



# DIVISION OF STUDENT DEVELOPMENT

## ANNUAL REPORT 2023 - 2024



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# LETTER FROM VP CHAMPAGNE

Dear Colleagues, and Friends,

Thank you for your interest in learning about the work of the Division of Student Development (DSD) at Loyola University Chicago (LUC). Over the past year, a number of initiatives that were launched in the previous academic year achieved great results as we incorporated feedback and made changes in the spirit of striving for continuous improvement. For example:

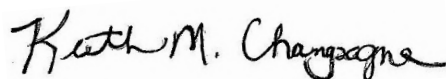
- The number of participants increased, and programmatic elements were further enhanced for the Rambler Brotherhood Project.
- Iggy's Cupboard (the food pantry at Lake Shore Campus) moved to a larger location with swipe access, which allows for data collection to inform practice.
- In the first full academic year since being established, the Student Response Team implemented effective strategies related to coordinated communication, and student support.

In addition, in the 2023 – 2024 academic year, DSD's achievements included (but are not limited to) the following, all of which are further explained in this report:

- At the Health Sciences Campus (HSC), the HSC Pantry opened at the start of the fall semester.
- The inaugural cohort of staff from multiple divisions participated in the Leadership Institute.
- During the Rambler Rally which was coordinated by the Advancement Division, the CARE Fund received almost \$14,000 in donations to address students' financial concerns.
- The Office of Student Conduct and Conflict Resolution (OSCCR) became the Student Rights, Responsibilities, and Conflict Resolution functional area within a more comprehensive Office of the Dean of Students. This change resulted in a number of benefits.
- The Wellness Center launched a campus-wide opioid education campaign with a number of trainings for staff and students.
- Due to Campus Recreation starting the year with a new position that was focused on special events and partnerships, innovative programming enhanced student engagement opportunities.

I am proud of all that the talented, and dedicated staff in the Division have accomplished in collaboration with our campus and community partners, and with our incredible students. We are honored to continue to do this meaningful, mission-aligned work with and for our students, and other members of the Loyola community.

Sincerely,



Keith M. Champagne, PhD  
Vice President for Student Development



# THE STUDENT PROMISE



As a Loyola student being educated in the Jesuit Catholic tradition, I promise to...

## ***Care for Myself***

I promise to strive for excellence in all that I do. I will embrace opportunities for leadership, challenge myself academically, and seek experiences that will positively influence my personal development. I will honor the good in myself by being honest, compassionate, and respectful.

## ***Care for Others***

I promise to recognize that each individual person is valuable and has a unique perspective that contributes to the growth and development of all. I will respect the individuality of others regardless of appearance, ethnicity, faith, gender, ability, sexual orientation, or social standing.

## ***Care for Community***

I promise to acknowledge and celebrate diversity. I will contribute my talents, gifts, and ideas to strengthen the community. I aspire to be a person for others committed to working toward a more just world.

## **Brief History of The Student Promise**

In the spring of 2007, seven students with various backgrounds and interests worked with four staff members to create The Student Promise in the hope that it would be used as an inspiring symbol of student empowerment, pride, and student-to-student accountability. It is intended to unite all students around the very things that make them excellent, and that make LUC students different than students at other institutions.

The Student Promise is a direct representation of the values identified as important to the LUC student body. It is meant to inspire students to be the best versions of themselves by caring for self, caring for others, and ultimately caring for the community.

## DIVISIONAL MISSION

The Division of Student Development supports the university's mission by offering programs and initiatives that aspire to provide leadership, support, and service to students as they experience the personal transformations of a Jesuit education.

## DIVISIONAL VISION

We will engage and support students in developing the personal values, skills, and competencies needed to fully engage the world in pursuit of a life dedicated to truth, justice, and service to humanity. We provide and inspire involvement in a wide range of co-curricular pursuits that support the academic mission and that mirror the values of the core curriculum. In doing so, we encourage care for self and care for others through the spiritual and holistic integration of prayer, reflection, and discernment into the busy academic and personal lives of our students.

## DSD PLEDGE

Informed by our Ignatian values and Jesuit ideals, we pledge to

- strive for excellence in all that we do (Magis)
- respect and care for all members of the Loyola community, treating everyone with dignity, mindful of the importance of diversity, equity and inclusion (Cura Personalis)
- engage with students in a positive, hopeful, and loving manner, cultivating a spirit of optimism (Cura Personalis)
- care for our Loyola community, working to establish a welcoming culture and fostering strong relationships (Cura Apostolica)
- collaborate and communicate in a boundaryless and transparent manner (Cura Apostolica)
- care for students as they serve the larger community during their time at Loyola and beyond (Cura Personalis)

## **DR. KEITH M. CHAMPAGNE'S LEADERSHIP CONSTITUTION**

I declare that I am a “magis” driven leader; I am a student advocate and an advocate for the Division of Student Development and our role in the university and surrounding communities. I am enthusiastic, positive, creative, optimistic, hopeful, and influential. I am a change agent; I am open and honest. I value integrity and trust. I am ambitious and I am energized by people coming together to accomplish things greater than themselves. I am a survivor. I am humble, compassionate, graceful, and grateful for life’s blessings each day, yet bold in my ability and responsibility to make the world a better place.

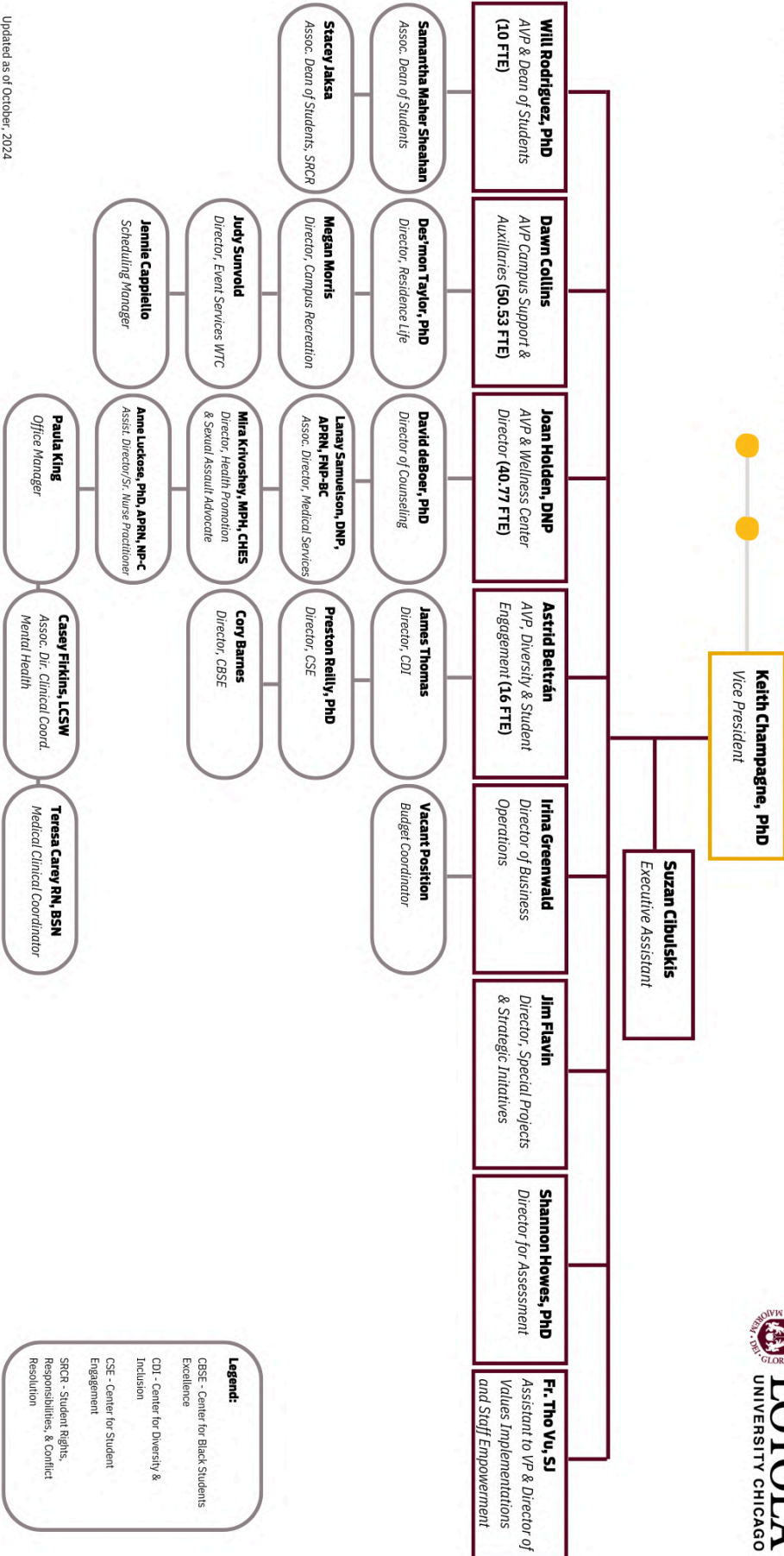
You can count on me to bring bold innovative ideas that move people and the institution forward even in the face of great challenge and resistance. I will always tell the truth, even when the message is difficult to deliver or hear.

You can count on me to be a collaborator, as well as an effective coach, and include others in key decisions. I will make the tough call when necessary, and bring endless energy, creativity and focus when the stakes are the highest.

At the end of each day, I will assess and evaluate my daily impact to refocus if necessary and will articulate the leadership mark that I want to make. I will replace accidental leadership with purposeful leadership of myself and others.

# DSD ORGANIZATIONAL CHART

## Division of Student Development Organization Chart



Updated as of October, 2024



**Legend:**

- CBSE - Center for Black Students Excellence
- CDI - Center for Diversity & Inclusion
- CSE - Center for Student Engagement
- SPCR - Student Rights, Responsibilities, & Conflict Resolution

# OFFICE OF THE VICE PRESIDENT

## Staff

As of June 2024, there were 135 professional staff positions in the division, with 126 of those positions filled. There were over 900 individual undergraduate and graduate student employees in the division.

## Divisional Learning Outcomes

As a result of participating in Student Development programs, activities, and services, students will:

- gain knowledge and skills; and apply lessons from curricular and co-curricular experiences to everyday life (Knowledge Acquisition, Application, & Integration).
- develop their personal identities; recognize and support the intersecting identities held by themselves and others; and engage and collaborate with diverse communities (Cross-Cultural Competency & Diversity).
- gain knowledge and skills associated with socially responsible leadership by: (a) developing the capacity to recognize, resolve, and reflect upon moral and ethical challenges; (b) demonstrating the ability to work in solidarity with others; and (c) advancing equitable, sustainable, and thriving communities (Socially Responsible Leadership).
- Develop an understanding of Ignatian values; and reflect upon and/or deepen adult spirituality (Ignatian Values & Spirituality).
- identify options to foster and maintain positive wellbeing; and demonstrate the capacity to appropriately utilize resources that offer support when students are experiencing challenges (Practical Skills for Wellness of Mind, Body, & Spirit).



## Signature Activities

**Advising, Leadership Development, and Recognition for Students:** Student Government of Loyola Chicago (SGLC) is a group of undergraduate students that participates in the university's system of shared governance. Participating in events and activities as ambassadors, the Maroon & Gold Society consists of 25 undergraduate seniors who were selected for membership because of their leadership, academic excellence, and service to others. The VP for DSD's Student Advisory Council meets four times annually to discuss student concerns and issues, and to explore new ways to enhance the LUC experience.

The cohort-based Rambler Brotherhood Project's (RBP) mission is to improve the educational outcomes for all men at LUC through mentorship, educational sessions and conferences, and community building.

Each summer, DSD partners with various offices to send student leaders to the National Jesuit Student Leadership Conference (NJSLC).

**Budget Office:** The Budget Office supports all departments in DSD in the area of finance and accounting, including record keeping, budgeting, efficiency of operation, and cost savings. The office ensures close linkages between the division and the University Finance Department.





### **Committees and Professional Development for Staff:**

Serving on institutional and divisional committees provides opportunities to develop skills, build relationships among stakeholders, and contribute to achieving DSD's goals. Committees include but are not limited to the DSD Assessment Committee, the Student Response Team (which convenes monthly to strategize around issues impacting students and to swiftly deploy resources and messages of support), and the Professional Development Committee (PDC; which coordinates four in-service sessions each year, workshops, divisional recognition, and community building events).

**Development and Outreach:** DSD works with Advancement to implement a strategic plan for fundraising, to build partnerships with external organizations that can support the work of DSD, and to enhance LUC's recruitment goals. Partnerships include (but are not limited to) those with non-profit organizations, other Jesuit Institutions, Chicago Public Schools, Chicagoland Charter Schools, civic organizations, and the Archdiocese of Chicago.

**Excellence Awards Ceremony (EAC):** DSD staff take the lead role coordinating the EAC, which is a signature event within the Celebration of Students' Achievements, Scholarship, & Creative Works. At the EAC, various departments across the institution recognize students' accomplishments in areas such as athletics, student employment, diversity, equity, and inclusion (DEI), leadership, and service.

**Family Programs, and Parent & Family Advisory Council (PFAC):** Families of current students are invited to campus in late September for Family Weekend, which offers a variety of different events. The PFAC meets four times a year to share their experiences as family members of current students, with an emphasis on supporting their students' academic pursuits, engagement in co-curricular experiences, and wellbeing. DSD staff also support the



Rambler Families website and email newsletter.

### **Highlights and Accomplishments**

- Launched in fall 2023 with 25 participants, the Leadership Institute is a year-long cohort-based program for entry-level and mid-level full-time staff members. Developed by and primarily for staff in DSD, campus partners in other divisions were also invited to apply. The inaugural cohort included staff from DSD, University Marketing and Communication (UMC), Athletics, and Campus Ministry. The program involves institutional experts presenting workshops in the fall, and participants preparing project proposals in small groups during the spring semester.
- Created during the spring of 2023, the Student Response Team completed its first full year in operation. The group meets regularly to advise on communication and resource-sharing to coordinate care when global, national, local, and campus events impact students. This group involves members from various units, including the Wellness Center, UMC, and the Office of the Dean of Students.
- In partnership with Advancement, the CARE Fund was created to help us to address students' financial concerns. Almost \$14,000 were raised for the fund through the Rambler Rally in March 2024. The money supports hardship funds for students, and the food pantries that now exist at the LSC, WTC, and HSC.
- The inaugural DSD marketing and communications manager joined the team in September 2024. The position is embedded in DSD leadership and reports through University Marketing Communications (UMC) to ensure that DSD's priorities are aligned with institutional priorities. The MarComm collaborated with DSD leadership to create a strategic marketing and communications plan and supported multiple projects, process, and initiatives.
- For a second year, DSD partnered with various Chicago Public Elementary Schools, and Chicago Jesuit Academy to offer opportunities for students to meet with LUC students. The partnership offers LUC students the opportunity to live out the Jesuit value of being people for and with others, and it exposes younger students to college experiences, creating a norm for access to higher education.
- The Rambler Families website was expanded, and use of the [RamblerFamilies@Luc.edu](mailto:RamblerFamilies@Luc.edu) email address increased. Resources added to the website included recorded information sessions from departments.
- DSD departments and campus partners sponsored 10 students and one staff advisor to participate in the NJSLC at John Carroll University.

## Assessment Findings and Data

- On the Family Weekend evaluation, 87% of respondents agreed (56%) or strongly agreed (31%) that based on their reasons for registering for Family Weekend, their expectations were met.
- RBP completed its second year with 199 students participating in at least one RBP program or meeting. Active members are required to attend 80% of the weekly meetings, meet twice a semester with Fr. Tho Vu, SJ, and demonstrate a commitment to academic excellence. 134 members fulfilled requirements for active membership and 70% of the active members achieved a 3.0 GPA or higher.
- Based on qualitative responses on workshop evaluations, and focus group conversations with participants, the first year of the Leadership Institute was a success. In addition to receiving positive feedback about the sessions and time spent on project proposals, people expressed appreciation for the discussions and community that was fostered.
- DSD staff have been involved with a number of committees related to assessment, such as the institutional Survey Coordination Committee, the University Assessment Committee, The Data Discernment and Integrity Committee, and the Higher Learning Commission. In addition, an assessment graduate employee position was created to support work in this area.

## Decisions Made / Impact

- It was announced that the Brothers 4 Excellence program and RBP would merge beginning in August 2024 to combine resources for student success. The name Rambler Brotherhood Project (RBP) remains.
- The schedule for in-services changed to better accommodate staff schedules and helped to increase staff availability to meet with students during the fall and spring semesters.



- The November in-service topic was Sustaining Racial Justice Movements and Diversity after 'Affirmative Action'. Dr. OiYan Poon was a guest speaker. For the first time in a number of years, an in-service included conference-style sessions to offer staff options. This approach was very well received. Workshop sessions for the January in-service included topics such as combating Antisemitism, combating Islamophobia, crisis communication, academic freedom, mental health awareness, and remembering your why.

## Achievement of Goals

Within the OVP, the goals for the 2023-2024 academic year were intertwined with goals included in the DSD Strategic Plan. Reporting on this work is integrated throughout this divisional annual report.

## Quotations

- "The Leadership Institute provided a hugely beneficial teambuilding and networking opportunity with University partners across divisions. I had the chance to discuss a wide range of critical leadership topics with colleagues... while learning from experienced administrators and leaders." - *Leadership Institute Participant*
- "I liked hearing from staff at the welcome and the enthusiasm of the coaches representing the university. The messages were motivating and inclusive and encouraging. The entertainment was spectacular!" - *Family Weekend Participant*
- "I found this in-service to be the most beneficial one that we have had by far. Dr. Poon was excellent, and the ability to pair & share and speak with our tables was helpful for processing the content and for relationship building." - *November In-service Participant*

# CAMPUS RECREATION

## Staff

7 full-time staff; 175 student staff

## Mission Statement

The LUC Campus Recreation Department strives to provide recreational and social experiences that build community and promote values-based action while preparing people to live healthy and balanced lives.

## Departmental Learning Outcomes

- Student employees will understand the importance of customer service and learn how to create a memorable experience for participants, patrons, and guests.
- Staff and student leaders will develop skills related to event planning, organization, budget management, and problem-solving in order to ensure the success of their events and groups.
- Staff and student leaders will develop leadership skills related to personal growth, supervision, team building, and communication in order to effectively work with teams and groups.
- Student staff will develop the necessary practical skills for the sports and activities with which they work (aquatic skills, safety and risk management, coaching and training, etc.).
- Students who engage with Campus Recreation will recognize their connection to LUC and identify relationships that contribute to their sense of belonging.
- Students who engage with Campus Recreation will understand the transferable benefits of physical activity for success in their academic and personal life.
- Students who engage with Campus Recreation will be able to identify and model well-being behaviors that improve their overall health and wellness.

## Signature Activities

**Campus Programs:** Campus Programs offers a variety of nontraditional special events and competitions.

**Club Sports:** Student organizations formed with an interest in a common sport that practice, and/or compete against other universities' sport clubs.

**Group Fitness (GFIT):** Led by a team of 26 nationally certified student instructors, Group Fitness offers 60 physical and mental well-being classes per week to members, seven days a week.

**Halas Recreation Center/Open Recreation:** Halas serves as the primary recreation center on LSC. Membership includes access to basketball courts, cardio and weight room, locker room services, pool, and rock wall.

**Intramural Sports (IMS):** The IMS Program provides the Loyola community opportunities to participate in a variety of competitive and recreational team and individual sports.

**Rock Wall:** The Rock Wall consists of a 39' top rope wall and a bouldering wall, events and competitions.

**Student Employee Experience:** Campus Recreation Student employees gain transferable skills through work experience in each area such as customer service, teamwork, effective communication, and risk management.

## Highlights and Accomplishments

- For the second academic year in a row, Campus Recreation experienced record increases in Halas Recreation Center usage and in programming participation. Increases noted are relative to the 2022-2023 academic year. There were 298,658 entries in the Halas Recreation Center (2% increase), with 8,285 unique users throughout the academic year (4% increase). There was a 14% increase in the number of active Club Sports members (795) and a 30% increase in competitions. GFIT had 18,622 participants (13% increase). With 1,005 registered teams (17% increase) in 29 different Intramural sports/events, there were 2,131 unique participants (11% increase), some of whom participated in more than one team (4,716 total participants; 20% increase).



- The department participated in master planning efforts for the University.
- The new Campus Programs position increased the diversity of recreational and intramural programs for the student body, adding events such as board game nights, poker and chess tournaments, a recess event, Glow Swim, and Flick and Float.
- Converted Club Sports paperwork and operations from hard copy paper to a digital format that improved overall program organization and efficiency for members.
- Club Sports collaborated with Student Rights, Responsibilities & Conflict Resolution (SRCR) and RUSH Physical Therapy for improved education and training of club sports officers.
- 4 clubs qualified and participated in their sport's respective national tournament, with Men's Volleyball repeating as national champions.
- Trained 17 new GFIT instructors in an 8-week blended learning course and utilized 15 current staff to lead a 6-week mentorship training program
- Moved to weekly rock wall route setting and by color, ensuring climbers have new routes to climb regularly along with making the wall more approachable and easier to read.



- Cost of equipment repair and replacement and club sport travel has increased substantially due to inflation

## Challenges and Issues

- There were facility and field capacity issues in the weight room, basketball courts, and outdoor spaces for open recreation and programming.
- Holds on capital project requests for facility advancements during master planning influences the ability to make space improvements (locker room) and repair broken systems (entry gates). Portions of the facility are outdated and need upgrades (rock wall, AV systems).



## Assessment Findings and Data

- Over 700 students participated in a variety of unique and community-driven Campus Programs events.
- Current and aspiring GFIT student instructors noted in evaluations that elements of community, inclusivity, and belonging were the top benefits of teaching classes for the Loyola community
- 319 IMS participants completed a survey on their experiences.
  - 95% said that participating in IMS positively impacted their college experience. 93% said that it contributed to a sense of belonging on campus.
  - 94% stated that IMS is inclusive to all participants.
  - 95% would participate in IMS again and would recommend participating in intramural sports to others.
- 377 Club Sports participants completed a survey about their experiences.
  - 94% agreed that participating in club sports contributed to their sense of belonging on campus, and 96% stated that participating positively impacted their college experience.
  - 91% agreed that club sports are inclusive to all participants.
  - 93% agreed that their social and physical wellness was positively impacted by participating.
- Staff facilitated 4,963 participant experiences on the Rock Wall, with 1,049 unique participants.



- In a post training survey with a 65% response rate, students reported that as a result of being a Campus Recreation student employee and attending training
  - 99% reported a stronger sense of belonging to the LUC community.
  - 97% further developed their ability to work effectively within a team.
  - 99% are more satisfied with their experience at LUC.
  - 94% feel better able to access campus resources needed to be a successful student.

### Decisions Made / Impact

- Added nontraditional intramural programming (Poker, Catan, and Chess Tournaments) to increase the diversity of programming for students and use available spaces creatively since field and court space is at capacity.
- Halas Recreation Membership remains restricted to faculty, staff, and students due to capacity
- Student organization court reservations and HRC 2 use outside of GFIT classes was restricted due to capacity constraints
- Equipment replacement and purchases were reevaluated to meet growing demand and needs for specific types of equipment and programming. This led to some programs and equipment being removed or updated.

### Progress on Achievement of Goals

- Onboard a new full-time position with a focus on special events, partnerships, and student development of student staff. Achieved – In July 2023, we hired a new position that oversees the Rock Wall and Campus Programs, expanding on our recreational events and competition.
- Create and build partnerships with departments such as Center for Student Engagement (CSE), Residence Life, and New Student Programs (NSP). Achieved – Throughout the year, we partnered with CSE, NSP, Residence Life, and the Wellness Center.

- Create and implement a Campus Recreation student advisory group. Achieved – In Fall 2023, we rolled out our new student employee advisory group application process under our Program Coordinator. This has been a successful means of gaining employee feedback on policies, facilities, and programs in Campus Recreation as participants and employees.

### Future Goals

- Assess existing campus partnerships and look to grow or build on them.
- Complete an updated fitness equipment replacement upgrade plan to better reflect updated costs.
- Adjust preventative maintenance program to ensure budget efficiency, as well as combat regular equipment outages.
- Transition Club Sport software upgrade in alignment with CSE.

### Quotations

- “It 100% was the most meaningful aspect of college (undergrad and grad school) for me, outside of my internships which were not at Loyola... I've gotten to grow into leadership and captancy, make new friends, understand myself better, improve my relationship with my body etc.” - *Club Sport Participant*
- “I was able to find a strong community very quickly on campus. This is the most welcoming environment I have ever been a part of... I have met all of my friends through club sports. The confidence I gained through teamwork and experience on my team made me feel confident and comfortable to pursue other opportunities on campus.” - *Club Sport Participant*
- "Group fitness builds a community to create comfort for people who are nervous to go to the gym. I want to build a 'judge free zone' to make lifting and wellness fun" - *Group Fitness Participant*



# CAMPUS RESERVATIONS & CONFERENCE SERVICES

## Staff

Conference Services: 7 full-time staff; 50-100 student staff, depending on the season. Campus Reservations: 3 full-time staff; 3-5 student assistants.

## Mission Statement

The mission of Conference Services (CS) is to provide our guests with an environment of excellence through unique and affordable event solutions. Our Jesuit academic setting encompasses state-of-the-art facilities, sustainable resources, exemplary customer service, and values-based leadership that thrives from diversity in a first-tier city.

Campus Reservations (CR) provides event scheduling, support, services, facilities, and resources for students/faculty/staff.

## Departmental Learning Outcomes

- Student employees will understand the importance of customer service and learn how to create a memorable experience for patrons, and participants.
- Staff and student leaders will develop organizational skills related to event planning, budget management, documentation, and logistics in order to ensure the success of their events and groups.
- Through support with the planning of various events, student development is enhanced in the areas of socially responsible leadership, holistic wellbeing, the exploration of spirituality and faith, identity development, and cultural consciousness.
- Campus Reservations helps student groups plan events, ensuring information and logistics are obtained and dispersed, and university rules are followed.

## Signature Activities

**Conferencing:** CS works with a wide variety of organizations looking for event space to host summer conferences. Staff manage conferences occurring on campus while offering customer service and event coordination.

**Event Support:** Both teams support campus events through planning/implementation of logistical aspects, catering, setup, parking, audio-visual support, and more. Staff meet with campus and external partners, in addition to having bi-weekly meetings with service providers.

**Lodging:** CS operates the Baumhart Suites Loyola-River North as a hotel at WTC year-round. Additionally, both LUC affiliated groups as well as external organizations are housed in Lake Shore and Water Tower Campus residence halls during the summer season.

**Space Reservation Support:** CR offers 25Live trainings and support.

## Highlights and Accomplishments

### Conference Services

- Assisted in the academic room scheduling at the HSC.
- Created an external internship opportunity for a recent hospitality graduate to gain experience running a hotel.
- Created and implemented hotel office space for faculty and staff to reserve on all three campuses.
- Updated student staff training and protocols.
- Assisted in the hosting of events with dignitaries, such as the Prime Minister of the Bahamas.
- Hired Event Manager at Water Tower Campus (WTC).
- Improved safety protocols at Damen Student Center.
- Engagement with the community included: collecting donations for the Labre Ministry program when people visited the Crèche exhibit at LUMA; and assisting Athletics with welcoming 3,000 local Chicago school children to attend a free Women's Basketball Game.

### Campus Reservations

- New event/practice spaces were added to 25Live as reservable spaces: Damen Student Center (DSC) South Entrance Lounge, DSC Sunken Lounge, DSC 2nd Floor Fireplace Lounge, DSC 2nd Floor North Hallway, DSC/Gentile Entrance, Gentile Concourses, and Hall of Fame.



- Existing locations were repurposed for practices/performance: Crown Center Lobby, Rooney Hall, and DSC Sr. Jean MPR North & South.
- Spring 2024 saw nearly 20,000 more students and over 100,000 more faculty/staff/students attending events (vs. Spring 2023).
- Hosted nine 25Live trainings for students/staff/faculty.
- Continued prioritizing student-created events, resulting in a 20% increase from Spring 2023 to Spring 2024, while overall event numbers (including staff/faculty) increased by less than 500 events.
- Via the “Grey Initiative,” from Fall 2023 to Spring 2024, staff identified sponsored events and collected payments. This ensured that the university was properly compensated in the amount of \$19,659.59. This amount is lower than what was collected in the previous academic year because catering costs are no longer included in the total.



- There were a number of occasions when events that were presented as being internal events actually had a large portion of external attendees and operated more like external events. Their requests required extensive staff time, space, and other resources without promising the same revenue-generating benefits that come from external groups.

## Challenges and Issues

- Baumhart Suites lost a couple of floors, to provide overflow housing for graduate students. This did create some loss in business as CS was unable to host some groups that needed lodging for their conference.
- Campus wide events can use a lot of space, making it challenging to host revenue-generating external events and conferences.
- When introducing 25Live to the HSC and maintaining the Medical Calendar some technical issues will delay the intended implementation date.
- Construction made it challenging to get around the campuses, and resources such as room availability were scarce.
- The loss of Centennial Forum resulted in frustrated students and significant staff time devoted to determining replacement locations for activities. Centennial Forum contained three large locations, two of which provided an open floor.
- Despite being created to best serve event hosts and service providers, policies were often challenged (including those other units ask us to enforce). One example is Allied’s policy regarding not being able to change set-up requests less than 3 business days prior to an event. Responding to questions and challenges takes staff time.
- Departments remain reluctant to open departmentally-controlled spaces, despite a scarcity of space.
- The Academic Waiting List (Records and Registration’s policy which ensures course prioritization) was challenged by many people wanting early confirmations for academic spaces.

## Assessment Findings and Data

- CR: For the academic year, there were 1,233,479 space requesters (students, staff, and faculty). Of those, 284,002 were students representing 253 student organizations.
- CR: There were 5,545 student event occurrences (including multiple occurrences of the same meeting or event), and 2,169 distinct student events, with an average of 51 anticipated attendees per event.
- CR: Since the previous academic year, there was an increase of 357 student events, and an increase of 2,254 events for all campus requesters (students, staff, and faculty).

## Decisions Made / Impact

- Staff were able to retain many of the CS student employees from the summer to continue working during the academic year, with some of them taking on leadership roles.
- CS staff continue to attend tradeshow in the Chicagoland area, resulting in inquiries from external groups.
- CR continued to limit excessive date/space holds and enforce time restrictions, resulting in more opportunities for events/general meetings.
- As a result of adding 25Live Event Form questions, there was an average decrease in monthly email correspondence for CR during Fall 2023, and external partnerships/sponsored events were identified as soon as space was requested.
- CR worked with CSE to identify and eliminate space swapping between student organizations.

## Progress on Achievement of Goals

- Create internship opportunities for LUC students within CS by January 2024. In Progress - Staff are still working on the development of this type of position.
- By March 2024, identify opportunities within CS to enhance students' professional acumen and assist in preparing them for their future careers. Achieved (and On-going) - Opportunities were through staff training, and teaching moments throughout their time with Conference Services. Key points such as professionalism, accountability, and communication are just a few of the areas being addressed.
- Enhance our presence in the hospitality arena through marketing and tradeshow in order to build out a client base and events we host at the campuses. This will be a continual goal as CS continues to keep up with the needs in the hospitality industry. In Progress - Advertisement campaigns have been elevated through social media. Print ads are being developed for additional exposure, as well as identifying tradeshow opportunities.
- CR will implement updates for 25Live, website, and training/resource documents. Achieved (and On-going) - 25Live and website remain up-to-date regarding policies, construction, etc.
- Update information regarding procedures/processes for new CR employees. Achieved (and On-going) - Stock answer spreadsheet was created to provide an easy reference regarding space / instructions / information; email signatures convey policies/contact information; and security documents detail changes made in 25Live – all remain thorough and up-to-date.
- Determine unified approach/response for requesters who don't follow CR rules/procedures. In Progress - Continue meeting with CSE to determine consequences for organizations that don't follow policies.



## Future Goals

### Conference Services

- Create internship opportunities for LUC students by April 2025.
- By May 2025, complete the first phase of the implementation of 25Live at the HSC.
- Reconnect with past conference and event clients, and do market research on elevating the services we provide, in order to grow our business.

### Campus Reservations

- Encourage more widespread, knowledgeable use of 25Live so event/location information is centralized and campus partners and service providers can support events more safely and efficiently.
- Continue to meet with campus partners to discuss the addition of departmentally-controlled space in 25Live to foster a more unified scheduling experience.
- Continue the Grey Initiative by educating more departments on internal / internally sponsored / external events and bring in as many resources for the university as possible.

## Quotations

- "I wanted to give credit to Michael and team for helping to make the SCCE Regional Conference... such a great success. Michael and the team did an excellent job with the logistics and with the food throughout the day. Michael should be commended for his work – we appreciated it." - *Campus Partner*
- "Thank you so much for your help in making our Black History Month event yesterday a great success! ... We are so thankful that everything went smoothly, and our guests had a great time!... Your positivity made us feel so supported throughout our time together! ... Our office cannot do this work without you, and we are immensely grateful." - *Staff Member*
- "Thank you for all the work you put in to make Relay for Life happen this past weekend. We had an extremely successful event with over 200 people in and out throughout the 7-hour event. We broke \$10,000 raised for the American Cancer Society. We are very grateful for everyone that worked to make it possible for us to hold this event on campus." - *Student Leader*



# CENTER FOR BLACK STUDENT EXCELLENCE (CBSE)

## Staff

2 full-time staff; 6 student staff

## Mission Statement

We provide students with holistic support through the cultivation of belongingness & connectedness. This support is centered in the lived experiences of Black students.

## Departmental Learning Outcomes

By engaging in various CBSE programs, services, and initiatives, students will have the opportunity to cultivate their individual identities, acknowledge and endorse the intersecting identities of others, and utilize their awareness of these identities to effectively communicate, participate, and cooperate with diverse communities.

Through their engagement with CBSE programs, services, and initiatives, students will acquire a comprehension of Ignatian values, engage in introspection and inquiry into their personal convictions, foster meaningful connections, and enhance their comprehension of their own and others' faith traditions.

The CBSE programs, services, and initiatives aim to equip students with the necessary tools to cultivate healthy habits, connect with resources and support, establish supportive relationships, develop awareness and skills, and enable them to be global citizens.

## Signature Activities

**Black History Month Signature Series:** Every year, the CBSE celebrates Black History Month (BHM). This year's events were hosted in collaboration with the Department of Programming (in CSE), the Faculty Center for Ignatian Pedagogy, the Office of Institutional Diversity, Equity, and Inclusion (OIDEI), and the Study Abroad office. Events included Jordan Peele's critically acclaimed film "NOPE" Watch & Talk, the Black History Month Reception with guest speaker Nikki Giovanni, and the Traveling While Black event.

**Women's History Month Signature Series:** CBSE hosted the "Living to Tell the Tale" event to help people learn more about Wynette Richardson's mission to renew the hearts of all people through dialogue, community engagement, and gaining practical skills for growth. Attendees were invited to transform their mindset and life by learning how to tell their own tales.

**Sankofa Celebration:** The annual Sankofa Celebration is a chance to highlight the accomplishments of our graduating students (undergraduate, graduate, and/or professional studies). All Ramblers are welcome to any of CBSE's events.

## Highlights and Accomplishments

CBSE launched its inaugural space. All Ramblers are welcome to the space to build a sense of belonging, study, find community, get involved, and find fellowship.

CBSE participated in the Ignatian Heritage Month event "What is the Ignatian Educational Mission? The Centers Respond" hosted by the Division of Mission Integration.

CBSE successfully partnered with OIDEI to host the Black History Month Celebration with keynote speaker Nikki Giovanni and a musical performance by Yanna Cello.

A CBSE staff member served as a co-facilitator for the Diversity, Equity, Inclusion, and Belonging workshop series offered through OIDEI as a professional and personal development opportunity for staff and faculty.

## Challenges and Issues

Staff had to help students and families understand that CBSE is not a student club or organization they need to sign up to join, and that it is a unit within the division charged with supporting students in many ways.

With the repurposing of the room used by the Black Cultural Center and the opening of the new space there was a lot of confusion, perceived harm, and lack of initial enthusiasm for the CBSE space. Work was done throughout the year to ensure a smoother path forward and more utilization of the CBSE space in the next academic year.



## Assessment Findings and Data

**Engagement with CBSE Space:** On any given day, the CBSE physical space was visited by between 20-30 students, totaling 100-150 students visiting the space per week during fall and spring semesters.

### Attendance for CBSE Signature Activity Programming:

Attendance numbers for the following signature activities are reported in parentheses: Welcome Black Reception (208); Hair We Go Again (61); Traveling While Black - BHM Event (22); Nope Watch & Talk - BHM Event (45); BHM Reception with OIDEI (135); Living to Tell the Tale (7); Sankofa Celebration (154).

## Decisions Made / Impact

CBSE staff decided to discontinue the CBSE Newsletter in the upcoming year and place content in the existing Kettle Newsletter. The rationale behind this is two-fold; students are inundated with newsletters and the open rate of the CBSE newsletter was low. Students utilized CBSE's social media platform to glean information.

CBSE staff held three focus groups in the fall semester titled Tea in CBSE. Staff learned that students want the physical space to feel more welcoming with the purpose of creating a sense of belonging, a home away from home, and truly function as a third space. Staff responded this summer by completely reimagining the space to feel like a living room with more seating, culturally relevant artwork, and snacks and beverages for students to enjoy in between classes as requested. Students also provided feedback on the type of programming and services they wanted from CBSE. Staff responded by augmenting program offerings for the upcoming year and by prioritizing personnel to be more student facing to provide direct support along with triaging.



## Progress on Achievement of Goals

- In year two, the CBSE will launch its physical space in the Fall in the Damen Student Center across from the cinema and next to the CSE. Achieved.
- CBSE will continue hiring and onboarding four new student workers. Achieved - Successfully staffed the physical space in its inaugural year with six student leaders (two returning and four new).
- CBSE will increase its digital footprint by launching a digital marketing plan in phases, starting with a monthly newsletter and various campaigns on social media platforms (e.g. Instagram, Facebook, LinkedIn). Achieved - Successfully launched Instagram platform, LUCommunity page for events, and newsletter that ran 2023-2024 academic year.
- CBSE will pilot the inaugural Black Student Leadership Institute (tentatively named). CBSE strives to increase its presence at LUC and looks to continue to do so through increasing strategic partnerships with key stakeholders and a site at all LUC locations where students are present. Under Consideration - Similar programs already exist, and it would be more strategic to work with campus partners.

## Future Goals

- Continue to foster partnerships with external partners to provide holistic wraparound services for the students that engage with CBSE and also support their development (e.g. advising, financial aid, community service, study abroad).
- Review and examine CBSE policies and procedures in terms of their alignment with DSD's DEIB committee charge.
- Create a system to track interactions and engagement with CBSE, and help staff better understand how and why students utilize CBSE resources and services.

## Quotations

- "It was a great experience for me to attend the Welcome Black event, especially because it increased the number of students who visited the Center and brought more attention to it." - *CBSE Student Leader*
- "This year, I liked working with our team and meeting new students and seeing friendly faces I knew in the Center. I'm excited to see how CBSE and its resources grow over the next year." - *CBSE Student Leader*

# CENTER FOR DIVERSITY & INCLUSION (CDI)

## Staff

5 full-time staff; 2 graduate interns; 43 undergraduate student staff; 56 staff/faculty mentors (volunteers)

## Mission Statement

We firmly believe that part of Loyola's promise to prepare people to lead extraordinary lives requires us to truly be a home for all cultures and people. We embrace all races, sexes, gender identities, gender expressions, religions, ethnic backgrounds, socio-economic classes, sexual orientations, abilities, and residency statuses. We foster the success and community building of historically underrepresented student populations through mentorship, multicultural education, academic support, and celebration of our unique shared experiences.

## Departmental Learning Outcomes

As a result of participating in CDI programs, students will be able to:

- learn about perspective(s) different from their own as it relates to privilege and oppression
- articulate how privileged and oppressed social identities intersect to influence an individual's experiences
- identify one or more strategies to intervene and disrupt systems of oppression on an individual or systemic level
- differentiate between a deficit-oriented and a strengths-based approach to empower students

## Signature Activities

**College Transition Program:** The pre-fall Scholar Transition and Enrichment Program (STEP) offers that offers first-generation college students, BIPOC students, and/or LGBTQ+ students a four-day cohort-based experience that centers equity-assets based approaches to skill development and seeks to amplify the skills and lived experiences participants already possess. Cohort members are supported in exploring the intersections of their identities, building academic preparedness skills, learning about institutional culture and supports, as well as identifying approaches to holistic wellness rooted in self and community care.

**LUC Programming:** CDI coordinates and co-sponsors special events including an open house, welcome receptions, the Diversity Awards (part of the Excellence Awards Ceremony), Desserts in December, and the Legacy Graduation Celebration.

## Community Experience Centered / Mentorship Programs:

Mentorship and community experience centered programs are a transformative practice that have the ability to impact the experiences of all involved. CDI offered four community experience-based initiatives that also provide mentorship: Brothers for Excellence (B4E), Loyola University Chicago Empowering Sisterhood (LUCES), Queer Undergraduates of Empowerment, Support, and Triumph (QUEST), and Students Together Are Reaching Success (STARS). Activities for each program include (but are not limited to) monthly community engagements, a fall retreat, and an end-of-year celebration. Peer mentors for each program also host leadership development, social, and educational events for mentees and members of the community.

- **B4E:** A mentorship program centered on the experiences of first year undergraduate and transfer BIPOC students who identify as mxn who are matched with faculty or staff BIPOC mxn identified mentors and peer mentors.
- **LUCES:** A mentorship program centered on the experiences of first year undergraduate and transfer BIPOC students who identify as womxn who are matched with faculty or staff mentors and peer mentors.
- **QUEST:** A mentorship program centered on the experiences of first-year undergraduate and transfer students who identify within the LGBTQ+ community. Students are matched with a faculty or staff member and one peer mentor.
- **STARS:** Established in 1986, this program supports student retention and success by centering the experiences of first year BIPOC students and/or first-generation college students, who are matched with upper-class student mentors.



## Social Justice Education, Advocacy, and Leadership:

CDI offers Safe Space Workshops (introductory sessions to assist individuals who wish to support the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Asexual community), Share the DREAM Undocumented Student Ally Training, additional trainings, and a suite of social justice workshops for students primarily, and faculty and staff at times.

- **Ramblers Analyzing IDEAS (RAI)** is a program designed to empower undergraduate students to activate the process of making connections between the intersections of inclusion, diversity, equity, access, social justice (IDEAS) and the student experience.
- **The Leadership Education and Development (LEAD) Program** is a social justice cohort-based program that aims to cultivate the skills and leadership capacities of CDI mentees.
- **Q-Initiatives:** These spaces and programs are designed to validate and affirm all sexual orientations, gender identities, gender expressions, lack thereof, or combination of any of those social identities.
- **Undocumented Student Programs (USP):** These spaces and programs are designed to validate, affirm, and empower students who hold the social status of being undocumented, DACAmented, or members of a mixed status family.

## Highlights and Accomplishments

- B4E participants had a 279% increase in attendance from 158 to 440 total participants compared to the previous year.
- In 2022-2023, the average event attendance for LUCES programming was about 14 participants per event across 15 events. For 2023-2024, average event attendance increased to 21 participants per event across 10 events, and events attracted a broader demographic of participants than previously.
- The STARS program created a new initiative, the STARS Alumni Fellowship, in spring 2024 to roll out for 2024-2025. The inaugural STARS Alumni Fellow, Aurea Delfin served as a guest speaker for the STARS banquet and will be working on initiatives and programming to help support the STARS community and create connections to STARS Alumni.
- The events put on by the LGBTQIA Initiatives team attracted a higher number of individuals to the space. There was a 30% increase in overall participants at Q Initiatives Events.
- USP saw its most engagement to date with UndocuWeek having 82 participants.



- 39 students joined LUSA and USP to create and distribute approximately 80 care packages to two shelters that serve migrants & Chicagoans experiencing homelessness.

## Challenges and Issues

- With the merger of B4E and RBP, staff navigated tension and confusion from the CDI community with concerns about programs being changed and the impact of shifting from a Mxn of Color centered space.
- Limited resources and physical space restricted the work we could and can do as a center.
- The outpouring of requests for workshops and trainings from our department couldn't be fully met due to capacity constraints.
- Due to outside pressures, direction from institutional leadership lead to the repackaging of initiatives and programs to meet a more inclusive approach. This took up a large capacity of staff, which hindered some deeper efforts.

## Assessment Findings and Data

*“(Strongly) agreed” = “either agreed or strongly agreed”*

- CDI Mentee Assessment: 91% of mentees participated in meetings with peer mentors. Over 93% of mentees (strongly) agreed that participating in the program enhanced their understanding of their identity and positively impacted their personal growth. Over 89% (strongly) agreed that participating increased their sense of community at LUC. 85% shared that as a result of their experience in the program, they plan to continue as students at LUC the next academic year. Challenges commonly reported at LUC were connecting with others, mental health, and scheduling conflicts/time management. Average CDI Mentee GPA: 3.071

- **CDI Leader Assessment:** The CDI Student Leader experience received a rating of 4.5/5. Over 90% of leaders (strongly) agreed that their leadership training and experience prepared them for success in their roles and development. Leaders shared that CDI's inclusive, supportive, and developmental environment contributed to them staying at LUC.
- **CDI Staff/Faculty Mentor Assessment:** Approximately 82% of mentors (strongly) agreed that the program allowed for the development of impactful relationships and benefitted their overall LUC experience. 100% would recommend involvement in CDI mentorship programs to other staff/faculty.
- **STEP Assessment:** Due to participating, students reported that their academic preparedness increased by 42%. The top three skills cultivated through STEP were asking for help, prioritization, and time management. 100% of participants would recommend this program to incoming students. 96.3% said the program's "objectives were fully achieved".

## Decisions Made / Impact

- The creation of more foundational documents helped student and full-time staff members to feel more confident, organized, and efficient. Working closely with CDI's Administrative Coordinator, staff better understand the importance of telling CDI's story through budgeting. Each staff member was given their own budgets to manage to support increased accountability for initiatives.

## Progress on Achievement of Goals

- Increase the outreach and engagement of community members (non-mentees) of affinity focused spaces. In Progress.
- Grow and restructure the center to best meet the needs of CDI and increase student retention. In Progress – navigating changes in university policies prevented growth.
- Retain full staff into the next academic year. Achieved
- Continue to grow RAI as our primary means of social justice initiatives moving forward. In Process - this year's data will be used to shape a new direction with evolving university needs.
- Elevate the programming of USP to better serve the larger undocumented student population. Achieved - saw an increase in unique students attending events and communicating with staff; doubled size of staff by securing a graduate intern and additional USP intern for upcoming year.

## Future Goals

- Reassess the mission and values of CDI in current climates facing DEIB-based centers.
- Establish RAI as a foundational program for all students to engage with peers across numerous social justice topics.
- Elevate the programming of USP to better serve the larger undocumented student population.
- Reintroduce campus partner satellite hours/programming in the CDI Resource Room.
- Growth and restructuring of our center to best meet the needs of CDI and increase student retention.

## Announcements

- After a few years of starting the year partially staffed, it is projected that fall 2024 will begin with a full staff team and a larger, full graduate intern team. This brings excitement to staff members' approach to work. Outside of the growth in USP & RAI teams, the STARS team was expanded with the creation of two programming assistants for our large CDI community and Mxn of Color. CDI will also be partnering with Scholar Programs for a new First-Gen Week in Fall 2024.

## Quotations

- "CDI is what makes the LUC experience worth it!" - *Student*
- "Being a CDI Leader has made me fall in love with Loyola." - *CDI Leader*
- "I've sent four kids to college before now and this is the first time I've actually felt a part of their journey and welcomed in the community. I'm so happy we did the family orientation and I feel comfortable leaving our daughter knowing you all are here." - *STEP Parent Participant*



# CENTER FOR STUDENT ENGAGEMENT (CSE)

## Staff

9 full-time staff ; 8 graduate interns; 78 student staff

## Mission Statement

The mission of the Center for Student Engagement (CSE) is to offer opportunities for students to connect, learn, and engage beyond the classroom. Through shared experiences students gain a greater sense of self and community to foster positive social change.

## Departmental Learning Outcomes

As a result of involvement with CSE programs, students will be able to:

- Identify at least three practical leadership skills they developed through their co-curricular experiences.
- Explain how their program engagement has resulted in a greater personal connection to the LUC community.
- Give an example of how their involvement in co-curricular experiences contributed to an awareness of personal identities.
- Identify two ways in which they positively impacted LUC, Chicago, and global communities through their engagement activities.

## Signature Activities

**Campus Activities Network (CAN):** CAN provides oversight for over 180 registered student organizations (RSOs). Oversight includes fiscal management, risk management, event planning, and education. CAN celebrates accomplishments through Student Organization Awards, and creates community through Student Organization Fairs.

**Commuter Student Life (CSL):** CSL helps commuter students transition to life on campus, connecting them with vital programs and resources to enrich their LUC experience. CSL partners with Campus Transportation,

Dining Services, and additional campus partners to support commuter students.

**Department of Programming (DOP):** DOP is a sponsored student organization (SSO) committed to fostering a sense of community through programming events every Wednesday and movies in the Damen Student Center Cinema every Friday. Programming ranges from small to large-scale on and off-campus events for undergraduates, all for free or a discounted price.

**Graduate, Professional, Adult Student Life (GPASL):** GPASL aims to enhance the personal, social, emotional, spiritual, physical, and professional growth of graduate, professional, and adult students at the LSC, WTC, and HSC. The GPASL team aims to optimize student experiences and foster transformative learning communities.

**Leadership Programming:** The department provides leadership programming grounded in theory. The cornerstone is the Emerging Leaders Program (ELP), offered in the spring semester. The CSE also provides additional leadership development to advanced leaders within the Sorority and Fraternity Life community.

**LUCCommunity:** CSE manages the student engagement platform (Engage) that drives involvement opportunities for all students at LUC. This platform manages a calendar for student engagement, activity requests, payment requests, budget requests, and allows student organizations to manage organization business, membership, elections, and files all in one convenient space.

**Sorority & Fraternity Life (SFL):** CSE provides oversight for five Interfraternity Council (IFC) chapters, eight Multicultural Greek Council (MGC) chapters, and seven Panhellenic Council (PHC) chapters. All three councils receive advising, education, training, risk management, and oversight as sponsored student organizations. CSE also manages the Order of Omega, leadership honorary society for members of the SFL community.

**Special Events:** The CSE team is responsible for several large-scale university events and traditions. These events include Fall and Spring Finals Breakfast programs, Senior Send Off programming for graduating undergraduate students, and Welcome Week, which includes over 50 programs in the fall.





## Highlights & Achievements

CAN registered and recognized over 180 RSOs, an increase of 30 organizations from 2022-2023. Through partnership with SGLC, the allocation committee managed and tracked over \$650,000 in programming.

The CSL team hosted over 10 events with nearly 1,000 participants. Events aimed to promote engagement while showing appreciation for the population. CSL collaborated with more campus partners than in prior years, sharing resources from Campus Recreation, the School of Environmental Sustainability, and others.

The DOP hosted over 60 programs, which emphasized building community through peer-peer engagement, diversity education, alternative programming, and community engagement. DOP collaborated with over 10 student organizations and departments.

The ELP was re-ignited with an aim to infuse diversity and Jesuit values into the program's strong foundation grounded in the Social Change Model of Leadership Development. The ELP included 21 cohort members and four student facilitators, over nine weekly sessions.

The GPASL team hosted 16 programs, including the Water Tower Block Party (1,278 participants), Graduate Toast (368 participants), and Finals Grab & Go events (almost 400 participants). The GPASL team successfully hosted programmatic outreach for international, BIPOC, and Queer student populations.

Welcome Week engaged one of the largest classes of first-year students, along with returning students, serving over 16,000 students through 50+ events. 3402 students attended one of the Finals Breakfast events which included food, activities, and alumni volunteers serving food. Senior Send-Off celebrated seniors through three large-scale events that served over 3,500 students: Night at the Chicago Cubs, Architectural Boat Tour, and Senior Toast.

SFL hosted about 32 events with over 1,000 student attendees. During 2023-2024, 327 students joined the SFL community, with significant growth being seen in the PHC (up 45%) and IFC (up 82%).

## Challenges & Issues

- It was not until February 2024 that CSE was fully staffed. Throughout interim processes, team members rallied together to grow programming efforts while also navigating responsibilities that are outside of their typical portfolios.
- Many students and campus partners do not realize the diversity of the portfolio of programs, resources, and supports in CSE. CSE is excited to draft a new strategic plan, increase awareness about our offerings, and better tell our story.
- The CSE now houses GPASL, with staff at the WTC. Having a consistent and reliable presence on multiple campuses continues to be a goal and resources must be allocated to support this.
- As student organization numbers continue to steadily climb, campus resources are slow to catch up. Due to campus improvement projects, many programming spaces went offline this year. Student groups continue to be limited in terms of spaces where they can meet and host programs. The allocations committee continues to find ways to incentivize collaboration to help combat this issue.

## Assessment Findings and Data

CSE has continued to see a growth of student engagement due to intentional programming and campus partnerships.

- Student organizations continue to grow and maintain a strong presence on campus, with 180 recognized student organizations (RSOs), 29 of which were newly recognized this year. The allocations committee funded 113 events from 81 different organizations in the fall semester, and 141 events from 84 organizations in the spring. RSOs partnered with community organizations and hosted 123 events that were service-oriented.
- The SFL community (20 chapters) participated in 20,752 hours of community service within Rogers Park and greater Chicagoland areas. The community also raised over \$112,790 for local or national philanthropic organizations.
- Over 400 students submitted feedback forms on LUCommunity to help shape the Friday Night Flicks Program, and over 600 students submitted feedback regarding Wednesday Night Programming.



- CSE partnered with Loyola Votes to share voter registration information with various student groups. Partnerships will continue in Fall 2024.

### Decisions Made / Impact

- CSE staff began the process of contracting with a new student engagement platform, CampusGroups, to replace the current Engage platform (LUCommunity). This decision was made to give staff a better tool to track student engagement, and increase the use of data to inform our practices.
- The CSE team began implementing suggestions in response to an internal audit done by Baker Tilly. New initiatives include:
  - Streamlining handbooks for student organizations.
  - Increasing student organization advisor resources and support. CSE added advisor appreciation programming and are developing an advisor toolkit.
  - Creating a plan to streamline communications between the student organizations team, the allocations team, the budget coordinator, and other campus partners.

### Progress on Achievement of Goals

- Identify priorities in continuing to create the CSE including transitioning GPASL into the department, departmental branding, etc. In Progress - Under new leadership, the CSE team is developing an updated mission and strategic plan, and ensuring that efforts align with divisional and institutional goals, and branding guidelines.
- Partner with campus partners, campus leadership, and Baker Tilly to continue to assess current RSO processes and policies including purchasing, allocations, risk management policies, and more. Achieved - The Baker Tilly audit has been completed and partnerships have been developed to streamline processes.

- Reincorporate leadership development opportunities from CSE including the ELP and the opportunities provided within student employment and organizations in the department. In Progress - This continues to be a focus area. While the ELP was revamped, CSE aims to grow leadership programming for all student populations, with an emphasis on applying leadership theories alongside LUC's Jesuit values.
- Grow Welcome Week programming to be inclusive of the move-in experience and Labor Day weekend. Achieved - In partnership with Residence Life and the Residence Hall Association, CSE now provides evening Welcome Week programs throughout each night of move in.

### Future Goals

- Create a student-centered mission, vision, and strategic plan for the CSE. Ensure these new guiding principles are inclusive of all student populations, especially the Graduate, Professional, and Adult student populations. Ensure the new mission supports and amplifies Jesuit values.
- Successfully onboard the institution to the new CampusGroups platform, starting in spring 2025.
- Create an approachable atmosphere across the Center for students and staff. Increase relationships with campus partners. Streamline policies to promote student success. Strive towards operational excellence.
- Through a formal process in the fall semester, successfully complete an expansion process for the IFC. Include the campus community and partner voices throughout the expansion process.

### Quotes

- "I'm proud to be a commuter student because I can excel and make meaningful relationships even with commuting." - *Commuter Student*
- "Graduate life can easily get very isolating and myopic if we are unable to or not actively encouraged to meet with our peers and the larger community around us. I appreciate GPASL for recognizing the need for space, time, and tokens of appreciation that bring us together on campus!" - *GPA Student*
- "I look forward to Coffee Chats every week, it's one of my favorite programs SFL hosts! It is in my calendar, and I make sure I come every week. I really enjoy the food, the environment, and the ability to connect with other students from outside of my chapter." - *SLF Member*



# OFFICE OF THE DEAN OF STUDENTS (ODOS)

## Staff

10 full-time staff; 2 graduate interns; 3 student assistants; 18 student leaders.

## Mission Statement

Grounded in the Jesuit tradition of Cura Personalis, the ODOS offers comprehensive support and resources to address the diverse needs of all students. We empower students with the necessary tools to navigate university systems and life's challenges by helping develop essential skills that lead to self-efficacy, accountability, and a sense of care for self and others.

## Departmental Learning Outcomes

As a result of participating in programs and services provided by the ODOS, students will:

- Identify and utilize resources to navigate LUC effectively and develop practical skills for success.
- Outline strategies to overcome challenges, achieve academic and personal goals, and enhance self-advocacy.
- Reflect on their role within communities including identifying obstacles preventing their holistic success, opportunities for improved decision-making, and sense of belonging.
- Engage in introspective reflection, perspective-taking, and meaningful self-authorship, and develop skills that enrich their decision-making processes

## Area Overview

The ODOS is comprised of two primary teams: the Student Outreach and Support Team, and the Student Rights, Responsibilities & Conflict Resolution Team (SRCR). The ODOS is the hub for the CURA Network, which is the centralized university system for student referrals and reports, standardizing response and support across BCT, CARE, Student Conduct & Conflict Resolution, Academic Support, and Equity/T9. The ODOS and campus partners offer support, coordination, case management, and resource referrals for student concerns university-wide through CURA.

## Signature Activities

**Behavioral Concerns Team (BCT):** The BCT addresses student behaviors signaling distress, community disturbance, or potential harm. Committed to proactive intervention, it supports students and collaborates with campus partners to assess and manage risks, ensuring overall community safety.

**Threat Assessment Team (TAT):** A BCT sub-group addressing severe threats quickly, ensuring campus safety.

**Coordinated Assistance and Resource Education (CARE) Case Management:** ODOS supports students facing personal challenges that could impact academic progress and success (e.g., grief/loss, medical issues, family crises, financial difficulties). Services include outreach to campus partners, connecting students with resources, and providing guidance and support.

**Sexual Misconduct Resourcing/Equity Case Management:** ODOS handles reports of equity-based discrimination and misconduct involving students, including dating violence, sexual misconduct, stalking, and other discrimination based on protected characteristics. Staff provide outreach, information on survivor rights and resources, and facilitate access to LUC and community services, in collaboration with the Office for Equity and Compliance (OEC).

**Conflict Resolution Services:** SRCR staff help students prepare for difficult conversations, serve as mediators to facilitate dialogue amongst those in conflict, and create spaces for those who have harmed or been harmed to examine ways to repair the harm and rebuild relationships. Services include conflict coaching, mediation, restorative justice conferences, and Circle practices.

**Food Pantry Administration:** ODOS operates two of the three food pantries at LUC: Iggy's Cupboard and the HSC Pantry. This effort ensures that all students have access to essential food resources, promoting inclusivity, addressing fundamental needs, and supporting academic success.

**Dean on Call:** ODOS staff serve 24/7/365 in a rotating capacity, assisting students and families during crises or emergencies. The DOC is the primary contact for campus partners during critical incidents outside business hours.

**Demonstration Support:** ODOS is the main contact for students planning activism, demonstrations, and exhibits. We strive for content-neutral support, ensuring events are safe, effective, and successful.

**Developing Student Leaders:** Through Student Community Board (SCB), Conflict Resolution Liaisons

(CRL), and student assistant programs, students on the SRCR Team are ambassadors of the ODOS mission. SRCR student leaders build key communication and problem-solving skills to better serve the LUC community.

**Student Conduct Process:** SRCR conduct administrators hold hearings to address alleged student violations of Community Standards, focusing on choices and the Student Promise. Hearings are designed to be developmental, with the intent of preventing recurrence. Staff also manage informational meetings, acceptance of responsibility cases, first-time notifications, and serve as Comprehensive Policy administrators through the OEC.

**Student-Led Programs & Workshops:** To support peer development, CRLs facilitate workshops, discussions, and programs including the Community Circle Series, conflict coaching, Values Workshops, Student Promise Week, and reflection sessions (Restorative Educational Project, Campus Involvement Challenge, and service hours).

**Student Response Team (SRT):** Launched this Fall, the SRT is LUC's main body for addressing student issues as well as city, state, national, and global issues affecting Loyola students. SRT + Partners acts as a rapid response team for a wider university response. (i.e. communication and operations).

**Training & Consultation with Campus Partners:** SRCR staff train staff to mediate conflict and serve as conduct administrators through a restorative justice lens. The ODOS area offers customizable trainings on BCT, Community Circles, Conflict Management, Cura Network, and Difficult Conversations. The ODOS area also frequently consults with faculty and staff on daily operational matters.

## Highlights and Accomplishments

- Iggy's Cupboard relocated to a larger space in Damen Student Center with expanded hours and swipe access, improving convenience and data collection.
- In October, we launched the HSC Pantry with HSC Ministry and staff to provide essential food to students.
- With the SRT and partners, ODOS effectively managed demonstrations and protests, ensuring safety, including those related to the Israel/Palestinian conflicts.
- The Dean certification (conduct check request) process moved to an online form. There were 177 requests between January – June 2024.
- The Good Samaritan Policy (Medical Amnesty) was emphasized at Orientation, UNIV 101, and in Student Promise Week. Of 40 alcohol or drug-related hospital transports, (34) 85% qualified under the "Good Sam" policy.

## Challenges and Issues

Continued global conflicts and national partisan politics have provided a challenging and uncertain future for many students this year resulting in the need for more assistance and ongoing support.

## Assessment Findings and Data

150 BCT reports were received, consistent with last year. Most common issues included suicidal ideation (80; 53%), mental health concerns (44; 29%), and self-harm (16; 11%). Mental health hospitalizations included 39 students (26%), with 13 requiring campus transports. Students across all class years were represented, with first-year students comprising 31% of those receiving BCT services. Sixty-two percent of cases were resolved, with 38% remaining open or monitored for the coming year.

1,199 CARE reports. Top concerns included academic (52%) and mental health (36%), with all class years represented. Of 1,322 resolved cases (96%), 51% engaged with case managers, 10% declined further help, and 39% were unresponsive. The CARE Fund supported 30 students with \$7,200 for emergency expenses.

1,180 student conduct and conflict reports were received. Student conduct cases involved 2,291 students and conflict resolution cases involved 161 students. Nearly all conduct cases resulting in responsible findings held a recidivism rate of 0% apart from the failure to comply policy (63.3% recidivism) for Health Sciences flu shot non-compliance. SCB held 24 hearings involving 161 students (73% increase). CRLs facilitated outcomes for 212 students and interacted with over 2,200 students (313% increase) while hosting signature programs.

ODOS, in partnership with the OEC, collaborated with 177 students who encountered incidents of sexual



misconduct, gender-based violence, harassment, or discrimination based on protected classes. Of these cases, 14% involved sexual misconduct with a respondent not affiliated with LUC, 64% were cases where students reported sexual misconduct by a respondent affiliated with LUC (typically another student), and 18% pertained to incidents of discrimination or harassment based on protected classes.

96% of mediations resulted in students reporting that their mediator helped them progress towards resolution and stated they would recommend mediation to others.

Our food pantries have seen significant growth this year. Iggy's Cupboard served 347 unique students with 1,970 visits since the academic year began. The HSC Pantry has received self-reported data from 80 students totaling 198 visits. This data offers only a partial glimpse into actual usage and visitor numbers.

There were 17 student organization cases with time commitment varying between 2-4 weeks per case and 74 neighbor complaint cases which include coordination with neighbors, Alderperson's office, CPD, and the Office of Neighborhood Initiatives.

Facilitated presentations for over 3,300 constituents including all first year, transfer, and Arrupe students and their parents/families, as well as trainings for Residence Life staff, JFRC staff, all incoming new faculty, and all undergraduate academic Assistant/Associate Deans.

### Decisions Made / Impact / Announcements

In October 2023, the Office of Student Conduct & Conflict Resolution merged with the Office of the Dean of Students, and became known as the Student Rights, Responsibilities & Conflict Resolution Team (SRCR).



This change included staff promotions, doubling the number of Deans on-call, enhancing the focus on student rights and responsibilities, improving operations, and simplifying system navigation.

### Progress on Achievement of Goals

- Increased collaboration with academic affairs to support students through the emergency withdrawal process. Achieved
- Build upon academic unit relationships to further collaborate on classroom conflicts and issues impacting students with a goal of a third of workshop requests coming from academic units. In Progress
- Create regular touchpoints with the OIDEI to amplify collaboration opportunities. In Progress
- Substantial growth in hours, availability, and accessibility of food resources for students with food pantries now on each campus. Achieved
- Standardize pre and post-assessments for similar trainings and workshops offered through the SRCR Team. Achieved
- Continue expansion of Community Circle Series with goal of maintaining 3-4 Circles per month. Achieved

### Future Goals

- Utilize past years' data to better understand student retention, facilitating proactive interventions and personalized support strategies.
- Implement updated policies and procedures for the TAT, aimed at enhancing the effectiveness and responsiveness of threat assessments and ensuring a proactive approach to campus safety and security.
- Update the Free Expression: Student Demonstration and Fixed Exhibit Policy and protocols for response including expanding staff who are trained to respond.

### Quotations

- "Thank you all so much for having this service available! Food insecurity is a real issue that so many students face and is something that can strike so unexpectedly. This resource is literally life-sustaining." - *Student*
- "Today's Circle helped me process my changing relationship to my disabilities and feel more confident in myself and connected with my community!" - *Student Community Circle Participant*
- "Working with the SRCR Team this past year was truly the best job experience I have had, and the support (mental, personal, and professional) I received from both my supervisors and peers was amazing." - *CRL Student*

# RESIDENCE LIFE

## Staff

28 full-time staff; 120 Resident Assistants; 200+ student support services staff; 14 student Desk Managers

## Mission Statement

In partnership with our residents, the Department of Residence Life enhances the Loyola Experience by providing safe and supportive living communities where students can engage with others, explore their personal identities, and develop a deeper understanding of their impact on the world.

## Departmental Learning Outcomes

Students who participate in Residence Life programs and services will:

- Explore, articulate, and act consistently with their personal values, while understanding how their actions impact others.
- Independently navigate processes while recognizing the importance of self-advocacy and personal responsibility.
- Recognize the value of inclusion by engaging in diverse communities and will be able to identify ways to advocate for others locally and globally.
- Achieve a higher level of academic success as a result of engaging with students, faculty, and staff of varied academic interests.

## Signature Activities

### Crisis Management / Emergency Response:

Within a Residence Life system, emergency situations occur with regularity. An emergency is defined as a serious situation that happens unexpectedly and demands immediate action. Residence Life staff are on duty 24/7/365 and respond to multiple crisis situations per week. In addition, on-call staff respond to facilities concerns, guest questions, as well as other general issues. In collaboration with the Office of the Dean of Students, Residence Life staff enforce the Community Standards, and adjudicate student conduct violations.

**Desk Operations:** The front desks are the hub of information for our residential students and guests. Because the safety and security of our residents is of utmost importance, all first-year buildings have a staffed front desk 24/7. Desk Receptionists, Managers, and Night Monitors facilitate a welcoming, caring, healthy, and safe environment.

As the first contact for residents, and other LUC community members, the desk teams must demonstrate professionalism and excellent customer service at all times, while also responding quickly and effectively in emergency situations.

**Housing Operations:** Key activities are customer service-based outreach and interactions with the residential population. Areas of focus are comprised of assignments, facilities, safety, move-in and move-out processes, marketing, sustainability, and billing. Our signature undertaking is the opening of the halls to include the move-in process. This is a process that has a high impact on the LUC residential experience.

**RA Experience:** Training for Resident Assistants (RA) happens at multiple points throughout the year; before fall semester, before spring semester, and through monthly in-service sessions. There are 120 RA positions in Chicago. Five new Rome RAs took part in training before they flew to Rome. The RA selection process is typically conducted mid-November through June.

**Student Learning and Development:** Our approach prioritizes student engagement within the residential student experience. RAs devote roughly 4 hours per week to engage students in learning using structured educational strategies, guided by their supervisors and resources provided by the department. Student leaders volunteer within Hall/Area Councils for roughly 1 hour per week to build community, put on programs, and advocate for student needs. The Living-Learning Community program is an opportunity for students to live and learn with other students who share their interests, attending programs and taking classes together.



## Highlights and Accomplishments

- Residence Life proposed changes to the guest policy to support the residential experience. This update was also made due to close contact guidelines in the COVID-19 policy. We hope to see a decrease in guest policy violations by students.
- Residence Life is undergoing a significant mattress replacement capital plan. The life span of student mattresses is approximately 10-12 years. We have successfully begun this process and replaced 2,000 mattresses across campus.
- The Department of Residence Life was awarded a bid to host the 2024 National Association of College and University Residence Halls (NACURH) conference at LUC. Unfortunately, due to financial constraints by NACURH we withdrew to protect the university from financial loss.
- Residence Life introduced Grad Guard Renters Insurance to support students and families in housing. Approximately 808 students signed up for Grad Guard Renters Insurance by October 2023. We hope to see an increase year to year.
- Increased our Instagram following by 36%, going from 3,305 on June 30, 2023, to 4,510 on July 1, 2024.
- We were able to identify new office spaces within our current inventory to support the new organizational chart.
- Residence Life reclassified the Assistant Resident Directors to Residence Life Coordinators to support operational excellence.
- Residence Life reclassified the Student Support Specialist to the Assistant Director of Residential Community Standards. Expected roll out of position is July 2024.
- At the end of the academic year, we were able to undergo a compensation review for the Resident Director position.



## Challenges and Issues

- Residence Life continued to experience challenges and issues with residence life case management. Significant changes were made with the reclassification of the Student Support Specialist. Unfortunately, we had to manage the challenges and issues for the remainder of the academic year.
- There were a significant number of organic matter incidents that occurred in Campion Hall. Facilities, Housekeeping, and the Environmental Safety team addressed these concerns, however, this created challenges for the residential experience in Campion Hall and across campus.
- In December 2023, a resident had an open flame in their residential space which started a fire on the 2nd floor in the community. The fire impacted approximately 20+ residents who were relocated to the Hampton Inn until January 2024.
- In January 2024, a burst pipe affected two floors in San Francisco Hall. Approximately 60 residents were relocated across campus and in the Hampton Inn until March 2024.
- In January 2024, a resident left their window open and four residential rooms were flooded. Students were relocated on-campus until February 2024 in emergency spaces.
- A significant number of professional staff departed their positions in Fall 2023. Several staff needed to take on additional responsibilities for vacant positions of Resident Directors, Student Support Specialist, Housing Assignments Coordinator, Administrative Assistant, and Assistant Director of Residential Education.

## Assessment Findings and Data

- 561 incident reports (IRs) were submitted related to conduct, and 82 were submitted related to conflict resolution. The 73% decrease in conduct-related incidents was attributed to a change in guest policy. Not all IRs submitted were handled by Residence Life staff.
- There were 135 administrative hearings and 51 conflict resolution cases.
- The policies with the highest numbers of allegations (in parentheses) were: Consuming or possessing alcohol while under 21 (53); Being in the presence of alcohol while under 21 (49); Noise and Quiet Hours (42).

- There were 313 cases as a result of Health & Safety Inspections. The 69% increase is attributed to increased reporting.
- There were 106 building-wide cases with unknown respondents, such as cannabis odor, or property damage (for example, tampering with flyers).
- The Desk Services area reported 206,083 guest check-ins; 2,700+ duty calls handled by the Desk Manager On-Duty; 800+ lock change requests submitted; and 1,000+ student room lockouts performed by desk staff.
- A total of 22,496 work orders were completed in the residence halls, including 2,180 completed by the Operations Crew.
- With the same number of RA information sessions as last year (five), there was an increase of 30 attendees. More students attended virtual info sessions than in-person sessions.
- There were 356 new applicants for the RA role (versus 325 the previous year), and 81 returning RA applicants (compared with 72 the previous year).
- There were 413 completed educational strategies (including: floor activities, bulletin boards, newsletters, “take-to” events, area-wide events, etc.)
- There were 7,234 events or engagements hosted by an RA in which residents had an opportunity to participate.
- RAs completed 7,474 intentional interactions throughout the fall semester and engaged with 91% of the residential students.
- 60 Hall/Area Council students attended a Fall Council Orientation. 97% of those students reported that they received beneficial development, training, and were satisfied with the orientation.

## Decisions Made / Impact

- A Housing Cancellation Fee was introduced. If a student does not qualify for release from the Housing Contract, the Department of Residence Life may offer, at its sole discretion, the option for the student to be released from the contract in exchange for the student paying a release charge of \$2,000.00 plus forfeiture of the original \$500.00 housing prepayment, if applicable.

## Progress on Achievement of Goals

- Create a master furniture plan for both campuses. In Progress.
- Develop a Community Residence program (including the relationship with Lakeside Management). On-going.
- Develop a Summer Revenue Plan. On-going.

## Future Goals

- Collaborate with SRCR to on-board the inaugural Assistant Director of Residential Community Standards to support Residence Life case management. Decrease average days from case management to adjudication.
- Increase collaboration with Conference Services to support summer transition and operation.
- Improve operational excellence in ways such as the reclassification of the Residence Life Coordinators.
- Improvement of on-going professional development and training for professional staff.
- Apply assessment initiative Elenra Benchmarks.
- Increase satisfaction of live-on staff.
- Increase the integration of Jesuit values and identity into all aspects of Residence Life.

## Quotations

- “I enjoyed our philanthropic event "Make-A-Toy, Give-A-Toy". It was great to see how many residents came to participate in it and how many toys were donated... We did a great job of setting up and communicating with each other throughout the event.” – *Hall Council Executive Board Member*
- “[The students] really enjoy having a community with each other and a set of “built in” friends to start the semester with. They all are good friends and hang out often in the hallways. Many of my residents said they enjoyed having something to do outside of school.” – *Living-Learning Community RA*
- “I have enjoyed not only meeting the residents, but being a leader and role model for the students in the building. I really enjoy making San Fran a welcoming environment for not only the residents, but guests and staff that enter the building as well.” *Desk Receptionist*



# WELLNESS CENTER

## Staff

42.04 full-time staff; 4 graduate student workers; 2 undergraduate student workers

## Mission Statement

The Wellness Center provides high quality interdisciplinary medical, mental health, and health promotion services that enable our diverse student population to more fully participate and succeed in the college experience. By enhancing health and wellness, within the context of a Jesuit Catholic institution, each student is empowered to take responsibility for self-care by making informed lifestyle choices that contribute to their own success and to the well-being of the community.

## Departmental Learning Outcomes

As a result of accessing support, resources, and education through the Wellness Center, students will:

- Make informed choices about their health and wellness (Knowledge & Skills)
- Understand how personal identities impact health and well-being (Cultural Competency)
- Develop a greater sense of belonging within a community at LUC (Holistic Well-Being)

## Signature Activities

**Medical and Mental Health Services:** Students can make appointments for mental health services, as well as medical appointments for acute illnesses and conditions are available with a Registered Nurse, Nurse Practitioner, or Medical Doctor.

**Alcohol Edu & Sexual Assault Prevention for Undergraduates (SAPU):** Alcohol Edu is an evidence-based online course that is effective in reducing student drinking and negative alcohol-related consequences among first-year students. SAPU is an online course aimed at introducing first-year students to topics related to sexual assault prevention. This year, SAPU was a requirement for all undergraduate students.

**Speak Up, Step In:** Loyola's active bystander training is a requirement for all incoming students, both first-year and transfer students. This year, 2,109 incoming students received this training.

**Basics and Cannabis Conversations:** Health Promotion supports students who have been found responsible for an

alcohol or drug policy violation through motivational interviewing.

**Gender-Based Violence Advocacy:** A variety of services offered to survivors of gender-based violence. Trauma-informed, trained advocates in the Wellness Center are available to answer questions about reporting an incident, resources on- and off-campus, what LUC's conduct process is like, how to safety plan, and more.

**Communication and Social Media:** The Wellness Center operates five Instagram accounts, @loyolawellnesscenter (main account), @ashlarthetherapydog, @change.luc, @lucwellnessadvocates.

## Highlights and Accomplishments

- The Wellness Center continues to have a robust number of student contacts. From June 2023 until July 2024, clinical visits were numbered at 24,447 (medical: 21,570, and mental health: 9,069).
- Coordinated primarily by the Health Promotions team, the Wellness Center held 425 programs and trainings that had 20,301 contacts.
- 1,652 incoming students completed Alcohol Edu. The impact of the course can be highlighted by the following: 71% of participants said the course changed their perceptions of others' drinking behavior. 82% of participants said the course helped them establish a plan ahead of time to make responsible decisions about drinking. 83% felt better prepared to help someone who may have alcohol poisoning.
- 6,748 students completed SAPU. The impact of the course can be highlighted by the following: 85% of participants said the course helped them identify healthy vs. unhealthy relationships. 86% of participants





gained information about consent. 86% felt better equipped to support a survivor of sexual assault.

- After completing their Basics and Cannabis Conversation sessions with Health Promotion staff, students are sent an experience survey. 27 students completed the survey. 100% of respondents felt they were supported without judgment. 85% implemented changes that may lower their risk of consequences from alcohol or other substances.
- Flu Vaccines are offered to students both at the Wellness Center and during the Wellness Fair. This year, approximately 1,030 students received the flu vaccine.
- Gender-Based Violence Advocacy - This year, the advocates worked on 109 cases. Of these, 42 involved sexual assault, 36 domestic violence/dating violence, 12 stalking, 20 sexual harassment, and 18 unknown. Some cases involved multiple types of gender-based violence.
- The Wellness Center's main Instagram account @loyolawellnesscenter had 3,520 followers by the end of the academic year. This is an increase of 7% compared to last year. The therapy dog account, @ashlarthetherapydog, had 5,545 followers. This is an increase of 10% compared to last year.
- Successfully implemented a mobile check-in process.
- Onboarded a Rome Center mental health care outside consultant as a Wellness Center employee and better aligned Rome mental health care with the current Wellness Center model.
- Students' self-reported mental health symptom improvement in top 20% nationally. This is based on aggregated data on the pre and post-treatment self-reported symptoms based on the Counseling Center Assessment of Psychological Symptoms (CCAPS) through the Center for Collegiate Mental Health.
- Completed the first full year with a new clinic at HSC, which received high utilization by students and substantial stakeholder appreciation.

- The Wellness Center at HSC successfully launched M1 (first-year medical students) small group wellness check-ins. These check-ins are designed to support new medical students' successful adjustment to medical school, encourage overall wellbeing, build community, and reinforce Wellness Center mental health services. 85% of M1 students attended these check-ins.
- Successfully launched a Narcan training in collaboration with the DuPage County Health Department and distributed 123 Narcan kits to staff and students.
- Transitioned all state mandated immunization student upload and approval process and storage of immunization data from LOCUS to Loyola Health.
- Decreased the number of students who were noncompliant with state mandated immunizations. The noncompliant number has decreased by greater than half since the pandemic and has maintained this rate for the past 3 years.
- The Wellness Center Compliance Team completed their first full year of management with Stritch School of Medicine (SSOM) students, creating a compliance rate of greater than 95%.
- Implemented new assessments of Wellness Center Group Therapy offerings.

## Challenges and Issues

- Managing complex electronic medical records system without an on-staff ITS employee challenges workflow and greatly limits provider efficiency and availability to focus on patient care.
- Finding space to hold programs/trainings remains challenging, with popular, high-trafficked rooms being booked months in advance.
- Integrating and managing the different storage platforms for immunizations and other health requirements is a challenge between the different schools on campus.

## Assessment Findings and Data

Students who utilize the Wellness Center medical and mental health services receive an Experience Survey. The survey is randomly distributed twice per month. This past year, 251 students responded to the survey. Results include the following:

- Students reported that they get Loyola-specific health information from these sources: Website: 37%; Email: 30%; Word of mouth: 14%; Social Media: 13%; Presentations: 4%; Other: 1%.



- When asked how well staff understood the students' concerns as they related to any identities they held, 77% of respondents reported they were understood Extremely well; 20% reported being understood Very Well; and 3% reported they were understood Moderately Well.
- Students stated they felt empowered to make informed health choices after visiting, with 94% agreeing and strongly agreeing that they felt empowered.
- When asked if services provided by the Wellness Center contributed to the student's ability to stay at LUC, 79% strongly agreed, agreed, or moderately agreed that they did. 19% of students answered "neither agree nor disagree" to the question, which may indicate that the reasons for seeking services may not have been significant enough to affect a student's decision to stay at LUC.
- 97% of students would recommend the Wellness Center to others. 96% of students were satisfied with their visit to the Wellness Center.



Students who utilize Wellness Center mental health groups receive an Experience Survey at the end of the semester. This past year, 12 students responded to the survey. Results include: 92% of students felt they made progress toward their goal(s). 92% were satisfied with their group experience. 92% felt the group had a positive effect on their overall mental health and well-being.

### Decisions Made / Impact

Health Promotion has re-envisioned and launched a new peer health education program, The Wellness Wolfpack, with over 25 new peer health educators. This new group is larger than the previous Sponsored Student Groups combined and will enable the Wellness Center to offer more programming and workshops

### Progress on Achievement of Goals

- The Wellness Center will support the implementation of a new requirement that all students complete a sexual assault prevention education course in the fall. Achieved
- The Wellness Center will expand its physical layout of the LSC clinic and continue its ongoing assessment of long-term spacing and staffing needs. Achieved
- The Wellness Center will collaborate with ITS to implement a mobile check-in process for students. Achieved
- The Wellness Center will collaborate with ITS to resolve data reporting issues with LOCUS and Point-and-Click. Under Consideration

- The Wellness Center will work with the Rome Center to align the Rome Center's model with the current Wellness Center model. Achieved.
- The Wellness Center will launch a campus-wide opioid education campaign with Narcan training. Achieved

### Future Goals

- Secure full-time position for an Information Systems Specialist.
- Work to bring Arrupe mental health providers into Wellness Center versus an Arrupe direct reporting relationship status.
- Transition SSOM immunization and matriculation requirements from Castle Branch to Loyola Health.
- Launch a highly customized and innovative Resilience Lab.
- Successfully roll out Leave No Crumbs, a food waste and food insecurity text alert program.

### Quotations

- "I really liked hearing other students' perspectives in an open and non-judgmental forum. It was really relieving to learn that my feelings of nervousness regarding medical school are not isolated." - *Feedback from the M1 Check-in Groups at HSC*
- "I gained more knowledge about my options in a situation that requires me to do something." - *Feedback on Active Bystander Training*
- "The services at the Wellness Center have been core to my well-being and mental health." - *From the Wellness Center Experience Survey*

# DSD STAFF ACHIEVEMENTS

**Beltrán, Astrid** – Peter Faber, SJ Award, DSD, LUC

**Boehm, Lance** – Student Service Award, University Staff Excellence Awards

**Boyd, Andrea** – Commitment to Diversity Award, DSD, LUC

**Caprio, Guy** – Unsung Hero Award, DSD, LUC

**Esquivel, Manuel** – Monthly Commitment to Excellence Award, Staff Council, LUC

**Esquivel, Manuel** – Commitment to Students Award, DSD, LUC

**Greenwald, Irina** – Peter Faber, SJ Award, DSD, LUC

**Hamzey, Allyson** – Peter Faber, SJ Award, DSD, LUC

**Koneval, Emily** – Cura Personalis Award, DSD, LUC

**Krivoshey, Mira** – Peter Faber, SJ Award, DSD, LUC

**Miller, Amber** – Peter Faber, SJ Award, DSD, LUC

**Moore, Rodrina** – NASPA Black Diaspora Knowledge Community's Stellar 50 Award

**Noriega, Cristian** – Outstanding Men's Program Award for Brothers for Excellence, ACPA–College Student Educators International 2023-2024

**Rodriguez, Cynthia Rosales** – Peter Faber, SJ Award, DSD, LUC

**Rodriguez, Will** – Peter Faber, SJ Award, DSD, LUC



**Rudy, Sarah** – Outstanding New Staff Award, DSD, LUC

**Sheahan, Samantha Maher** – Peter Faber, SJ Award, DSD, LUC

**Sr. Jean Dolores Schmidt, BVM** – Peter Faber, SJ Award, DSD, LUC

**Taylor, Des'mon** – Ad Majorem Dei Gloriam Award, DSD, LUC

**Wong, Ryan** – Commitment to Students Award, DSD, LUC

**Wright, Keondra** – NASPA Black Diaspora Knowledge Community's Kuumba New Professionals Award

**Wright, Keondra** – Pedro Arrupe, SJ Love Award, DSD, LUC / BDKC Kuumba New Professionals Award

**Campus Recreation Coordinators** – Team Spiritum Award, DSD, LUC

**Campus Recreation** – Team Spirit Award, University Staff Excellence Awards

## Milestone Anniversaries

### 5 Years:

- Jim Flavin, Director for Special Projects & Strategic Initiatives
- Stacey Jaksa, Associate Dean of Students for Student Rights, Responsibilities & Conflict Resolution
- Jae Joseph, Assistant Dean of Students for Student Rights, Responsibilities & Conflict Resolution
- Sonia Mendoza, Office Assistant
- Keondra Wright, Resident Director



# DSD STAFF ACHIEVEMENTS

## 10 Years:

- **Astrid Beltrán**, AVP for Diversity & Student Engagement
- **Andrea Boyd**, Staff Counselor for Diversity, Inclusion and Social Justice Initiatives
- **Amber Miller**, Assistant Dean of Students and BCT Case Manager

## 20 Years:

- **David deBoer**, Director of Counseling

## 25 Years:

- **Nancy Cherven**, Medical Laboratory Technician

## Publications & Research

**Thomas, James, & Hutchings, Quartone**, (2024). The Resistance is Always Black and Queer: Leadership as Resistance in Black Male Initiative and Men of Color Mentorship Programs. *Journal of Women and Gender in Higher Education*, 17(1), 7–25; Black Queer Caucus Leader, Lighthouse Foundation – Chicagoland

**Hutchings, Quartone R, Franco Carrera, Lilliana, & Noriega, Cristian**. (2023). "An Empty Promise": Experiences of Student Affairs Professionals of Color." *College of Student Affairs Journal* 41, no. 2: 83-96.

**Holden, Joan, & Krivoshey, Mira**. (June 2024). *Tobacco, Alcohol, and Substance Cessation*. Preventive Cardiovascular Nursing: Resilience across the Lifespan for Optimal Cardiovascular Wellness.



## Regional & Professional Presentations

**Boehm, Lance & Stawkey, Melanie**. (October 26, 2024). Attitude for Gratitude, Revamping Student Staff Appreciation. IIRSA Conference.

**Stawkey, Melanie**. (March 26, 2023). Co–Presenter, Policy Pages in Practice. NIRSA Annual Conference

**Reilly, Preston**. (March 5, 2024) "Navigating the Transition to College" Panelist for a webinar presented by the Epilepsy Foundation. Virtual.

**Taylor, Des'mon, Barnes, Cory, Flavin, Jim, & Fr. Vu, Tho**. (March, 2024). Presentation about the Rambler Brotherhood Project at the JASPA and NASPA Conference.

**Luckose, Anne**. (August 2, 2023). Predictors of COVID-19 Vaccine Hesitancy Among Asian Indian Communities in the US: Cross-sectional Descriptive Study. Virtual Presenter: 34th International Nursing Research Congress 2023, Abu Dhabi, UAE. *American Journal of Nursing*.

## Professional Organization Involvement

**Stawkey, Melanie**. May 2022 to April 2024, NIRSA Government Affairs Committee Chair

**Stawkey, Melanie**. March 2024 to Present, IIRSA, Bylaws & Finance Committee Member

# DSD STAFF ACHIEVEMENTS

**Reilly, Preston.** February 2024, concluded his 4-year term as Chair of NASPA's Orientation, Transition, and Retention Knowledge Community.

**Reilly, Preston.** February 2024. Program Reviewer. NASPA Annual Conference, Seattle, WA.

**Thomas, James.** 2023-2024. Co-Chair for Pan-African Network of ACPA–College Student Educators International Chicago.

**Capetillo, Jamie.** 2023-2024, Advocacy Coordinator on the Diversity, Equity, & Inclusion Conference Committee of ACPA–College Student Educators International Chicago.

**Thomas Mannion** elected as Co-Chair for University Staff Council Staff Recognition & Excellence Awards

**deBoer, David.** Member, Association of University and College Counseling Center Directors

**deBoer, David.** Member, Editorial Board, Journal of College Student Mental Health

**Holden, Joan.** 2024. Peer Reviewer, Journal of American College Health



## Certificates And Degrees Earned

### 2023 - 2024 Inaugural Leadership Institute Cohort

- Jamie Capetillo
- Janet Fink
- Emmi Infante
- Hanna Kinney
- Joe Kvorlak
- Thomas Mannion
- Grace Riggert
- Cynthia Rosales-Rodriguez
- Sundas Shahid
- Melanie Stawkey
- Ryan Wong
- Keondra Wright
- Gabrielle Young

**Lance Boehm** earned an MBA from the Quinlan School of Business at LUC.

**Manuel Esquivel** earned an MBA with a concentration in Supply Chain Management from the Quinlan School of Business at LUC.

**Chris Hardin** earned an MBA with a concentration in marketing from Quinlan School of Business at LUC.

**Kylee McDermott** earned an MBA from the Next Generation program in the Quinlan School of Business at LUC.

**Keelah Washington** completed the Project Management certification.

