



DIVISION OF STUDENT DEVELOPMENT

ANNUAL REPORT 2024 - 2025



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LETTER FROM VP CHAMPAGNE

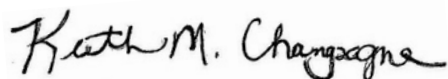
Dear Colleagues and Friends,

I am honored to share this report with you. It was designed to celebrate what was achieved in the 2024 – 2025 academic year by the talented staff in the Division of Student Development (DSD) at Loyola University Chicago (LUC), with the support of our campus partners, student leaders, and other stakeholders. Some of the highlights include the following:

- A team of faculty, staff in DSD, and Advancement received a grant to study and enhance character development in undergraduate students.
- Operated by the Office of the Dean of Students, the Lake Shore Campus (LSC) and Health Sciences (HSC) Campus food pantries distributed over 11,000 pounds of food to students.
- The Rambler Brotherhood Project has received external recognition. Through collaboration with Advancement, the program established a three-year corporate partnership.
- The Center for Student Engagement experienced growth in the Sorority and Fraternity Life community, both through an increase in new members, and a successful expansion process that extended invitations to two new organizations.
- The Wellness Center launched a text alert program to reduce food waste and address food insecurity, as well as a successful new peer health education group.
- Conference Services established operations and community outreach related to the historic Lang and Bach Houses that were recently donated to the university.
- Two new community graduation celebrations were added in the spring of 2025: a Jewish Celebration, and a Southwest Asian and North African (SWANA) Celebration.
- Through the Engage with Empathy initiative, a series of programs and trainings were promoted throughout the year to foster civil discourse, social perspective-taking, and intercultural dialogue.
- Residence Life coordinated major projects that included mattress and furniture replacements, the closure of Campion Hall, and the donation of over a million pounds of furniture through a partnership with the Chicago Furniture Bank.
- Campus Recreation reached capacity for several club and intramural sports teams, and experienced a 12% increase in participation in Group Fitness classes.

We are grateful for the opportunity to serve our students and the LUC community. Inspired to strive for excellence in all that we do, we look forward to continuing to enhance the lives of our students by fostering a sense of belonging, facilitating a culture of care and well-being, and contributing to students' academic success and career readiness.

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.

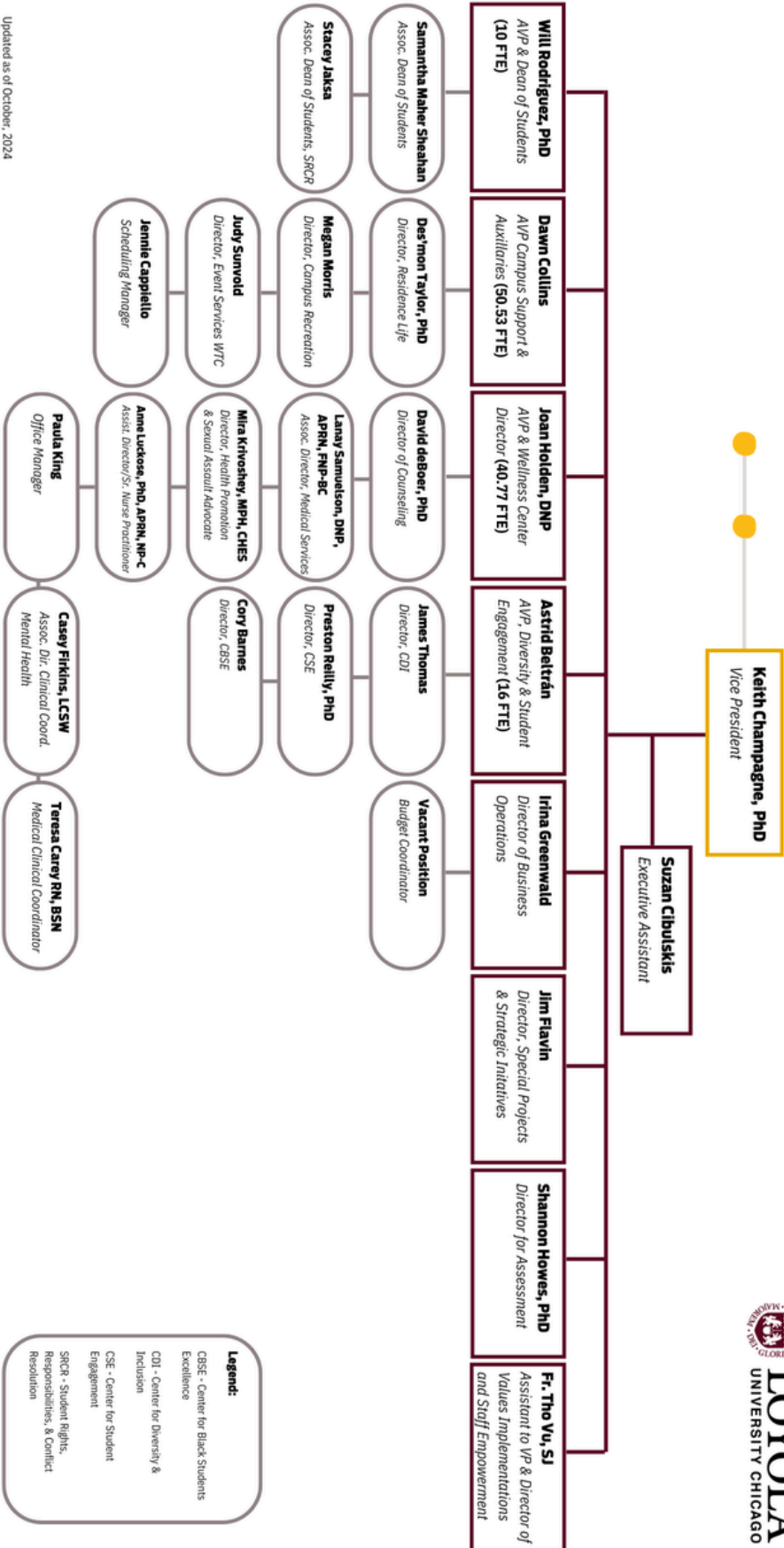
DSD PLEDGE

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)

DSD ORGANIZATIONAL CHART

Division of Student Development Organization Chart



Updated as of October, 2024

Legend:

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

OFFICE OF THE VICE PRESIDENT

Staff

124 full-time staff; 900+ student & graduate employees.

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. The Maroon & Gold Society consists of 25 undergraduate seniors who were selected for membership in this honor society because of their leadership, academic excellence, and service to others. The VP for DSD's Student Advisory Council meets four times annually to discuss ways to enhance the LUC experience.



The Rambler Brotherhood Project (RBP) is a cohort-based initiative centering the experiences of men. Through mentorship, learning opportunities, strong community engagement, and employing effective strategies, the goal is to improve educational outcomes and increase retention among male students. RBP welcomes all Ramblers to participate. Each summer, DSD partners with various offices to send student leaders to the National Jesuit Student Leadership Conference (NJSJC).

Budget Office: The Budget Office supports all departments in DSD in the areas 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:

Committees include but are not limited to the:

- DSD Assessment Committee: Representatives from each unit meet monthly to support assessment practices.
- Professional Development Committee: Annually, PDC coordinates four in-services, two orientations, recognition, and community building events.
- Leadership Institute: Launched in fall 2023, the Leadership Institute is a year-long cohort-based program for entry-level and mid-level full-time staff members that involves workshops and project proposal presentations.

Development and Outreach: DSD works with Advancement to implement a strategic plan for fundraising and build partnerships with external organizations that can support the work of DSD, and 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, leadership, and service.

Family Programs, and Parent & Family Advisory Council (PFAC): In late September, Family Weekend offers students and their families a variety of 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 support the Rambler Families website, email newsletter, other resources, and events.

Highlights and Accomplishments

- Based on evaluations, the second year of the Leadership Institute was well received. The cohort involved 15 staff from DSD, Advancement, Aramark, Athletics, Community Service and Action, Graduate and Professional Enrollment Management, Military Veteran Student Services, Public Health Sciences, School of Education, and the Stritch School of Medicine.



- In partnership with Advancement, the RBP gift account was established. During the year, we raised over \$14,000. In addition, a significant gift from a large corporation was secured, with commitment to support this program for 3 years.
- We continue to raise funds for the CARE Fund. This fund helps us to address students' financial concerns. We raised over \$4,000 and used over \$8,000. The money supports hardship funds for students, and the food pantries that now exist at the LSC, and HSC.
- A university-wide Working Group started meeting monthly at the end of the fall semester in 2023. In response to feedback from students and other stakeholders, and in consideration of shared goals around student success and engagement, the group created the Engage Loyola Initiative. A framework was created to shape the content for elements including a booklet, incentives, a website, and reflection practices. The initiative will launch in fall 2025 through communication strategies and an educational module for new students in UNIV 101 that is focused on the Rambler Journey.
- In collaboration with campus partners, DSD has been awarded a one-year, \$50,000 Capacity Building Grant from the Educating Character Initiative, which is coordinated by Wake Forest University and funded by the Lily Endowment. The grant's purpose is to identify and enhance best practices in character development within higher education. Through this funding, LUC will have the opportunity to evaluate and enhance the impact of our Jesuit mission on students' character formation. This initiative will allow us to assess the efficacy of our programs and contribute to a national conversation about the role of mission-based education in shaping ethical, compassionate leaders.
- DSD departments and campus partners sponsored 11 students and one staff advisor to participate in the NJSLC at Saint Louis University in the summer of 2025.



- The DSD Instagram account has reached 500 followers (a 597% increase since last year). Views (+102%) and Engagement (+378%) have skyrocketed, largely thanks to collaborative posts and efforts.

Assessment Findings and Data

- There were 1,936 Family Weekend participants who checked in that weekend (compared with 1,859 in 2024).
 - On the Family Weekend evaluation, 85% of the 61 respondents strongly agreed (51%) or agreed (34%) that based on their reasons for registering for Family Weekend, their expectations were met.
 - 92% of respondents strongly agreed (46%) or agreed (46%) that they would recommend that other families should attend Family Weekend.
- The RBP has successfully completed its third year, with 147 active members engaged in its mission to support undergraduate students. This initiative was created in response to national trends showing a decline in college enrollment and degree completion among men across all backgrounds. RBP aims to address these disparities by fostering a sense of belonging, accountability, and academic achievement. To maintain active membership, students are required to: attend at least 80% of weekly meetings; meet each semester with a Jesuit advisor to set personal and academic goals; and demonstrate a strong commitment to academic excellence. Of the 147 members, 134 fulfilled all requirements for active membership, and 70% of these active members earned a GPA of 3.0 or higher. As RBP continues to grow, it remains a key initiative in LUC's broader commitment to student success and equity.



Achievement of Goals

Within the OVP, the goals for the 2024-2025 academic year were intertwined with the goals included in the DSD Strategic Plan. Reporting on this work is integrated throughout this divisional annual report

Quotations

- “So impressed with all the events that we were able to attend! Everything was perfectly planned, from the concert on Friday night to the brunch on Sunday. Kudos to all those who planned and organized the events throughout the weekend” - *Family Weekend 2024 participant*
- “If we are truly working to be people for and with others, then I think building on our strengths and using them to make Loyola a better place is an essential task.” - *Leadership Institute participant*
- “RBP helped me develop my sense of purpose. I was lost and ready to transfer, but RBP opened its arms and offered to help in any way they could, from financial aid to mentorship. Since joining, I have been given responsibility and a place of belonging where I can grow and guide other students who have been in similar situations.” - *RBP participant*



CAMPUS RECREATION

Staff

6 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 organizational skills related to event planning, 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 feel connected to LUC and be able to 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 non-traditional special events and competitions.

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

Group Fitness (GFIT): Led by a team of 30 nationally certified student instructors, Group Fitness offers 70 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. Halas membership includes access to basketball courts, cardio & weight room, locker room services, group fitness, pool, and rock wall. We offer the Baumhart Fitness Center at WTC for Baumhart residents and limited membership.

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: Consists of a 39' top rope wall and a bouldering wall, events, and competitions.

Student Employee Experience: 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 third academic year in a row, Campus Recreation experienced increases in unique users and saw record participation in several program areas. Halas Recreation Center: 297,415 entries in the facility. 8,459 unique users throughout the academic year, a 2% increase from the prior year. Campus Programs: 815 participations, a 16% increase from the prior year. Hosted 25 special events, 10 events being new this year. Group Fitness: 20,983 participations; a 12% increase in participation from the prior year and a new program record. Club Sports: 22 active club sport teams with a total of 648 members, approximately 500 games played. 6 clubs qualified and participated in their respective national tournaments. Intramural

Sports: 849 registered sport teams with 10,867 participations and 4,065 participants played 961 games across 24 different sports/events. Reached max capacity for several sports due to high demand and space limitations.

Other Highlights and Accomplishments

- Campus Recreation student staff won two university awards. Matthew Edejer and Victoria Nolte won the Student Employment Team of the Year Award. Matthew Edejer won the Core Element Award for Student Employment.
- Staff participated in campus planning efforts for the University.
- In partnership with New Student Programs, Campus Recreation hosted approximately 2,600 incoming first-year students for “Late Night at Halas Recreation Center” over nine summer orientation sessions.
- Club Sports developed a more organized system for monitoring which club teams travel each weekend, ensuring better oversight of van rentals and paperwork submission. Eight clubs qualified for and participated in their respective regional tournaments
- Intramural Sports improved training, which led to a decrease in forfeits and defaults by 10%. All newly hired officials officiated all four major team sports.
- Group Fitness trained 15 new GFIT instructors in an 8-week blended learning course and utilized 16 current staff to lead a 9-week mentorship training program.
- Group Fitness doubled the number of campus partner collaborations from the prior year.
- Rock Wall staff facilitated 4,801 experiences during the year, for 948 unique users. The staff hosted 9 climbing events (versus 5 in the prior year), with 158 participants.



Assessment Findings and Data

- Group Fitness: Received a record number of job applications, with candidates noting that sense of belonging and community were major reasons for applying.
- Intramural Sports: A survey with 67 participants reported the following about IMS:
 - 95% stated that participating positively impacted their college experience.
 - 94% agreed that participating in club sports contributed to their sense of belonging on campus.
 - 94% agreed that club sports are inclusive to all participants.
 - 95% confirmed that their social and physical wellness was positively impacted by participating.
- Club Sports: A survey with 79 participants reported the following about Club Sports:
 - 96% stated that participating positively impacted their college experience.
 - 96% agreed that participating in club sports contributed to their sense of belonging on campus.
 - 92% agreed that club sports are inclusive to all participants.
 - 94% confirmed that their social and physical wellness was positively impacted by participating.
- The Student Employee Experience: was assessed in a post-training survey from Fall 2024 with a response rate of 80% (N = 60). As a result of being a member of the Campus Recreation and attending training:
 - 96% reported a stronger sense of belonging to the





Loyola University Community.

- 98% further developed their ability to work effectively within a team.
- 99% are more satisfied with their experience at LUC.
- 96% feel better able to access the resources needed on campus to be a successful student.

Decisions Made / Impact

- Halas Membership remained restricted to faculty, staff, and students due to capacity constraints. There were no memberships for community members.
- Student organization court and fitness studio reservations remained restricted due to high demand for Campus Rec programming.
- The HRC2 Fitness Studio was made available for general recreation outside of GFIT classes to alleviate pressure on the 2nd level which often reaches capacity in peak hours.
- Continued to pause on capital and other major projects due to campus planning hold.

Progress on Achievement of Goals

- Assess existing campus partnerships and look to build on them with areas such as Student Rights Responsibilities and Conflict Resolution (SRCR), New Student Programs, CSE, Residence Life, and the Wellness Center. *On-Going:* Increased both amount and frequency of campus partnerships across the entire department, including program-specific trainings with SRCR, special events with CBSE, and the Department of Programming (DOP), and educational sessions with Wellness Center.
- Complete an updated fitness equipment replacement upgrade plan to better reflect updated costs. *Achieved:* In summer 2024, created a new 5-year equipment replacement plan and utilized vendor's expertise to make informed projections on future maintenance and budget needs.

- Adjust preventative maintenance program to ensure budget efficiency, as well as combat regular equipment outages. *Achieved:* In fall 2024, switched preventative maintenance vendors and reduced overall equipment downtime. Additionally, established monthly repair budget meetings to review and approve/deny all maintenance recommendations by the vendor.
- Transition Club Sport software upgrade in alignment with CSE's transition to a new platform for LUCCommunity. *In-progress:* Transition meetings with CSE began in May 2025.

Future Goals

- Create a formal assessment to evaluate the impact of our new campus programs.
- Redesign the Halas cardio room layout to maximize space and increase capacity for peak hours.
- To maximize participation in our limited space, create more opportunities for "free agent" and "drop-in" participation in already occurring intramural sports and campus programs.
- Transition Club Sport software upgrade in alignment with CSE's transition to a new software for LUCCommunity (CampusGroups) and expand usage of the software to larger departmental initiatives.
- Continue participation in university campus planning related to Campus Recreation.

Quotations

- "I really love the welcoming environment at the classes I have taken. I also like the challenges I have been able to overcome and personal records I have been able to beat." – *Group Fitness Participant*
- "Working at Halas was the highlight of my time at Loyola and I hope that I can one day find a home in a workplace like I felt walking into the gym every single day." – *Halas Student Worker*
- "I really feel a sense of belonging on campus as it was a way where I got to connect with people who share similar interests. It really was a great way to build a sense of community." - *Intramural Sports Participant*
- "I took GFIT to try something new and fell in love with the community aspect! Now I have a new group of friends I look forward to seeing every week!" – *Group Fitness Participant*

CAMPUS RESERVATIONS & CONFERENCE SERVICES

Staff

Conference Services: 3 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 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 provides event scheduling, support, services, facilities, and resources for students/faculty/staff.

Campus Support's 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: Conference Services 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. Conference Services also manages the hotel office space for faculty and staff to reserve on all campuses.

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

Lodging: Conference Services operates the Baumhart Suites 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.

Trainings and Meetings: Campus Reservations offers 25Live (space reservation software) training and participates in planning meetings with campus partners and programmers.

Highlights and Accomplishments

Conference Services

- Provided logistical and operational support for the newly donated Lang and Bach Houses, which included video shoots, furniture photo shoots, and tours.
- Coordinated many activities to celebrate Loyola's beloved Sister Jean as she turned 105.
- Supported academic room scheduling at the Health Science Campus (HSC).
- Held Meeting Planner's Forums at the HSC and WTC to assist Loyola planners in navigating the University and learning about procedures and policies.
- Assisted in the hosting of events with dignitaries and VIPs while they were on campus.
- Hired a housekeeper for Baumhart Suites River North.
- 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

- Assisted Government Affairs and DSD units by collecting and vetting all election-related information for the November presidential election, and researched Public Performance Rights (PPR) requirements for on-air events like the debates and election results.
- Adjusted Event Forms for Spring 2025 to: (a) add an alert regarding the need to acquire PPR if showing any copyrighted media at events (to mitigate LUC's risk of copyright infringement or lawsuits); and (b) expand the registration question to more accurately identify external groups using LUC resources without properly compensating the university (to support the "grey initiative").
- Brought in \$56,278.97 through our "Grey Initiative" from Fall 2024 to Spring 2025. This is \$36,619.38 more than what was collected from Fall 2023 to Spring 2024.
- Began scheduling Damen Student Center (DSC) Ireland's and added it to 25Live for general use to combat the reduction of requestable spaces on campus.
- Met repeatedly with CSE to discuss how our departments can streamline efficiency by reducing overlaps where possible. Our teams devoted significant time to reviewing past events and identifying areas of growth in order to better assist students. This included comparing processes and timelines of data collection, sharing documentation (such as Activity Request Form Tracker) to decrease email correspondence, and identifying large annual student organization events and working with those students ahead of time in order to cut down on last-minute changes and issues).

- Student organization events seemed to run more smoothly throughout 2024-2025 versus previous semesters.

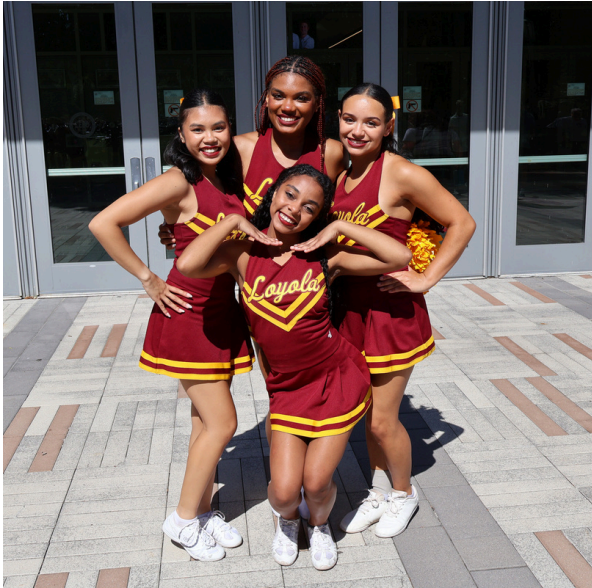
Assessment Findings and Data

- For the academic year, there were 20,452 space requesters (students, staff, and faculty). This was a 5% decrease from the 2023-2024 academic year (21,448).
- There were 5,515 student event occurrences (including multiple occurrences of the same meeting or event), and 2,169 distinct student events, with an average of 50 anticipated attendees per event.
- 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

- Temporary staff have been hired to help until permanent staff positions can be filled. This has helped to provide some assistance, especially during the summer season, which is much busier for Conference Services.
- Graduate Student Housing was offered through Baumhart Suites River North.
- Conference Services staff continue to attend tradeshows in the Chicagoland area, resulting in inquiries from external groups. Print ads have also been started for continued exposure to the services we provide.
- Ensured democratic use of space by limiting excessive date/space holds and enforcing time restrictions.





Progress on Achievement of Goals

- Create internship opportunities for LUC students by April 2025. *In Progress:* Connecting with hospitality schools around the United States to encourage students to experience Chicago, a tier one city.
- By May 2025, complete the first phase of the implementation of 25Live at the Health Science Campus. *On Hold:* A new initiative is halting this process. During the year, work had been done to prepare to implement the change.
- Reconnect with past conference and event clients and do market research on elevating the services we provide, in order to grow our business. *In Progress.*

Future Goals

- Increase advertising and marketing strategies to get continued exposure for Conference Services programming and Baumhart Suites River North.
- At both the LSC and WTC, increase the lodging options for long-term stays, such as for interns during the summer months, as well as lodging in fall through spring for the WTC.
- Analyze the business potential for the LSC for events that can be held during the academic year.
- Get all materials in compliance with the University's new branding campaign.
- Continue to meet with campus partners to discuss the addition of departmentally controlled space in 25Live to foster a more unified scheduling experience.
- Continue working with campus partners to educate and remind them about general policies, and to finalize their event dates further in advance.

Quotations

- "Participants were extremely pleased with everything. Even those who had glitches (those who forgot to register, forgot what housing they selected, requested changes, etc.) let me know how well you took care of them. You and your team modeled so incredibly well what cura personalis looks like for each of us 360+ attendees, before and during our days together. I hope you feel the satisfaction of what your work provided as much as we did. The many thank you's I have received for a smooth Assembly was in large part because of you." - *Conference Organizer*
- "Thanks to everyone for supporting our event last week. It turned out to be a huge success, and we truly appreciate all the effort that went into making it happen smoothly. A special thank you to Brad and Jennie for your constant communication and invaluable help throughout the process... [and] Drake for providing on-site assistance and ensuring our tech needs were seamlessly covered. Your attention to detail made everything run effortlessly... We couldn't have done it without you!" - *University staff member*
- "Campus Reservations is a wonderful group of people that help this University to run successfully and efficiently. Day after day, they scrutinize the reservations being made, and confirm or clarify dates, times, setups, etc. They are usually called in for last-minute requests, along with the thousands of requests made daily... I know that their attention to detail has helped me from a possible bad situation, and I know that extends to DSD and the University as a whole. I am very thankful and grateful for all they do." - *Nomination for Team Spiritum Award at DSD Award Ceremony in May 2025*



Staff

2 full-time staff; 4 student employees.

Mission Statement

CBSE provides students with holistic support through the cultivation of belongingness and connectedness. This support is centered on the lived experiences of Black students.

Departmental Learning Outcomes

Through participation in CBSE programs, services, and initiatives, students will:

- Acquire knowledge and skills applicable in academic and professional contexts as well as in daily life.
- Cultivate their individual identities, acknowledge and endorse the interlocking identities of others, and utilize their awareness of these identities to effectively communicate, participate, and cooperate with diverse communities.
- Develop the capacity for socially responsible leadership by: (a) developing the capacity to recognize, reflect upon, and work to address moral and ethical challenges; (b) demonstrating the ability to work collaboratively with others; and (c) advancing equitable, sustainable, and thriving communities.
- 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.
- Cultivate healthy habits, connect with resources and support, establish supportive relationships, and develop awareness and skills that enable them to be global citizens.

Signature Activities

Welcome Black Reception: The Welcome Black Reception provides an opportunity for students, staff, faculty, and alumni to gather and commemorate Black excellence as they commence the upcoming academic year. The objective is to facilitate the connection of students, with a special focus on the Black student experience and community building.

Coffee with Cory: An intimate, recurring bi-weekly program where students can engage in informal

conversations with the Director. This signature activity provides a consistent opportunity for community building, mentorship, and addressing student needs in a relaxed environment.

Black History Month Signature Series: During Black History Month, signature programs are hosted under the auspices of the CBSE. These programs aim to pay tribute to the history, legacy, and tradition of Black excellence. Attendees have the opportunity to connect, learn, and reflect on the trials and contributions of the Black community.

Women's History Month Signature Series: The CBSE organizes premier events to commemorate women, with a special focus on the Black experience. These programs enable participants to establish connections, acquire knowledge, and contemplate the countless contributions that women, specifically Black women, have made to society.

Daily Recurring Programming: Regular weekly offerings provided consistent community support and engagement opportunities. These included Study Table with CBSE (Tuesdays), Student Organization Office Hours (Wednesdays), Meet and Greet with Partners (Thursdays), and Game Day in CBSE (Fridays).

Sankofa Celebration: An official celebration that serves as a venue to honor the achievements of graduating students who self-identify as Black. It is an occasion to acknowledge and celebrate their academic accomplishments and contributions to the university community. All Ramblers are welcome.



Highlights and Accomplishments

- Unprecedented Growth in Daily Programming Engagement: The introduction of recurring daily offerings in 2024-2025 resulted in a dramatic increase in student engagement, with 1,302 total attendees.
- Sustained Community Building Through Black History Month Programming: Our Black History Month programming successfully engaged the campus community through diverse offerings including the Dilla event (interactive Chicago history experience), the "Rooted in Love" tabling event in partnership with the Black Cultural Center, and vision board workshops that fostered both individual reflection and community connection.
- Successful Women's History Month Programming: Two Women's History Month events - the Spring Equinox "Growing Together" vision board workshop, and the Artist Talk with Miranda Livingston - effectively combined creative engagement with professional development, demonstrating our commitment to intersectional programming that celebrates both Black identity and women's experiences.
- Strategic Partnership Development: Strong collaborative relationships were developed with multiple campus departments, including productive partnerships with the DSD's social media team for cross-promotional activities, and ongoing collaboration with other cultural centers for joint programming initiatives.
- Physical Space Utilization and Community Hub Development: The CBSE space has become a true community hub, with daily programming creating consistent opportunities for students to gather, study, connect, and engage with resources. The space serves not only as a programming venue but as a place of belonging for Black students on campus.
- Assessment and Data-Driven Programming Improvements: Implemented consistent data collection processes for all programming, enabling evidence-based decision making about future programming directions and resource allocation. The attendance tracking demonstrates clear growth patterns and student preferences that inform future planning.

Assessment Findings and Data

- Attendance Growth Demonstrates Increasing Community Need: Attendance data shows remarkable growth: from 307 attendees across seven events in 2022-2023, to 553 attendees across six events in 2023-2024, to 1,302 attendees in 2024-2025. This 337%

increase from the previous year demonstrates both growing campus awareness of CBSE programming and increasing student need for community connection and support.

- Daily Programming Provides Consistent Community Engagement: The most popular recurring programs were Game Day in CBSE (563 attendees over 9 sessions, averaging 62.5 attendees per session), and Student Organization Office Hours (203 attendees over 9 sessions, averaging 22.5 attendees per session). These numbers indicate that students value both social engagement opportunities and structured support for student organization development.
- Special Event Programming Maintains Strong Draw: The Welcome Black Reception in September 2024 attracted 223 attendees, demonstrating that signature events continue to serve as important community gathering opportunities and successful recruitment tools for ongoing programming engagement.
- Student Feedback Indicates High Satisfaction: Based on assessment data and informal feedback, students consistently expressed appreciation for the sense of community, belonging, and support provided through CBSE programming. The variety of programming types (social, academic, creative, professional development) ensures broad appeal and multiple entry points for student engagement.

Decisions Made / Impact

- Expansion of Daily Programming: Based on the initial success of recurring programming, the decision was made to implement comprehensive daily offerings throughout the week. This decision has resulted in the



CBSE space becoming a consistent community hub and significantly increased overall program attendance and student engagement.

- Partnership Development Strategy: Formal and informal partnerships have been developed with multiple campus departments to expand programming reach and resource efficiency. The collaboration with DSD social media team for cross-promotional activities has increased event visibility and attendance.
- Space Utilization Optimization: The physical CBSE space has been optimized to support both programming and informal student use, creating a welcoming environment that encourages both planned participation and drop-in engagement.
- Assessment Process Implementation: Systematic attendance tracking and program evaluation processes have been implemented to support data-driven decision making and demonstrate program impact for reporting and resource allocation purposes.

Progress on Achievement of Goals

- Establish Consistent Daily Programming. *Achieved:* The goal of providing regular, accessible programming centering Black students has been achieved through the implementation of weekly recurring programs that provide multiple engagement opportunities throughout each week.
- Comprehensive Assessment System Development. *In Progress:* While attendance tracking has been successfully implemented, the development of comprehensive learning outcome assessment tools remains in progress, with plans for more detailed evaluation instruments to be implemented in the coming year.
- Community Partnership Development. *Achieved:* Strong partnerships have been established with multiple campus departments and student organizations, creating collaborative programming opportunities and resource sharing that benefit the broader campus community.
- Space Development and Optimization. *Achieved / Ongoing:* The CBSE physical space has been successfully established as a community hub, with ongoing efforts to optimize the space for both programming and informal student use based on observed usage patterns and student feedback.

Future Goals

- Expand Partnership Network (Academic Year 2025-2026): Develop formal partnerships with additional campus departments, Chicago community organizations, and alumni networks to provide

enhanced programming opportunities and career development support for students.

- Enhance Professional Development Programming (Spring 2026): Building on the success of events like the Miranda Livingston artist talk, develop a comprehensive professional development series that connects students with alumni, industry professionals, and career advancement opportunities.
- Establish Annual Signature Event Series (Academic Year 2025-2026): Develop signature annual events that become anticipated campus traditions while maintaining the successful daily programming model that provides consistent community support.

Quotations

- "This month, Loyola's Center for Black Student Excellence partnered with Loyola's Black Cultural Center to host 'Rooted in Love,' a tabling event celebrating Black joy, community, and culture. Students had the opportunity to reflect on and share what they love about being Black, the Black community at Loyola, and the culture that unites them." - *CBSE Student Ambassador*
- "It was a great event...I had the most fun dancing and connecting with other students!" - *Student attendee at the Welcome Black Reception*
- "Feeling welcomed when thinking you don't belong here, but it's wrong feeling that" - *Student attendee at the Welcome Black Reception*



Wednesday, February 26th | 6-8PM | Center for Black Student Excellence

Visual Voices Art Talk

On Wednesday, February 26th at 6 PM, join Loyola Alumna, Miranda Livingston for an evening exploring art, and the Black experience through the craft of career and creativity in every day life.

**LIMITED SPOTS!
REGISTER ASAP!**

PRESENTED BY THE DIVISION OF STUDENT DEVELOPMENT

LOYOLA UNIVERSITY CHICAGO

CENTER FOR DIVERSITY & INCLUSION (CDI)

Staff

5 full-time staff; 4 graduate interns; 43 undergraduate student staff; 45 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

The Scholar Transition and Enrichment Program

(STEP): This pre-fall transition program 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, seeks to amplify the skills and lived



experiences participants already possess, and supports wellness and academic preparedness.

LUC Programming: CDI coordinates 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: CDI offers community-centered initiatives that also provide mentorship. Each program includes monthly community gatherings, a fall retreat, and end-of-year celebration. In addition, peer mentors host leadership development, social, and educational events for mentees and members of each student community. Loyola University Chicago Empowering Sisterhood (LUCES): LUCES centers the experiences of 1st year undergraduate and transfer BIPOC students who identify as womxn. Students are matched with faculty/staff mentors and peer mentors. QUEST (Queer Undergraduates of Empowerment, Support, and Triumph): QUEST centers the experiences of first-year undergraduate and transfer students who identify within the LGBTQ+ community. Students are matched with a faculty/staff member and one undergraduate student mentor. Students Together Are Reaching Success (STARS) Mentorship Program: Established in 1986, this program supports student retention and success by centering the experiences of 1st year BIPOC students and/or first-generation college students with upper-class student mentors.

Social Justice Education, Advocacy, and Leadership:

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

Ramblers Analyzing IDEAS (RAI): A program designed to empower undergraduate students to make connections between the intersections of inclusion, diversity, equity, access, social justice (IDEAS) and the student experience.

Leadership Education and Development (LEAD)

Program: 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 that hold the social status of being undocumented, DACAmented, or members of a mixed status family, as well as allies and advocates for the community.

Highlights and Accomplishments

- **Innovative Programming:** Collaborative, cross-program events (e.g., Q-Initiatives and LUCES Drawing Boundaries, UndocuWeek, Social Justice Week) created larger, intersectional communities and learning spaces.
- **Social Justice Impact:** USP served 165 students, staff, and faculty in Fall 2024, and 290 undergraduate students in Spring 2025, not including staff/interns. This dramatic increase in USP programming and community outreach lead to receiving the Office of Institutional Diversity, Equity, and Inclusion Catalyst Award and a \$10K grant to further the work. RAI hosted 15 events, including the inaugural Social Justice Week, activating the Loyola community in conversations and actions for equity and liberation.
- **Expanded Mentorship and Leadership Development:** The LEAD program enrolled 16 scholars from diverse backgrounds, offering justice-based leadership development.

Assessment Findings and Data

- **First-Gen & BIPOC Initiatives & STARS:** 93% of mentees remained in the program and at the university from Fall to the end of the Spring semester (74/80) which was attributed to intentional mentoring, high-impact programming, and early community-building events. At the end of the academic year, the average GPA of STARS program mentees was 3.13. 11 major events and gatherings created a strong sense of belonging; qualitative testimonies highlighted meaningful mentorship relationships and increased confidence navigating campus resources. There was high participation from students of color (32% Black/African American, 34% Latino/a/e), 53% first-generation mentees, and strong gender/LGBTQIA+ diversity.

- **Q-Initiatives & QUEST:** 29/37 mentees (78%) remained involved through spring, as did all of the mentors. Mentees' average GPA was 3.23. Based on feedback, events (Q-Retreat, Trans Day of Remembrance, collaborative workshops) created affirming spaces for self-exploration and resilience. Participants consistently reported feeling seen, safe, and empowered.
- **Womxn of Color Initiatives & LUCES:** 78% (32/41) of mentees remained actively involved all year, as did 100% of student leaders. Average mentee GPA was 3.22. There was high engagement in events centering radical self-love, healing, professional development, and boundary-setting. Participants reported gains in confidence, leadership, and cultural pride.
- **RAI:** Average GPA of student leaders was 3.42. 15 programs, with events ranging from 12 to over 100 participants; Social Justice Week attracted hundreds. Learning outcomes around justice, equity, and solidarity were achieved as well as program growth.
- **LEAD:** All completed the program. Participants were 47% first-gen, 47% high financial need, 47% LGBTQIA+, and the majority were students of color. Assignment reflections and post-program self-evaluations showed clear gains in justice leadership skills and commitment to community action. LEAD scholars reported developing confidence and capacity for ethical, equity-centered leadership.
- **STEP Pre-Orientation Program:** Students demonstrated improved understanding of privilege, oppression, and intersectionality. 80% completed post-program surveys indicating gains in confidence and resource knowledge.
- **USP:** USP continues to make a significant, measurable impact on student learning and campus climate by:
 - Building campus-wide allyship and knowledge regarding undocumented student experiences
 - Increasing resource access and community for students with precarious or marginalized status



- Expanding cultural competency and socially responsible leadership across the LUC community
- Across all CDI initiatives, data consistently showed that participants develop a sense of belonging, leadership capacity, and social justice awareness, which directly advance our learning outcomes and LUC's mission.

Decisions Made / Impact

- Prioritize intersectional, cross-program collaborations to increase reach, resource sharing, and impact.
- Next year, programs will standardize data collection methods, and feedback to ensure comprehensive, longitudinal assessment.
- Additional resources will be allocated for mentor training and support, with particular attention to the unique needs of transfer students, students of color, first-gen, and LGBTQIA+ students.
- Work with campus partners and external funding sources to expand capacity for retreats, community-building events, and emergency support for students with financial barriers.
- Maintain commitment to justice-centered, trauma-informed, and culturally responsive approaches, ensuring all programming foregrounds intersectionality and holistic well-being.

Progress on Achievement of Goals

- Reassess the mission and values of CDI in current climate for DEIB-based centers. *On-going:* The Center for Student Inclusion and Belonging was established.
- Establish RAI as a foundational program for all students to engage with peers across numerous social justice topics. *Achieved:* This year saw the program running as an established initiative. There were 15 campus-wide justice/advocacy events. Social Justice Week drew hundreds of student participants. There were high levels of participant engagement in justice dialogues, art activism, and collaborative action. Qualitative responses showed increased knowledge and personal investment in advocacy.
- Elevate the programming of USP to better serve the larger undocumented student population. *Achieved:* USP served over 400 students, staff, and faculty through programming and training, and established new campus partnerships.
- Reintroduce campus partner satellite hours/programming in the CDI Resource Room. *In progress:* Due to transitioning to a new center, this project has been temporarily delayed.
- The growth and restructuring of our center to best meet the needs of CDI and increase student retention.

In-progress: The transition to a new center helps to achieve this goal.

Future Goals

These goals will be proposed for the new center.

- Foster a sense of belonging and shared purpose among all students, staff, and faculty engaged with the new center, emphasizing intersectionality and unity across identities and programmatic histories.
- Establish and implement a unified, robust system for collecting, analyzing, and sharing data on participation, learning, and student outcomes across all programs.
- Elevate the center's profile among students, staff, and faculty by launching targeted awareness campaigns, workshops, and strategic partnerships, ensuring broad campus understanding of the center's resources, mission, and support for ALL students.
- Expand opportunities for student leadership, mentorship, and professional growth within the center, prioritizing skill-building, identity development, and pathways for students.
- Strengthen collaborations with key campus units (e.g., Wellness Center, Enrollment Management and Student Success, Campus Ministry) and external partners to increase student support resources, funding, and holistic programming.

Quotations

- "The STARS community helped me find my place on campus and made Loyola feel like home. I learned that my experiences as a first-gen student are valued." - *STARS Mentee*
- "The Q-Retreat and our community spaces made me feel safe, affirmed, and seen in ways I haven't experienced before." - *QUEST Mentee*
- "Social Justice Week was a turning point - I left feeling inspired and ready to speak up for justice in ways I never thought possible." - *RAI Program Participant*



CENTER FOR STUDENT ENGAGEMENT (CSE)

Staff

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

Mission Statement

The mission of the 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. Additionally, CAN hosts the Student Organization Awards, and 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 Loyola 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 community through programming weekly events for free or a discounted price. Programming ranges from small to large-scale and includes on and off-campus events for undergraduates.

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 HSC, LSC, and WTC. The GPASL team aims to optimize student experience and foster transformative learning communities.

Leadership Programming: CSE provides leadership programming grounded in theory. The cornerstone of this department is the Emerging Leaders Program (ELP), offered in the spring semester. CSE also provides leadership development within the student organization and Sorority and Fraternity Life communities.

LUCommunity: CSE manages the student engagement platform that drives involvement opportunities for all students at LUC. This platform manages a calendar for student engagement, budget requests, and allows student organizations to manage organizational business.

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, risk management, education, and oversight from the department as SSOs.

Special Events: CSE is responsible for several large-scale university events and traditions. These include Finals Breakfast programs, Senior Send Off programming for graduating undergraduate students, and over 50 Welcome Week programs for new and returning students.



Highlights & Achievements

- Student organizations hosted 1,133 events, 137 of which were service-oriented. CAN registered and recognized 186 RSOs, which included 40 applications (20 approved) for new student organizations. Through partnership with Student Government of Loyola Chicago (SGLC), the allocation committee managed over \$718,000 in programming dollars.
- The CSL team re-imagined programming this year, empowering Commuter Student Assistants to increase small-scale outreach, including a new Commuter Cart initiative. With collaboration as a major focus, CSL added a new partnership with Athletics.
- DOP hosted over 60 programs. Highlights of this important community building included weekly Friday Night Flicks, Loyola Little Desk concerts, Lunar New Year celebration, Multicultural Fest, and the annual Damen Tree Lighting programs. Sustainability was a focus at LUC's first student organization Swap-n-Drop event.
- The GPASL team hosted 27 programs, with highlights including the Water Tower Block Party (2,234 participants), Graduate Toast (167 participants), and Finals Grab & Go events (almost 460 participants). Events were praised for their friendly environments that allowed for casual connection.
- SFL hosted over 50 events with over 1,200 students as members of the SFL community. 371 students joined the SFL community, which is an increase of over 40 students compared to last year.
- Welcome Week welcomed one of the largest classes of first-year students along with returning students back to campus, serving over 14,000 students through over 50 events.
- Almost 3,200 students attended a Finals Breakfast event (fall or spring) which included food and activities. Finals Breakfast also welcomed Alumni to serve food as volunteers.
- Senior Send-Off hosted three large-scale events that served over 2,800 students.
- Senior Toast was a particularly successful program this year and was bolstered through a new partnership with Alumni Relations.

Assessment Findings and Data

- Student organizations continue to grow and maintain a strong presence on campus. The allocations committee funded 565 events from 147 different student organizations. 1,806 activity request forms were reviewed, up from 894 last year. 1,133 of the requests were approved.

- The SFL community (20 chapters) participated in 24,433 hours of community service within Rogers Park and greater Chicago-land areas. Additionally, the community raised over \$115,430 for numerous local or national philanthropic organizations.
- Based on the Social Change Model of Leadership, the Emerging Leaders Program was revamped. This spring program targeted first and second-year students. Peer facilitators facilitated nine sessions for a cohort of 31 students.

Decisions Made / Impact

- In an expansion process for IFC, SFL received numerous strong applications, and feedback from students, alumni, campus and community partners. Zeta Beta Tau and Alpha Sigma Phi were invited to expand to LUC.
- CSE transitioned to a new student engagement platform, CampusGroups, to replace the Engage platform. This decision was made to give staff a better tool to track student engagement, learning outcomes, and increase the use of data to inform our practices. The transition was finalized in July 2025.
- The CSE team continues to streamline policies and procedures in order to improve the student experience. Critical changes include:
 - Combining handbooks for RSOs and SSOs into a singular Student Organization Handbook.
 - Working with campus partners to create a consistent and transparent process for hosting speakers (both paid and unpaid) on-campus, ensuring content is approved, students and speakers are safe, and our Jesuit values are honored through our programs.
 - Streamlining the student activity fee allocations and spending processes to increase the responsible use of funds.



- Scheduling regular meetings with key campus partners including Campus Reservations, student organization advisors, and the Student Response Team to proactively plan and strategically support student leaders and their organizations in their programming.

Progress on Achievement of Goals

- Create a student-centered mission, vision, and strategic plan for the Center. 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 Loyola University Chicago's Jesuit values. *In progress:* As the CSE leadership team (Director and three AD's) has been down a member since November, they will finalize a strategic plan once fully staffed.
- Engage and successfully onboard the institution to the new CampusGroups platform, starting in the spring 2025 semester. *Complete:* Although CSE will continue to grow the new platform, they have successfully migrated to CampusGroups. CampusGroups has connected CSE staff with other universities that are transitioning to their platform as a model campus. This transition has been possible with support from the Information Technology Services (ITS) and University Marketing and Communications (UMC) teams.
- 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. *Always In Progress:* This will remain a goal; however, the 24-25 academic year brought many new partnerships and collaborations. Key new partnerships include working with ITS and UMC on CampusGroups, collaborating with Alumni Relations on the Senior Toast, and administering a program evaluation of the Emerging Leaders Program with the Office of Institutional Research and Analysis.
- 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. *Complete:* The SFL team led a successful IFC expansion and invited Zeta Beta Tau and Alpha Sigma Phi to expand to LUC.

Future Goals

- Migrate the Student Organization Handbook to a web-

based format that is clickable, searchable, and linkable.

- Streamline policies for registered and sponsored student organizations. Ensure SSOs have the support and resources to follow the same policies as RSOs.
- Reimagine leadership programming to better serve a larger cohort of students. Use leadership programming as a catalyst towards increasing student engagement with the office.
- Develop a stronger structure for the advisors of the SGLC. Currently there are three advisors that are limited in ways to support the student leaders in the organization. Grounded in benchmarking other student government organizations, edit the Articles of Governance to better define the advisor role and formally outline support structures that exist.
- 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.

Quotes

- "I had a lot of fun in this program and learned more about leadership than expected. I was able to develop a clear sense of my values, and good qualities within myself and others. I was encouraged to act in alignment with my values." - *Emerging Leaders Program Participant*
- "Programs like these remind me why I chose Loyola. They create a sense of belonging for graduate and professional students who are often juggling so much outside the classroom." - *GPASL Event Attendee*
- "This position has given me opportunities to improve so many hard and soft skills. From communication and time management to professionalism and delegating, I am truly grateful to have had the opportunity to grow. The work environment and my supervisor also greatly contributed to my growth as an individual." - *SFL Graduate Intern*



OFFICE OF THE DEAN OF STUDENTS (ODOS)

Staff

10 full-time staff; 2 graduate interns; 10 student assistants; 20 student leaders

Mission Statement

Guided by the Jesuit principle of *Cura Personalis*, the Office of the Dean of Students (ODOS) provides comprehensive support and resources to all students by fostering a culture of care, self-efficacy, accountability, and holistic student development.

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

Signature Activities

Behavioral Concerns Team (BCT): 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.

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.

Conflict Resolution Services: Student Rights, Responsibilities and Conflict Resolution (SRCR) assists students in preparing for difficult conversations, serves as impartial mediators to facilitate dialogue, and creates 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.

Dean on Call (DOC): 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 who work in the ODOS are ambassadors of our mission. By collaborating with staff and other students, ODOS student leaders build key communication and problem-solving skills to better serve the Loyola community.

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

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 University and community services, in collaboration with the Office for Equity & Compliance (OEC).

Student Conduct Process: When it is alleged a student violated the Community Standards, case resolution administrators hold hearings to speak with students about their choices and examine how these choices demonstrate or are in conflict with the Student Promise. Hearings are designed to foster reflection; they are developmental rather than punitive with the intent of preventing recurrence. SRCR also facilitates informational meetings, agreed upon resolutions, acceptance of responsibility cases, and first-time notifications, as well as serve as Comprehensive Policy administrators through the OEC.

Student-Led Programs & Workshops: CRLs lead workshops, facilitate conversations, and execute programs to increase the holistic development of their peers. Programs include Community Circles, conflict coaching, Values Workshops, trainings, Student Promise Week, and reflection sessions (Restorative Educational Project, Campus Involvement Challenge, and service hours).

Student Response Team (SRT) and SRT and Partners (SRT+): The SRT serves as the institution's go-to body for navigating responses to student issues including those local to Loyola as well as city, state, national, and global issues affecting Loyola students. Additionally, the SRT+ Partners is a subgroup of the SRT and is utilized as Loyola's rapid response team for a wider scope of university response (i.e. communication and operations) when issues arise.

Training & Consultation with Campus Partners: SRCR trains staff on all campuses who ensure that, in their roles as case resolution administrators, they operate through a restorative justice lens and exercise a high degree of intentionality in making decisions. The ODOS also offers trainings on a wide range of topics that can be tailored to meet the needs of the requesting organization or department (BCT, Community Circles, Conflict).

Threat Assessment Team (TAT): The Threat Assessment Team is a BCT sub-group addressing severe threats promptly to ensure campus safety.

Highlights and Accomplishments

- Of the 44 alcohol or drug-related hospital transports, 34 qualified under the Good Samaritan Protocol (medical amnesty policy), a total of 77% of all cases.
- The Community Circle Series reached 315 students.

- The CARE Fund supported 30 students with \$6,700 for emergency expenses.
- ODOS oversaw the implementation of two new processes into Maxient: for undergraduate academic status requests and Human Resources case management.
- ODOS and the Wellness Center partnered via the SafetyNet Coalition for a new St. Patrick's Day harm reduction initiative. We passed out 2,059 food items to approximately 500-700 students. There were zero hospital transports over that weekend.

Assessment Findings and Data

- 125 BCT referrals were received. Most common issues included suicidal ideation (62; 50%), mental health concerns (32; 26%), and self-harm (18; 14%). Mental health hospitalizations included 36 students (29%), with 8 requiring campus transports. Students across all class years were represented, with first-year students comprising 33%.
- 1,301 CARE referrals were submitted, a 9% increase over last year. Top concerns included academic (42%), mental health (29%), and economics (28%), with all class years represented. Of 1,222 resolved cases (94%), 54% engaged with case managers, 11% declined further help, and 39% were unresponsive.
- 939 student conduct and conflict referrals were received. Student conduct cases involved 1,289 students and conflict resolution cases involved 204 students. SCB held hearings with 166 students. CRLs facilitated outcomes for 175 students and interacted with over 2,500 students (13% increase) while hosting programs.



- Food pantries at the LSC and HSC distributed approximately 11,030 pounds of food. At the LSC, 767 unique individuals utilized the pantry a total of 2,369 times. This data should be approached with caution as it offers only a partial glimpse into actual usage and visitor numbers. would recommend mediation to others.
- The Community Circle Series reached 315 students.
- 14 student organization cases were managed with time commitments varying between 2-4 weeks per case. 127 neighbor complaint cases (71% increase) were addressed. 373 external Dean certifications (conduct check requests) were completed this year.
- 97% of mediations resulted in students reporting they agreed or strongly agreed that their mediator helped them progress towards resolution and stated they would recommend mediation to others.
- Staff facilitated presentations for over 3,400 constituents including all first year, transfer, and Arrupe students and their parents/families, as well as training sessions for Residence Life staff, JFRC staff, all new faculty, and all undergraduate academic Assistant/Associate Deans.

Decisions Made / Impact / Announcements

- SRT established a monthly meeting to ensure ongoing monitoring of the pulse on campus with our students in response to ongoing local, national, and international incidents.
- Free Expression: The Student Demonstration and Fixed Exhibit Policy was updated to include new guidelines for time, place, and manner. Registration with the ODOS is required, as is using a designated outdoor location on LSC only. This update was made with the intention of highlighting our continued support of freedom of speech while maintaining an inclusive, safe environment for all students.

Progress on Achievement of Goals

- Utilize past years' data to deepen understanding about student retention, facilitating proactive interventions and personalized support strategies. *Achieved.*
- 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. *In Progress.*
- Update the Free Expression Policy: Updated Student Demonstration and Fixed Exhibit Policy and protocols for response including expanding staff who are trained and can respond. *Achieved.*



Future Goals

- Foster relationships with Chicagoland Dean of Students staff at other universities to increase collaboration and professional development.
- Seek opportunities for partnership to supply fresh food items for the food pantries.
- Establish a virtual conflict resolution toolkit to increase resources available to the university community.
- Operationalize resources and training for university staff beyond the ODOS so they are trained to assist with demonstration response.

Quotations

- “I am so grateful for all your support throughout my entire Loyola career. The freshman year version of me did not think I would make it to my graduation today, but with your help and support I did... You changed my life for the better.” - *Student*
- “My experience serving others helped me better understand how just one person’s simple actions can greatly affect so many people in so many parts of the world. From the initial start of seeing my violation of policy as a personal issue, after volunteering I can see how the issue could have affected more groups of people.” - *Student*
- “I value Loyola's conduct process because it supports reintegration. Through this experience I found a chance to analyze my behavior and accept full responsibility while transforming the negative circumstances into a positive outcome. The process helped me develop personally since it focused on growth instead of punishment.” - *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 identity, 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 with 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.

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 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

- Successfully implemented the "Secret Shopper Program" to assess performance of Desk Receptionist staff in maintaining safety and security in the halls.



- Partnered with Career Services to offer interview workshops for students applying to Residence Life Services positions.
- Hosted 20 “Faculty in Residence” programs with change to 400+ participants.
- Through our continued partnership with the Chicago Furniture Bank, our department surpassed one million pounds of donated furniture, marking a major milestone in our sustainability and community impact efforts.
- We managed and completed a series of operational and capital improvement projects valued at approximately \$500,000, ranging from mattress and furniture replacements to infrastructure upgrades.
- Successfully planned and executed the closure and decommissioning of Campion Hall, including relocation of salvageable assets and responsible disposal or donation of remaining items.
- We revamped several residential lounges by creatively repurposing furniture from Campion Hall, allowing us to enhance the spaces while maintaining fiscal responsibility.
- Initiated and led a comprehensive Request for Proposal process for new furniture vendors, setting the foundation for a multi-year refresh of residence hall furnishings.
- Successfully processed and closed 100+ conduct cases using Maxient, ensuring compliance with university protocol.
- Developed templates and workflows in Maxient to increase efficiency for Resident Directors and conduct officers.
- Identified and addressed behavioral trends through reporting dashboards and data analysis.
- Residence Life created a new role to support case management- Assistant Director of Residential Community Standards.

- Completed Regis Hall student room furniture installation.

Assessment Findings and Data

- Over 21,100 work orders were processed in the residence halls for 2024-25. The student operations crew processed approximately 1,600 requests.
- There were 5,773 Instagram followers in July 1, 2025 (a 28% increase since July 1, 2024). This is a 75% increase since June 30, 2023.
- 134 students completed educational strategies (including: floor activities, bulletin boards, newsletters, “take-to” events, area-wide events, etc.)
- The top 3 campus partner collaborators were with the Wellness Center, Campus Safety, and SRCR.
- RAs completed over 7,057 intentional interactions with residents throughout the fall semester and spring semester, such as RAs checking in on residents.
- RAs completed over 620 activities/engagements through floor programs, building-wide programs, and campus partner interactions with offices and the Faculty in Residence.
- RHA and Hall/Area Councils:
 - 30 hall/area programs were hosted across all residential communities.
 - 10 RHA campus-wide events were hosted.
 - Over 70 students participated in a hall/area council or RHA.
- 398 incident reports (IRs) were submitted related to conduct, and 39 were submitted related to conflict resolution. There were 77 administrative hearings and 76 conflict resolution cases.
- The policies with the highest numbers of allegations (in parentheses) were: Consuming or possessing alcohol while under 21 (59); Being in the presence of alcohol while under 21 (53); Possession or use of illicit drugs (29). There were 122 cases resulting in Health & Safety Inspections. There were 107 building-wide cases with unknown respondents, such as cannabis odor, or property damage (for example, tampering with flyers).

Decisions Made / Impact

- Successfully created and implemented a new full-time position (Residence Life Coordinator- Desk Operations)
- Hosted the first Desk Operations End of Year Banquet, which recognized the excellent work of staff.



- Made improvements to the physical desks at Bellarmine and Mertz Halls.
- Changed the incoming first year application to collect only room type preference vs building and room type, which was a success.
- After nearly a year of planning, the first group of Loyola and Visiting students at the John Felice Rome Center (JFRC) have been booked in Mercury. This helped to streamline communication, the application and assignment processes, and significantly improved overall efficiency for the JFRC team.
- Campion Hall demolition.

- Formalize and document core operational processes to ensure consistency, increase efficiency, and improve institutional knowledge sharing.
- Improvement of on-going professional development and training for professional staff.
- Apply what was learned from Elenra Benchmarks as an assessment initiative.
- Increase satisfaction of live-on staff.
- Increase the integration of Jesuit values and identity into all aspects of Residence Life.

Progress on Achievement of Goals

- Create an overarching furniture plan for both campuses. *In Progress.*
- Create a lounge replacement 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

- Solidify living-learning community framework that supports DSD and University goals.
- Implement StarRez (housing management software).
- Create an ongoing partnership with Career Services to offer ongoing synchronous and asynchronous professional development for student staff.
- Improve safety & security in higher traffic halls (Mertz, San Francisco, Francis) through training, development, and procedural updates.
- Continued development of the “Secret Shopper Program” to have consistent metrics of performance for desk staff.
- Offer more social opportunities and team building within Desk Operations.
- Begin the phased replacement of lounge furniture based on findings from our RFP process and feedback from residents and staff. We aim to begin with our first-year halls.
- Create more functional and welcoming community spaces by introducing additional lounge amenities such as multifunction furniture, modern seating, and tech enhancements.
- Implement long-overdue upgrades to departmental office spaces to enhance staff collaboration and productivity.

Quotations

- “I think more students should consider being an RA because of the opportunity to enhance their leadership skills. As an RA, you are able to interact with a multitude of different people from different cities, countries, and backgrounds. It is an excellent way to diversify your knowledge of people!” - *Mertz Hall Resident Assistant*
- “What I enjoyed most about my Residence Life Service position was building connections with the residents. I loved getting to know them, creating a welcoming environment where they felt comfortable opening up, and being a supportive resource for any questions residents may have, whether about academics, campus life, or everyday challenges.” - *De Nobili Hall Desk Receptionist*
- “I have loved working with the Res-Life community over the years. I have met so many amazing people in the department and throughout campus. I have particularly loved the direct support I feel from the other Desk Managers and my supervisors over the year... I have gained so much experience and confidence working in a managerial position. I am very, very grateful.” - *Santa Clara Desk Manager*



WELLNESS CENTER

Staff

42.04 full-time staff; 4 graduate student workers; 8 interns, 5 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
- Understand how personal identities impact health and well-being
- Develop a greater sense of belonging within a community at LUC

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.

Required Trainings: Alcohol Wise is an evidence-based online course that is effective in reducing student drinking and negative alcohol-related consequences among first-year students. U GOT THIS and U GOT THIS 2 are online courses aimed at introducing students to topics related to sexual assault prevention. This year, U GOT THIS 2 was a requirement for all graduate students. U GOT THIS was also required of all returning undergraduate students. Loyola's active bystander training (Speak Up, Step In) is a requirement for all incoming students, both first-year and transfer students.

Basics and Cannabis Conversations: Health Promotion supports students who have been found responsible for an alcohol or drug policy violation through motivational interviewing.

Outreach Programming: The Wellness Center works with different groups across campus to help teach and promote different topics for the well-being of the student body

Advocacy Services: "Advocacy services" describes a variety of services offered to survivors of gender-based violence. Trauma-informed, trained advocates in the Wellness Center are available to support students, including how to report an incident of violence, share about on- and off-campus resources, and discuss the Loyola conduct process.

Highlights and Accomplishments

- A mental health drop-in program was launched with positive anecdotal response at HSC. Students report great awareness of the availability of drop-in sessions and find them accessible and helpful for acute problems.
- Leave No Crumbs, a food waste and food insecurity text alert program was rolled out to students at all three campuses. Over 2,700 students have opted into the texting program. In the 2024-2025 academic year, 20 text messages were sent out.
- Successfully onboarded a new Director of Counseling
- Successfully launched the peer health education group, the Wellness WolfPack (WWP). In its first year, WWP reached 5,390 students and held over 60 programs.
- Held 13 Narcan trainings where 77 staff and 208 students were trained on how to utilize Narcan as an opioid overdose prevention method.



Assessment Findings and Data

- The Wellness Center continues to have a robust number of student contacts. Clinical visits were numbered at 25,892 (17,010 medical, and 8,882 mental health) from July 2024 through June 2025. Clinical data is collected from electronic medical records.
- Based on programming records, The Wellness Center held 317 programs and trainings that had 18,363 contacts.
- 3,106 incoming students completed Alcohol Wise. The impact of the course can be highlighted by the following:
 - 94% of participants were satisfied with the course.
 - 87% of participants felt the course would help them avoid future problems with alcohol.
 - 82% of participants would recommend the course to a friend.
 - 96% said the course was appropriate and easy to understand.
- 5,577 students completed U GOT THIS, for a completion rate of 46%. 3,276 students completed U GOT THIS 2, for a completion rate of 67%.
- Speak Up, Step In: 1,666 incoming students received this training.
- Basics and Cannabis Conversations: After completing their sessions with Health Promotion staff, students are sent an experience survey. Of the 16 students who completed the survey:
 - 100% felt they were supported without judgment.
 - 100% said the sessions made them think about things they had not considered before when it comes to their substance use.
 - 82% implemented changes that may lower their risk of consequences from alcohol or other substances.
- Flu Vaccines: Vaccinations are offered to students both at the Wellness Center and during the Wellness Fair. This year, approximately 1,080 students received the flu vaccine.
- Gender-Based Violence Advocacy: This year, the advocates worked on 79 cases. Of these, 38 involved sexual assault, 19 domestic violence/dating violence, 8 stalking, 12 sexual harassment, and 16 unknown. Some cases involved multiple types of gender-based violence.
- Social media: The Wellness Center operates three Instagram accounts: @loyolawellnesscenter, @ashlarthetherapydog, and @wellnesswolfpack.luc. In July 2025, the main account, @loyolawellnesscenter, had 4,176 followers (an increase of 18% compared to last year). The therapy dog account, @ashlarthetherapydog, had 6,403 followers (an increase of 15% compared to last year). In its first year, the peer health education account, @wellnesswolfpack.luc, had 905 followers.
 - 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, 195 students responded to the survey.
 - Students reported getting Loyola-specific health information from various sources such as: Website (36%), Social Media (11%), Word of mouth (18%), Email (29%), Presentations (3%), Other (3%)
 - 92% agreed or strongly agreed that they felt empowered to make informed health choices after visiting.
 - When asked if services provided by the Wellness Center contributed to the student's ability to stay at Loyola, 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 Loyola.
 - 98% of students would recommend the Wellness Center to others.
 - 98% of students were satisfied with their visit to the Wellness Center.





It is important to note that this data only assesses satisfaction with individual medical and mental health services. Students who utilize Wellness Center mental health groups receive an Experience Survey at the end of the semester. This past year, 11 students responded to the survey. Results include:

- 100% of students felt they made progress toward their goal(s)
- 100% were satisfied with their group experience
- 100% felt the group had a positive effect on their overall mental health and well-being.

Decisions Made / Impact

- We have redesigned our internal committees to align more with current trends.
 - Our quality improvement committee will review onboarding procedures and policies.
 - Our case conference committee will review complex and multi-disciplinary cases to improve patient care.

Progress on Achievement of Goals

- Secure full-time position for a Clinical Data Informatics Analyst. *In progress.*
- Work to bring Arrupe mental health providers into Wellness Center versus an Arrupe direct reporting relationship status. *Not achieved.*
- Transition SSOM immunization and matriculation requirements from Castle Branch to Loyola Health. *On hold.*
- Launch a highly customized and innovative Resilience Lab. *On hold.*
- Successfully roll out Leave No Crumbs, a food waste and food insecurity text alert program. *Achieved.*

Future Goals

- Thoroughly examine the current mental health service model to determine how we can better meet the needs of students.
- Increase outreach efforts of our medical staff.
- Restructure group counseling offerings based on student needs to increase participation.

Quotations

- “I think having drop-in visits is a great addition to the HSC wellness offerings. Sometimes things “come up” and it is nice to know that we can schedule something on the spot.”- *Comment on Student Experience Survey on HSC drop-ins*
- “I am so incredibly grateful to have access to this resource!! I know that feedback might be reported more frequently if it’s negative than if it’s positive, but genuinely I am so very grateful to be able to pursue short term therapy with the wellness center; thank you!!”- *Comment from Student Experience Survey*
- “I really love coming. It really helps me understand and fact-check information I am being fed daily about food and its effects.”- *Comment from participant in Group Therapy*
- “The presentation was amazing, I loved the guest speaker and her honesty. I felt very educated and guided during the entire event.”- *Comment from a Health Promotion training*



DSD STAFF ACHIEVEMENTS

Awards

Luckose Anne – *Best Advanced Practice Nurse Award*. Indian Nurses Association of Illinois (INAI).

Chris Hardin – *Innovation Award*. DSD, LUC.

Sam Hammett – *Commitment to Diversity and Inclusion Award*. DSD, LUC.

Health Sciences Campus Wellness Center Staff – *Team Spiritum Award*. University Staff Council Recognition, Loyola University Chicago.

Jeremiah Lester – *Fr. Pedro Arrupe, S.J., Love Award*. DSD, LUC.

Kylee McDermott – *Cura Personalis Award*. DSD, LUC.

Sonia Mendoza – *Ad Majorem Dei Gloriam Award*. DSD, LUC.

Emmalee Osborne – *Unsung Hero Award*. DSD, LUC.

Professional Development Committee – *Team Spiritum Award*. DSD, LUC.

Preston Reilly – *Outstanding New Staff Award*. DSD, LUC.

Alexa Ross – *Commitment to Students Award*. DSD, LUC.

Sundas Shahid – *C. Shaw Smith Outstanding New Professional Award*. National Association of Campus Activities (NACA).



Luckose Anne - *Best Advanced Practice Nurse Award*. National Association of Indian Nurses of America (NAINA).

Milestone Anniversaries

5 Years:

- **Jamie Capetillo**, Assistant Director of Leadership & Social Justice Initiatives, CDI
- **Willie Gore**, Assistant Dean of Students for SRCR, ODOS
- **Renee Hernandez**, Registered Nurse, Wellness Center

10 Years:

- **Guy Caprio**, Social Worker, Wellness Center
- **Maureen McFadden**, Nurse, Wellness Center
- **Lanay Samuelson**, Associate Director of Medical Services, Wellness Center

15 Years:

- **Shannon Howes**, Director for Assessment & Assistant to the Vice President

20 Years:

- **Dr. Daniel Keller**, Psychologist, Wellness Center
- **Dr. Joan Holden**, Assistant VP for Student Health and Wellness, & Wellness Center Director



DSD STAFF ACHIEVEMENTS

Regional & Professional Presentations

Capetillo, Jamie. (February, 2025). *When They Want DEI to DIE: Navigating Student Affairs DEI Work in Hostile Times.* NextGen - American College Personnel Association National Convention.

Carlson, Aaron. (April, 2025). *Why I Left Campus Rec but Came Back.* NIRSA Annual Conference.

Champagne, Keith, & Flavin, Jim. (June, 2025). *Rambler Brotherhood Project: A Jesuit Success Initiative.* JASPA Five-Year Summer Institute.

Feliciano Feltman, Gloria. (April, 2025). *Mourning People: Creating Space for Grief on College Campuses.* Mental Health on College Campuses Conference Poster Presentation.

Hammett, Sam. (June, 2025). *Research, Practices, and Actions to Develop Interdisciplinary Violence Prevention Strategies.* National Association of Social Workers Annual Conference.

Krivoshey, Mira and Ross, Alexa. (January, 2025). *Food for Thought: Developing a Multi-Disciplinary Food Literacy Program.* NASPA Strategies Conference.

Thomas, James, McCadney, O., Haynie, N., Johnson, B., & Williams, L. (February, 2025). *The Sankofa Chronicles: A Black Professional's Journey in Higher Education.* American College Personnel Association National Convention.



Thomas, James, McCadney, O., Haynie, N., Johnson, B., & Williams, L. (July, 2025). *The Sankofa Chronicles: A Black Professional's Journey in Higher Education.* University of Michigan – Ann Arbor Division of Student Development Staff Professional Development Session.

Professional Organization Involvement

Preston Reilly. (February, 2025). *Program Reviewer.* NASPA Annual Conference.

Preston Reilly. (2025). *Peer Reviewer.* Higher Education Politics & Economics.

Certificates And Degrees Earned

Ian Carniello earned a *Masters of Business Administration with a Concentration in Information Systems Management* from LUC.

Chris Cook completed the *Leadership Institute* certificate program at LUC.

Lina Flores Wolf earned a *Masters of Arts in Women's Studies and Gender Studies* from LUC.

Paula King completed the *Leadership Institute* certificate program at LUC.

Emmanuel Serna earned a *Masters of Science in Nursing* at LUC.

