changes us and strengthens our communities.

In community,

Patrick M. Green, Ed.D.
Executive Director,
Center for Experiential Learning
Clinical Instructor of Experiential Learning

Center for Experiential Learning Mission

Advancing Loyola’s Jesuit Catholic mission of “expanding knowledge in the service of humanity through learning, justice, and faith,” the Center for Experiential Learning is an undergraduate curriculum center that collaborates with faculty, staff, and community partners as co-educators, to coordinate, develop, support, and implement academic experiential learning for students.
Community Partnerships

Our students’ academic internships, service-learning, and community-based research would not be possible without our wonderful community partners. These mutually-beneficial relationships, and the co-education provided by the organizational staff, are a critical piece of our students’ educational experience. This academic year, Loyola students worked with 846 community organizations throughout Chicagoland and beyond.

99% of supervisors reported satisfaction with Loyola students
92% had conversations with students about their learning
69% provided students with professional development opportunities

“Students’ curiosity and enthusiasm are contagious.”

“In my experience, Loyola students have an incredible amount of passion and interest in creating good for the city of Chicago.”

I’ve been working with interns for almost 30 years, and Loyola students are by far the best interns I’ve ever worked with. They are knowledgeable, thoughtful, and always have a vested interest in our youth services. Thank you!

Our interns from Loyola have provided phenomenal work, contributed to the continued professionalization of our organization’s brand, helped shape communications around major projects of our organization, and provide a critical eye to our existing communications strategies.

Working with an enthusiastic student bolstered our own enthusiasm and reminded us of the importance of our mission to serve the next generation.

Percentage of supervisors reporting student growth in various areas:

Understanding cultural and racial differences: 85%
Problem analysis and critical thinking: 96%
Empathy and sensitivity to the plight of others: 87%
“I have been involved with doing service ever since high school and have participated in various on-campus service organizations throughout all four years of my Loyola experience. Although I have been involved with service for a while, I never got the chance to actually learn about and apply concepts to an actual service site until taking my engaged learning course. My service site was Edgewater Kids United, and in order to fully understand and connect with the kids, I had to put myself in a vulnerable state in order for them to accept me into their group and open up to me. Prior to this experience, I never was really inclined to work with kids; however, upon leaving my site, I’m so glad that I did so. This experience opened me up to being able to explore outside of my comfort zone, and as a result, I had a very positive and reassuring experience.”

“I am beginning to pay attention to world news because I’ve realized that just because there are situations of injustice and violence that we can’t see, that doesn’t mean we should turn a blind eye. If anything, if we have been gifted with resources and time, we should make it our duty to help one another.”

“Service-Learning is a pedagogy and practice that provides a community-based service experience integrated into traditional academic coursework. These experiences and critical reflection become an “integrated text” for the course and assist with making learning the subject matter even more dynamic and relevant including the following hallmarks:

**Encounter** - The opportunity to build relationships with the residents of our communities is taken seriously. Service-learning is more than completing a task; it is about honoring and appreciating the history, knowledge, and assets of that community and its members.

**Engaging the Material** – We want students to think critically about how their academic course material is interplaying with their service-learning and lived experiences.

**Common Good** – We ask students to consider their actions in the community in the context of building toward the common good.”

“Class of 2018
Major: Sociology
Minors: Marketing and Psychology

Cailynn Mischke

2,632 students completed over 92,000 hours of service in the community

31 different departments offered service-learning courses

116 service-learning courses were taught and students worked with over 300 agencies

This experience was very eye-opening and meaningful to me. I wish that it was required as a first-year freshman so that students have the opportunity to explore service-learning and can then expand on it during their time at Loyola.”
Academic Internships

Academic internships facilitate three significant aspects of a student’s development: personal, professional, and civic learning. The internship is a coeducational opportunity to develop knowledge, skills, and values that will help students participate fully and productively in a community. Students enroll in an academic internship course that provides experiential learning through critical reflection, applied theory, and addressing community/organizational development. Students engage in a variety of internships around the Chicagoland area, Loyola’s Washington D.C. Program, the Vietnam Center, and the John Felice Rome Center.

723 students enrolled in academic internship courses, offered in 35 different disciplines.

53% of Loyola students served in non-profit or public service internships.

47% of students were in for-profit internships.

29% of students received compensation for their internship work.

495 community partners.

Natalie Pine completed four Engaged Learning courses in the areas of Social Work and Political Science. These opportunities allowed her to engage and interact with her passions for social justice and apply the values of her Jesuit education.

She interned at Cabrini Green Legal Aid, whose mission is “To answer God’s call to seek justice and mercy for those living in poverty by providing legal services that strengthen lives, families, and communities.” As an intern, she states, “I learned more than I could have anticipated. From supporting incarcerated clients to working on research rooted in models of social work collaboration, I realized how critical the work of social workers is in navigating the nuances of the legal system, which is necessary for our community and our greater world.” All these opportunities led her to be awarded the Governor’s Office, James H. Dunn Jr. Memorial Fellowship.

To view Natalie’s learning portfolio, visit LUC.edu/CEL

“Through my engaged learning course, I gained a deeper appreciation for the diverse community and talents that connect students and promote their careers as well as life learning opportunities.”

Christina Villarreal, Class of 2019, Supply Chain Management and Information Systems Majors
Undergraduate research is an integral part of the college experience for many students at Loyola. Through the Loyola Undergraduate Research Opportunities Program (LUROP), Loyola students from across the University engage in mentored research through a variety of funded fellowships. Over 250 Loyola students engaged in hands-on research through 15 different funded fellowships this past year.

“Research is messy. It never goes in the direction you think it will, but that’s not necessarily a bad thing.”

NICK BULTHUIS, CLASS OF 2018, BIOLOGY MAJOR, NEUROSCIENCE AND BIOSTATISTICS MINORS

Tessa, a senior with a dual major in Sports Management and Information Systems, was awarded a Provost Fellowship, through which she engaged in a research opportunity related to sports analytics. She studied the gender inequity in sports analytics availability and worked to “shed a little light on the fact that the women’s college basketball data analytics is just as interesting and needed as analytics for the men’s game.” Tessa attended a prestigious conference at Massachusetts Institute of Technology, one of many student researchers who attended research conferences to further develop their knowledge and gain experience in presenting research.
A learning portfolio (ePortfolio) is a digital collection of students’ demonstrated knowledge, competencies, and skills represented through learning artifacts. Learning artifacts are documents or multimedia that are evidence of students’ learning and growth over time, such as writing samples like research papers, reflections, photos, videos, blogs, or presentations. Learning portfolios assist students in deepening critical reflection and integrate learning across course concepts, academic disciplines, and co-curricular experiences.

“Through my multiple engaged learning experiences, I was able to apply much of what I learned inside of the classroom to the world around me. One concept I learned from this engaged learning experience that stood out is that the only way one is able to truly learn is to recognize their failure and take it as a way to motivate them to continue learning.”

NOOR ABDELFATTAH, CLASS OF 2019, PSYCHOLOGY AND POLITICAL SCIENCE MAJORS, SPANISH MINOR

SARAH JASUDOWICZ
CLASS OF 2018
MAJOR: Biology

Engaged Learning Experiences:
• Academic Internship
• Undergraduate Research
• Learning Portfolio

“I learned that critical reflection is pivotal in order to gain the most out of this experience. I also will continue to practice critical reflections in all that I do.”

To view Sarah’s learning portfolio, visit LUC.edu/CEL

16,930
learning portfolios created by Loyola students in the past year

19,084
learning artifacts submitted to learning portfolios
The 2018 symposium celebrated the theme of Learning Together: Deepening Inquiry, Deepening Dialogue and provided a platform for students to share their scholarly work through posters, oral presentations, dance performances, and learning portfolios. This past year, students presented over 250 poster presentations and 40 oral presentations to faculty, staff, alumni, community partners, and their peers. In addition, two dance performances were featured at the symposium, demonstrating creative activity and scholarship. Each of the scholarly presentations showcased the high-impact learning achieved through research and community engagement.

WHAT SKILLS DID YOU BUILD UPON FROM YOUR SYMPOSIUM EXPERIENCE?

- **517** Loyola students presented at the 2018 Undergraduate Research and Engagement Symposium
- **256** Poster Presentations
- **44** Oral Presentations
- **2** Public-led Research in Dance Performances

- 19% Public speaking
- 21% Professionalization skills
- 24% Communicating with populations outside my field or discipline
- 17% Visual communication
- 18% Verbal communication

“Luke and Kevin worked together on an extensive two month project that was threefold: they constructed a pollen reference slide library of LUREC’s flowers; investigated the pollinator-flora relationship found there; and initiated a preliminary survey of the monarch butterfly activity across McHenry County. Luke and Kevin made clear the importance of pollinator sustainability to the community of McHenry County, and they encouraged the community to assist in that effort. Their efforts greatly strengthened the community partner’s educational programming around biodiversity sustainability practices.”

**FR. STEPHEN MITTEN, SJ, ADVANCED LECTURER, DIRECTOR OF UNDERGRADUATE RESEARCH AT LOYOLA UNIVERSITY RETREAT AND ECOLOGY CAMPUS**

“This experience also connected me with other researchers in the field, many of whom I am considering working with in graduate school.”

**NOOR ABDELFATTAH, CLASS OF 2019, PSYCHOLOGY AND POLITICAL SCIENCE MAJORS, SPANISH MINOR**

Luke Landry and Kevin White, recipients of the Outstanding Undergraduate Research Award and the Community Engagement Award for Innovation in Sustainability.
Social Justice Internship

For the past six years, the Social Justice Internship Grant Program has provided the opportunity and the funding for ten students to intern for two semesters with either Catholic Charities or Misericordia, two of Chicago’s top non-profit organizations. This internship experience, supported by a unique two-semester course, puts students in a position to dig deeper into the social justice issues they are passionate about while immediately applying their learning at their organization.

To view the Social Justice Interns’ learning portfolios, visit LUC.edu/CEL.

“Without this program, I would never have been able to connect with the residents, families, and staff that support Misericordia. The organization is so close to Loyola, and being able to intern there for an entire year made me feel much more connected to my community.”

DORIAN MANION, CLASS OF 2018, ENVIRONMENTAL SCIENCE MAJOR, POLITICAL SCIENCE AND SUSTAINABILITY MANAGEMENT MINORS

“Being a part of the Social Justice Internship program helped me realize how to put my education, founded in social justice teaching, into practice. It was a chance to directly link my own experiences to what I was learning in the classroom, which I found invaluable. One of the most valuable concepts I learned was the idea of Asset-Based Community Development, which looks at improving communities based on their already-existing strengths. This has fundamentally transformed the way I plan to make a change through organizing and social justice.”

CAMILLE SMITH, CLASS OF 2018, MAJORS: Political Science and Global and International Studies
MINOR: Islamic World Studies
Four Loyola students participated in the Community Research Fellowship – a unique fellowship that allows students to participate in research with the community. Drawing from research inquiries that address the assets and pressing needs of our communities, the research questions emerge from the community. This fellowship encourages the use of creative methodological approaches that honor the experience of community members as a source of knowledge. Working with Taller de José, a community resource center in the Little Village neighborhood of Chicago, the four Loyola students collected narratives from the community members to learn more about their experiences, specifically their migration story and their “stay” story (why they stayed in Chicago), and crafted individual narratives in English and Spanish.

“I furthered my understanding of culture and the importance of sharing stories. You can learn a lot through books; however, you learn so much more through experiences. Someone could tell me the importance of immigration, resilience, and narratives, but it is not as powerful as hearing someone share their story of resilience.”

ELIZABETH SALGADO  
CLASS OF 2018  
MAJOR: Human Services  
MINOR: Psychology of Crime and Justice

“Learning from local community members allows us to get a personal understanding of people’s everyday lives.”

ILIANA BARRAGAN,  
CLASS OF 2018, PSYCHOLOGY MAJOR AND SOCIAL WORK MINOR

“Working with the Community Research Fellows brought fresh perspective and insight to our work at Taller de José. The process of collaboratively crafting this research project enriched our understanding of our mission and the role we can play in serving as a vehicle for sharing narratives from voices that are not often heard in our public discourse. It was a pleasure working with the Community Research Fellows, and we’re deeply grateful to them for sharing their gifts with us through their dedication, professionalism, critical thinking, sensitivity, and courage.”

ANNA MAYER, EXECUTIVE DIRECTOR OF TALLER DE JOSÉ

To view the Community Research Fellows’ learning portfolios, visit LUC.edu/CEL

RESEARCH QUESTION
Why did you migrate and why did you stay in Chicago?

Below: Loyola Community Research Fellows Elizabeth Salgado, Iliana Barragan, and Cristina Nunez surround Taller de José’s Executive Director, Anna Mayer (second from the left) at the National Museum of Mexican Art

“I furthered my understanding of culture and the importance of sharing stories. You can learn a lot through books; however, you learn so much more through experiences. Someone could tell me the importance of immigration, resilience, and narratives, but it is not as powerful as hearing someone share their story of resilience.”
EXPL Courses

The Center for Experiential Learning offers a number of courses for undergraduate students that meet the Engaged Learning University Requirement. The EXPL courses provide students from any major an opportunity to engage in an interdisciplinary and transdisciplinary learning experience through service-learning courses (EXPL 290: Seminar in Community-Based Service and Leadership), academic internship courses (EXPL 390: Seminar in Organizational and Community Leadership), and undergraduate research experiences (EXPL 391: Seminar in Undergraduate Research).

EXPL 390: Seminar in Organizational and Community Leadership
EXPL 390 is a 3-credit seminar course focused on organizational and community leadership within a non-profit organization, government agency, or business. Students work a minimum of 100 hours over the semester at their organization, and explore topics such as leadership, organizational theory, community engagement, and personal and professional development through readings, class discussion, and reflective assignments.

“Like other college courses, this course was a door through which I had the opportunity to go to the real world and apply my knowledge, skills, ability, and common sense to make a difference in another individual’s life.”

REKHA THAPA-CHEHETRI, CLASS OF 2018, PSYCHOLOGY MAJOR AND PSYCHOLOGY OF CRIME AND JUSTICE MINOR

EXPL 290: Seminar in Community-Based Service and Leadership
EXPL 290: Seminar in Community-Based Service and Leadership-Refugee Issues
This 3-credit service-learning course examines the issue of refugee resettlement in the context of the Rogers Park/Edgewater communities. The course was co-taught by Marie Jochum, Associate Director of Board Relations and Mission at Catholic Charities, and was co-located at St. Thomas of Canterbury, the site for Catholic Charities Refugee Resettlement initiatives. Students worked with refugees directly through Madonna Mission, a Rogers Park non-profit organization, in addition to developing a curriculum designed for teenagers in the refugee resettlement program to acclimate to the United States.

“One concept that really stood out from this course is that leadership is very complex. Leadership is a learned skill, and it is influenced by many factors, such as one’s social identities and life experiences.”

KAYLYNN KOTIK

To view Kaylynn’s learning portfolio, visit LUC.edu/CEL
Faculty Development Programming

Experiential Learning Faculty Fellows

The Center for Experiential Learning engages faculty fellows, experienced instructors who teach a variety of service-learning, academic internships, and undergraduate research courses, to help build a cohort of faculty advocates for experiential learning.

2017 – 2019 Experiential Learning Faculty Fellows

Ronald Greenberg, Computer Science
Sandra Kaufmann, Dance
Cheryl McPhilimy, Communication
Catherine Putonti, Biology and Computer Science

Writing within the Jesuit Tradition

In collaboration with the Faculty Center for Ignatian Pedagogy, the Center for Experiential Learning launched a writing program for faculty to create space and time for engaged scholarship and the scholarship of teaching and learning. Each month in the spring semester, space was reserved for faculty to engage in scholarly writing. In addition, faculty connected with research-oriented campus resources, including the Office of Research Services, the libraries, and the Institutional Review Board (IRB).

“The series nourished my love of teaching; each workshop provided a new lens with which to see significant learning in a new light.”

AMY JORDAN, THE SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES, SPEAKING ABOUT THE CERTIFICATE IN EXPERIENTIAL LEARNING FACULTY DEVELOPMENT PROGRAM

The Center for Experiential Learning launched the new Certificate in Experiential Learning Faculty Development Program for Loyola’s faculty to build strategies in teaching experiential learning courses and enhance their own pedagogy.

The certificate program’s inaugural interdisciplinary cohort explored integrated course design, deepened their teaching practices, and learned how to engage community partners in the classroom through a series of ongoing workshops and a culminating syllabus project.

National Speakers

Loyola’s Center for Experiential Learning organized nationally-known speakers on a variety of teaching and learning topics, including critical social justice pedagogy, critical service-learning, inclusive learning strategies, and publishing scholarship. In the fall, Kevin Coval, hip-hop artist and author of A People’s History of Chicago, conducted a faculty workshop on utilizing poetry for reflection, as well as facilitated a Spoken Word performance on campus. In spring, Dr. Tania Mitchell, associate professor in the Department of Organizational Leadership, Policy, and Development in the College of Education and Human Development at the University of Minnesota, conducted a presentation and workshop for faculty around critical service-learning and employing a social justice pedagogy in the classroom.

KEVIN COVAL
Poet
Artistic Director, Young Chicago Authors
Founder, Louder Than A Bomb

DR. TANIA MITCHELL
Associate Professor, College of Education and Human Development
University of Minnesota

“CERTIFICATE IN EXPERIENTIAL LEARNING
Faculty Development Program”
“CEL’s immersion visits through the Communities in Solidarity program provide a meaningful and extended opportunity to engage with community partners.”

Karen Berg, Marcella Niehoff School of Nursing

Communities in Solidarity

The Communities in Solidarity program focuses on immersing faculty and staff in Rogers Park and Edgewater more directly in order to create more Engaged Learning courses and opportunities for Loyola students. This program explicitly builds Loyola’s anchor institution identity into the curriculum. The program offers faculty immersions in the Rogers Park and Edgewater communities, funding for Engaged Learning courses to support student immersion in Rogers Park and Edgewater, and support for community partners to co-facilitate Engaged Learning courses.

Course Funding for Engaged Learning
Dance Pedagogy Course Engaged with Peirce Elementary School
Dancers from the Dance Pedagogy course worked with a professional hip-hop artist, Monyett Crump, and an American Sign Language interpreter, Brittany Palm, to create an original piece of choreography uniting ASL and hip-hop as movement languages. The dancers then taught the piece to the Peirce Elementary 5th graders.

Faculty Immersions in the Rogers Park and Edgewater Community
Faculty visited the Howard Area Community Center, a social service agency that provides life-sustaining services for the greater Rogers Park area. They toured HACC, learned more about their services and role in Rogers Park, and had a strategic conversation about potential ways to partner together.

As Loyola University Chicago students engage in service-learning courses, academic internship courses, undergraduate research experiences, and learning portfolios, and they critically reflect on their experiences, they develop skills and knowledge, becoming more competent in a variety of areas. A competency is often defined as the mastery of learning by students through their demonstration of knowledge, attitudes, values, skills, and behaviors. Based upon the historical tradition of Jesuit Education, principles of Catholic Social Teaching, and competencies from professional organizations, the CEL developed the following experiential learning competencies.

Experiential Learning Competencies

- Justice-orientation
- Social Engagement
- Values-based Leadership
- Dialogue in Community
- Collaboration
- Global Awareness
- Self-efficacy
- Intentionality
- Project Management
- Critical Reflection
- Integrative Learning

Percentage of Loyola Students Reporting Competency Development in Service-Learning Courses

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<tr>
<th>Competency</th>
<th>Percentage of Loyola Students Reporting Competency Development</th>
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<tr>
<td>Social Engagement</td>
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<td>Global Awareness</td>
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