



Student Government of Loyola University Chicago Fall 2020 Survey Report

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Background

On November 9th, 2020, all Loyola undergraduates were invited via their LUC emails to participate in the *Fall 2020 SGLC Survey* (hereafter “Survey”). Over 1,700 undergraduate students completed the survey and over 2,000 students completed at least one question on the survey and provided open-ended responses. For that reason, specific n-values are provided for each figure.

As representatives of and advocates for the undergraduate student body, the Student Government of Loyola Chicago (SGLC) annually surveys the student body on specific SGLC initiatives and efforts, campus climate, and student needs and concerns. The survey questions asked closed and open-ended questions ranging from Loyola’s educational partnership with the Chicago Police Department (CPD), Loyola’s dining services, Loyola’s Anti-Racism Initiative, online learning and accommodations, campus resources, and more. This survey data aids SGLC in its pursuit of student-centered initiatives not only for this unique school year but for the foreseeable future. Fundamentally, this report hopes to represent some of the student experiences and concerns in the 2020-2021 Academic Year.

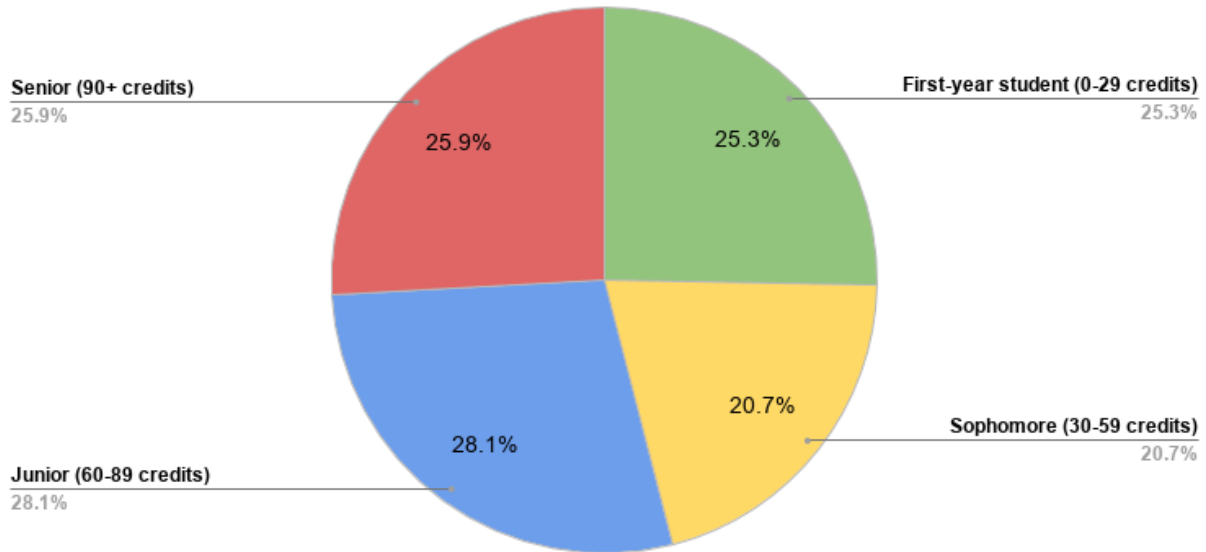
This report will proceed with the following structure:

- Respondent Demographic Data
- Loyola’s Relationship with the Chicago Police Department
- Loyola’s Campus Safety Officers and Campus Police Officers
- Support for Black, Indigenous, and Students of Color
- Loyola Dining Services
- Student Mental Health and Wellness
- Campus Accessibility
- Rambler Civic Engagement
- Acknowledgements and Appendix

Respondent Demographic Data

Figure 1.1: Respondents by Academic Level (Credits Earned)

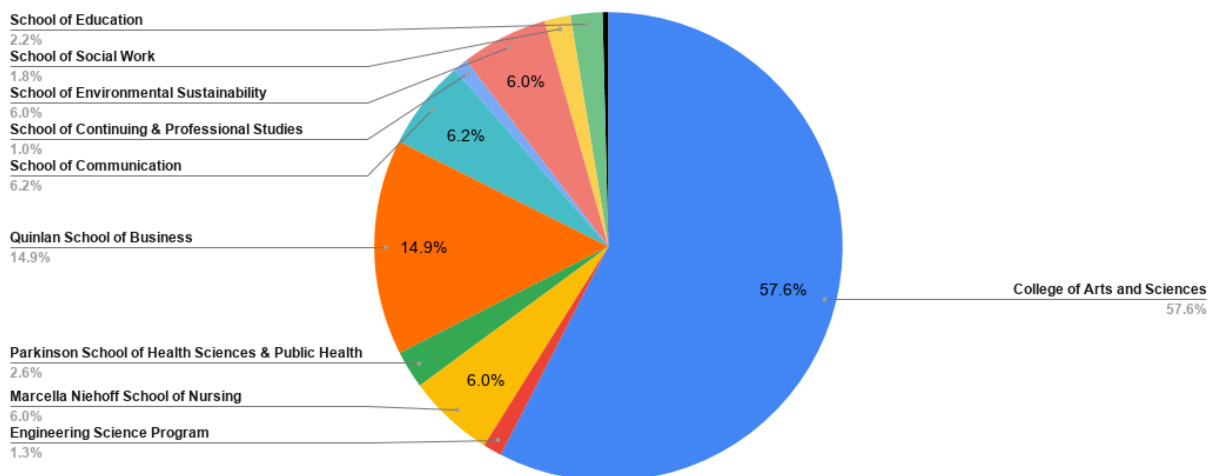
“What is your current academic level (credit hours earned)?” (n=1841)



Of the 11,612 enrolled undergraduates¹ for the 2020-2021 school year, approximately 1,800 respondents or approximately 15.5% of the undergraduate student body participated.² As shown in Figure 1.1, each academic level represented roughly a quarter of the responses, with most (28.1%) identifying as juniors and the least (20.7%) identifying themselves as sophomores.

Figure 1.2: Respondents by Primary College/School

“Please select your primary college/school/program.” (n=1756)



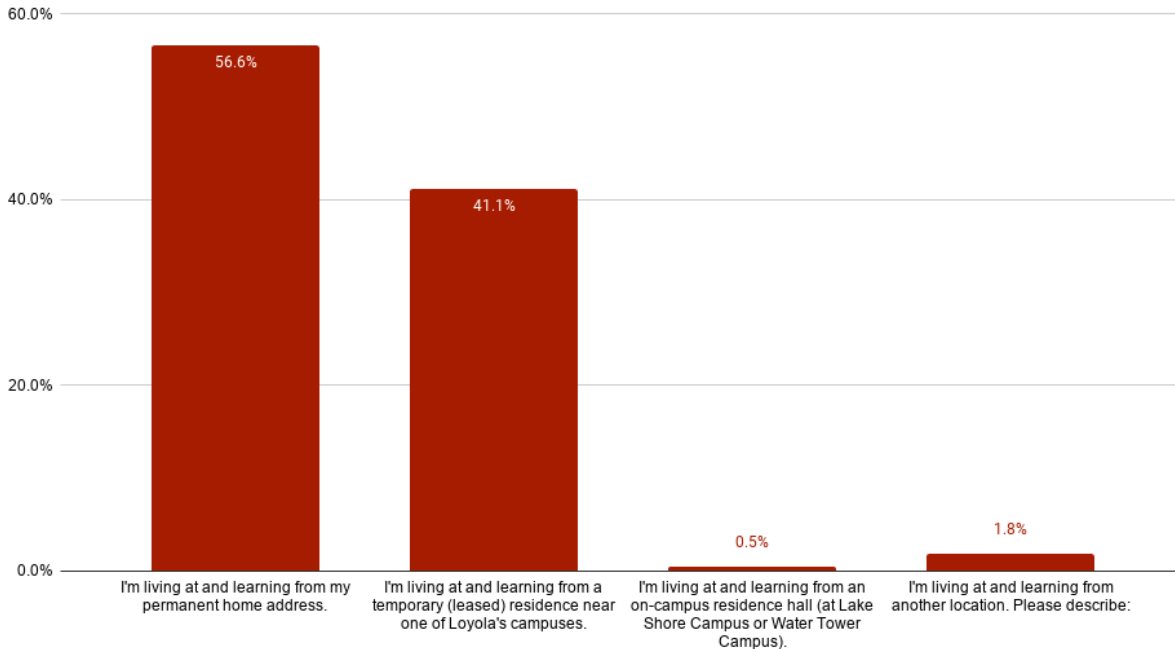
¹ [OIE 2020-2021 Official Statistics](#)

² The actual amount is approximate due to partial responses in the data. The survey had a maximum of 2,296 respondents, and a minimum of 1,756 respondents for any question. Specific n-values are indicated with each figure.

Respondents were also asked which college/school they are primarily a part of. As shown in Figure 1.2, 57.6% of responses were from the College of Arts and Sciences (CAS), the largest college at Loyola, with the second-largest amount from the Quinlan School of Business (14.3%).

Figure 1.3: Respondent Living Situation

“Where are you currently living (and remote-learning)?” (n=1841)



Respondents were also asked to share where they were currently living and learning in the Fall 2020 semester. As shown in Figure 1.3, more than half of respondents (56.6%) indicated that they were located in their permanent home address, away from Loyola’s campus areas. Approximately 41.1% of respondents indicated that they were in a leased residence near one of Loyola’s campuses, while only 9 respondents (0.5%) indicated that they were located at an on-campus residence hall at the time of the survey.

Of the 33 respondents (1.8%) that indicated that they were in another living situation, 31 described their situation. Ten (10) suggested that they were in another state with either friends or family; six (6) suggested that they were in Chicago, but not near a Loyola campus; three (3) indicated that they were an international student; and the other twelve (12) responses were respondents who indicated temporary, unstable, or unknown living conditions.

Loyola’s Relationship with the Chicago Police Department

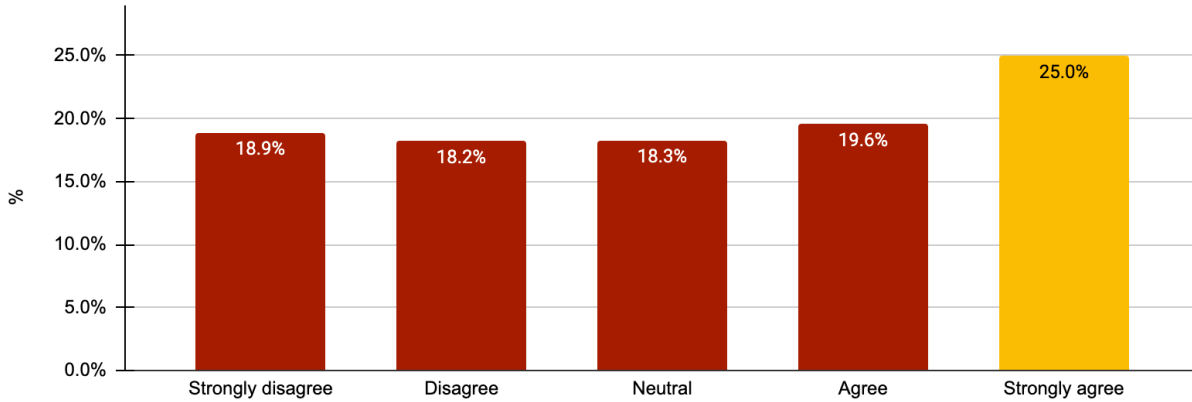
According to [Loyola’s website](#), Loyola University Chicago was selected as a university educational partner to the Chicago Police Department (CPD). This partnership, through the Office of Corporate Engagement, offers a 25% discount for 14 Loyola programs and 11 professional certificates and a 10% discount for eligible CPD officers for 75 programs.³

³ [LUC Website, “Loyola and CPD: Eligible Programs”](#)

Respondents were provided details on the program in a summary, linking Loyola’s website detailing the educational partnership.

Figure 2.1: Agreement with Ending Educational Partnership with the Chicago Police Department (CPD)

% Agreement with Statement “Loyola should end its educational partnership with the Chicago Police Department.” (n=2296)



Respondents were asked the level that they agree with ending this particular educational program, and 44.6% of respondents indicated that they “Agree” or “Strongly Agree” with ending the educational partnership. 37.1% indicated that they “Disagree” or “Strongly Disagree” with ending the partnership.

Figure 2.2: Preference for Comparable Tuition Discounts in lieu of CPD Educational Partnership

Aggregate Ranking of 4 Options by Respondents who “Agree” or “Strongly Agree” with ending the educational partnership. (n=977)

	Social Service Professionals (e.g., public-school teachers, counselors, social workers)	Recent Graduates of any Chicago Public Schools	Formerly Incarcerated Individuals	Other (Please Specify)⁴
1st Ranking	31.30%	15.40%	18.80%	31.10%
2nd Ranking	23.90%	37.80%	34.20%	3.70%
3rd Ranking	23.90%	36.90%	35.40%	6.10%
4th Ranking	20.90%	9.90%	11.60%	59.20%

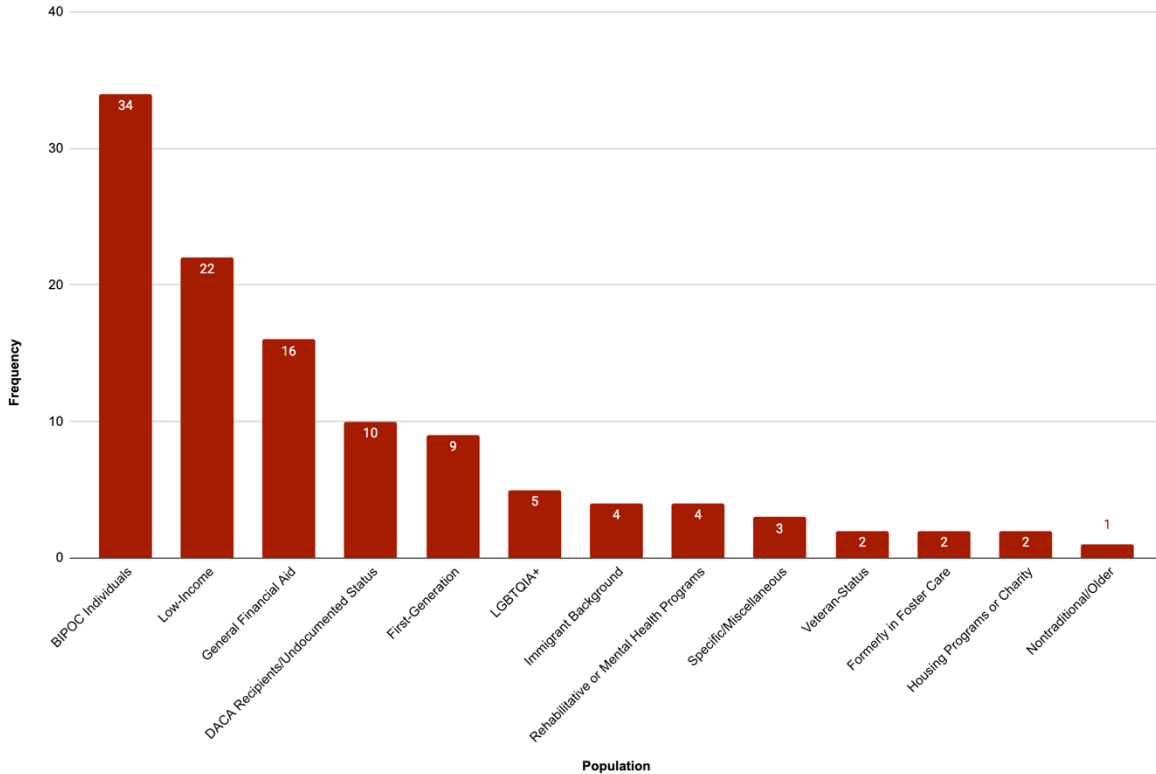
For those that selected “Agree” or “Strongly agree” (970 respondents), they were subsequently asked to indicate which populations they think should receive the reallocated tuition funding

⁴ “Other” Category did not provide the respondent the opportunity to rank their open-ended response. A breakdown of this category is shown in Figure 2.3.

instead and rank their priority. Figure 2.2 displays these aggregate rankings, with the green fill denoting the highest percentage, and the yellow fill denoting the next highest percentage. “Social Service Professionals” (31.3%) and “Other [Populations]” (31.1%) had a similar level of preference for the 1st Ranking.

Figure 2.3: Open-Ended Population Specification by Theme

Frequency chart of respondent-specified student populations in “Other” category from Figure 2.2. (n=94)



For the “Other [Populations]” category, respondents were asked to specify their answer in an open-ended response. 94 respondents provided responsive answers, with 10 respondents providing unclear or off-topic responses. Figure 2.3 shows these open-ended responses by frequency. The answers do not indicate which ranking respondents assigned to them. A preference for Black, Indigenous, and Students of Color appeared the most (34), with Low-Income students (22) and general financial aid (16) next.

Loyola’s Campus Security Officers and Campus Police Officers

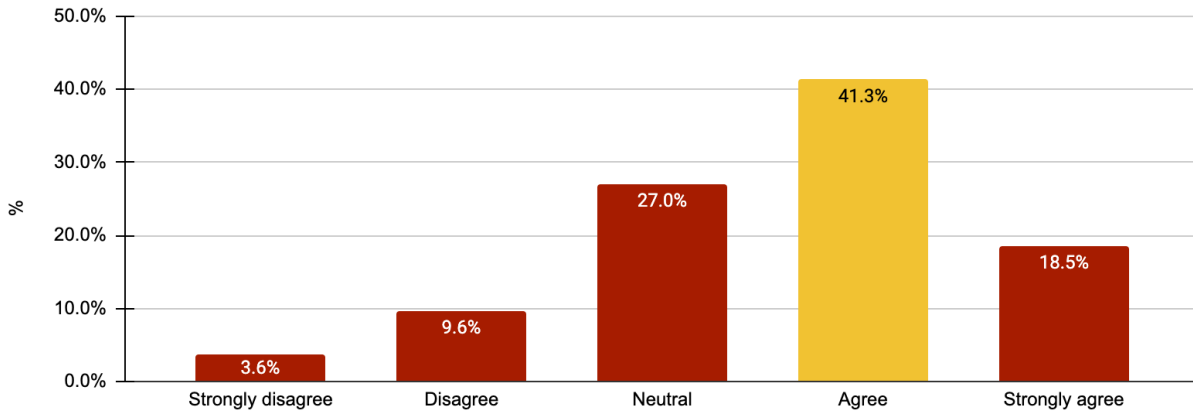
On the survey, respondents were asked their comfort level and ability to seek help from Campus Safety Officers⁵ and Campus Police Officers, two [distinct groups of officers in](#) Loyola’s Campus Safety Department. A vignette was provided summarizing the difference between Campus Safety Officers (unarmed) and Campus Police Officers (armed, sworn). Per Campus Safety’s [website](#),

⁵ Campus Safety’s website also uses the term “Campus Security Officers” for unarmed officers.

“All Campus Police Officers have successfully completed the state required 440 Hour Law Enforcement Academy. These Police Officers have the powers of arrest in the entire county and carry firearms. Campus Security Officers have successfully passed a state required 24 hour training.” Every respondent was then asked to elaborate on their level of agreement, providing further explanation or experiences that inform their answer in an open-ended response section.

Figure 3.1: Comfort Level Identifying and Seeking help from Campus Safety Officers

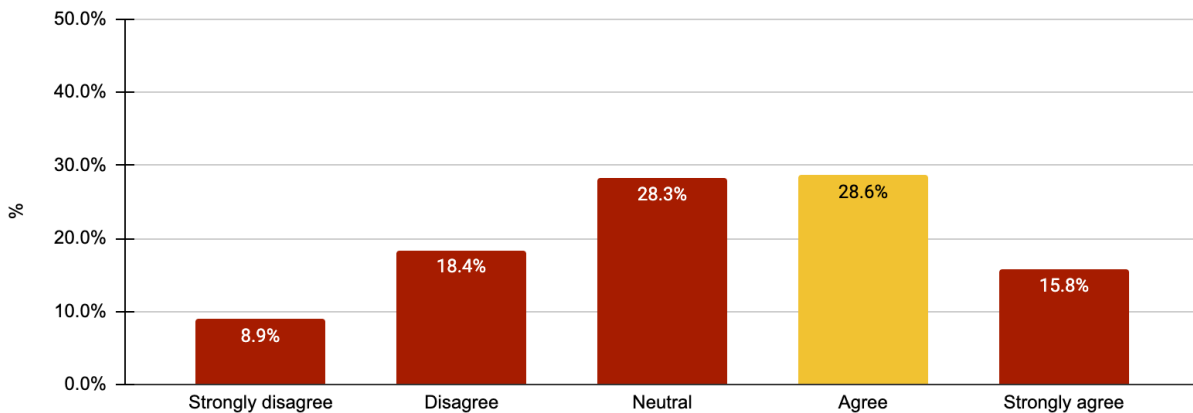
% Agreement with Statement “I feel comfortable identifying and seeking help from Campus Safety Officers.” (n=2225)



Overall, a majority of respondents (59.8%) indicated that they “Strongly agree” or “Agree” with feeling comfortable identifying and seeking help from Campus Safety Officers. 13.2% of respondents indicated that they “Strongly Disagree” or “Disagree” with the statement. See Figure 3.1 above for the full range of responses.

Figure 3.2: Comfort Level Identifying and Seeking help from Campus Police Officers

% Agreement with Statement “I feel comfortable identifying and seeking help from Campus Police Officers.” (n=2225)



When asked the same question but about Campus Police Officers, 44.4% of respondents indicated that they “Strongly Agree” or “Agree” with feeling comfortable identifying and seeking help from Campus Police Officers. 27.3% indicated that they “Strongly Disagree” or “Disagree” with feeling comfortable doing the same. The number of respondents who “Strongly Disagree” or “Disagree” with this statement increased by 14.1% compared to the previous question about Campus Safety Officers.

Figure 3.3: Combined Comfort Level Identifying and Seeking Help from Campus Safety

Figures 2.1 & 2.2 Overlaid (n=2225)

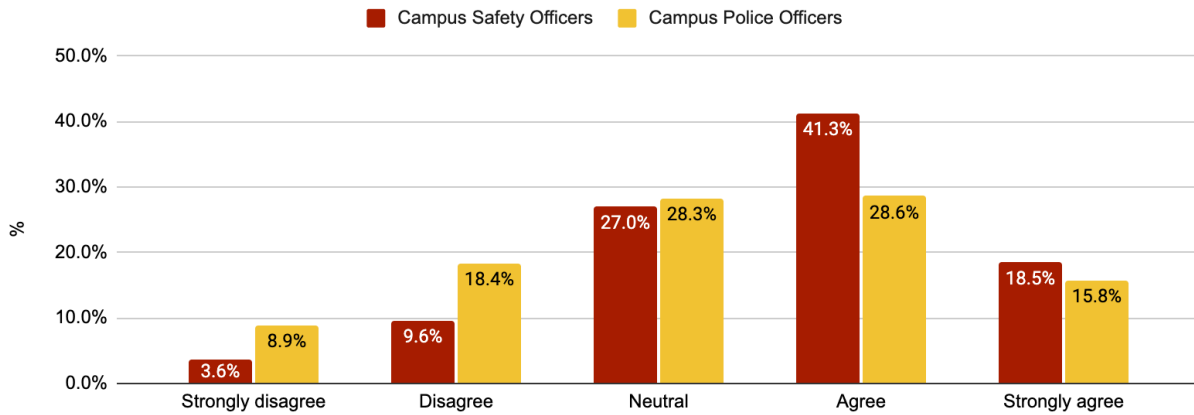


Figure 3.3 illustrates this difference by overlaying the two datasets beside one another, with Maroon being about Campus Safety Officers and Gold being about Campus Police Officers.

Qualitative Analysis

The responses to the open-ended component of this section revealed mixed experiences with identifying and interacting with Campus Safety personnel. Students were asked to “Please provide any additional explanation/experiences to your answer(s) above (I feel comfortable identifying and seeking help from Campus Safety Officers/Campus Police Officers).” Out of 500 individual responses, 309 provided codable answers answering the core question about comfort level identifying or seeking help from Campus Safety.

Key themes in the responses:

- Of those 309 respondents, about half indicated or implied that they were comfortable seeking help from any Campus Safety Officer.
 - Many respondents caveated their answer, mentioning a facet of their personal identity (race, gender, class, etc.) as a reason for their comfort, yet empathizing with or deferring to the experiences of students of color, notably Black students.
 - Others provided positive anecdotes of interacting with officers, either while reporting an incident, seeking assistance from an officer or simply speaking with officers.
 - The remaining respondents briefly elaborated on their response or voiced support of their presence on campus and providing a sense of security.
- Contrastingly, many respondents indicated or implied that they were uncomfortable approaching or seeking help from any set of Campus Safety officers for a variety of reasons.
 - Some of these respondents attributed their discomfort to officers being armed, while other respondents recounted specific interactions that made them uncomfortable, instances of racial profiling, or second-hand anecdotes that informed their discomfort seeking help from Campus Safety.
 - The remaining respondents provided varied explanations for not feeling comfortable approaching or interacting with Campus Safety, ranging from concerns about training

- transparency, desire to seek out other civil servants for assistance, or a general distrust of law enforcement based on identity or experience.
- A small number of respondents also indicated that they were uncomfortable either discerning between the two officer distinctions, or voiced discomfort with one over the other.
 - Few respondents indicated that they were neutral in their response.
 - Of those neutral, some responses indicated that they were unaware of the differences between the two officer distinctions.
 - Many respondents' comments were coded as non-responsive to this question as they were off-topic and/or not relating to a comfort level with Campus Safety.
 - Answers from respondents who have not been on campus and expressed no opinion on the question asked were coded as non-responsive.

Support for Black, Indigenous and Students of Color

Qualitative Analysis

In this section, respondents were first provided a vignette that read: “The Loyola Anti-Racism Initiative (ARI), launched this summer, is composed of efforts of students, staff, and faculty ‘working to move Loyola (LUC) along the continuum toward becoming a fully inclusive anti-racist institution.’ The Anti-Racism Initiative has three goals and several sub-goals that may be found [here](#).” Respondents were then asked if they had any suggestions and ideas that they would like to see from the ARI & sub-goal taskforces. 843 respondents participated in this part of the survey and they used this space to provide varied feedback on the ARI, commentary on Loyola’s progress toward becoming anti-racist, and general discussion on racial justice in the United States. 592 respondents provided codable responses, providing suggestions for the Anti-Racism initiatives.

Key themes in the responses:

- Primarily, respondents commented on the overall need for clarity, consistency, and/or concision in the ARI’s communication toward students.
 - These suggestions ranged from showing metrics on progress, being more detailed on the initiative’s intentions, and increasing the overall visibility of the initiative in campus life.
- Many responses contained a desire for more student involvement in the initiative, specifically voicing how the student experience has drastically informed this process and that an increased student voice is needed to serve the student body.
- Other responses suggested the need for campus education outside of the classroom, including but not limited to workshops, seminars, DEI⁶ resources, or training sessions.
- Some responses commented on hiring and firing practices of the University, voicing support for increased BIPOC⁷ representation in faculty, administration, campus safety.
 - These suggestions also voiced the need for not only retention, but institutional support of these individuals once hired.

⁶ Diversity, Equity, and Inclusion

⁷ Black, Indigenous, and People of Color

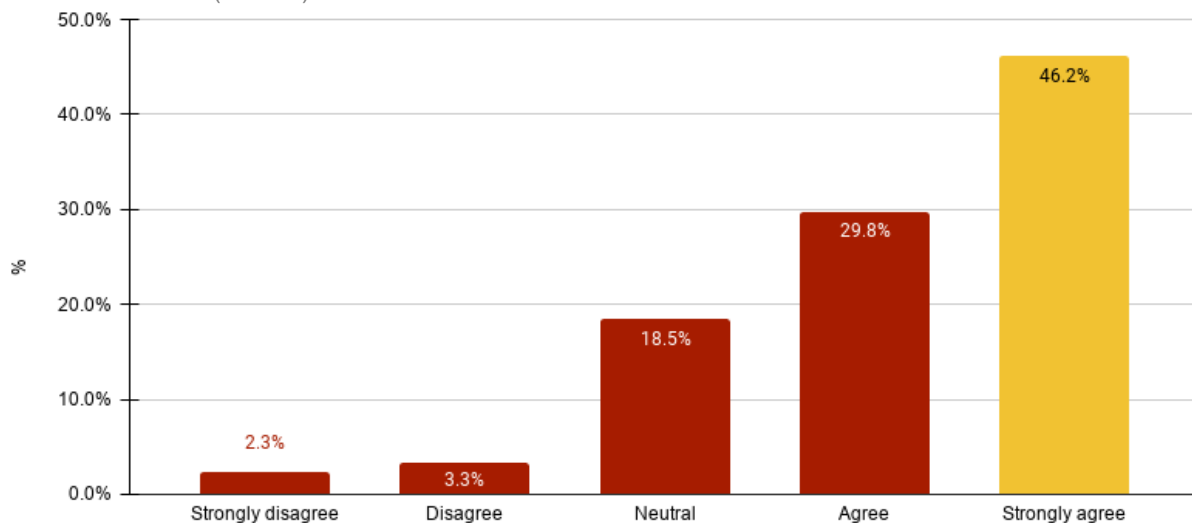
- Some responses likewise raised the need for increased incorporation of anti-racism in the classroom, from changes to the core curriculum, Honors curriculum, experiential learning, to pedagogical adjustments from faculty.
- Few responses called for an expansion of the ARI’s scope to address broader equities faced by Latinx, Asian/Asian American, or other students of color.

Loyola Dining Services

In this section, respondents were first provided background on Loyola’s contract with Aramark, a third-party dining service provider. The background then noted Aramark’s concurrent partnership with CoreCivic, one of the largest private prison systems in the United States, and its ties to the Prison-Industrial Complex at-large. In another paragraph, the question referenced the SGLC’s proposal for the University to consider a self-operating dining system and eventually terminate its relationship with Aramark. It argues: “This would allow the university to establish and enforce strict, ethical, and sustainable standards in line with our values, such as purchasing local, sustainably grown ingredients, prioritizing business with minority owned suppliers, and ensuring that all products that come from abroad are fairly traded. Beyond procurement, a self-operated kitchen would provide nutritious, culturally appropriate, diverse, and accessible foods with minimal waste and transparent safety protocols.” Respondents were presented with two questions relating to their level of agreement with terminating the Aramark contract, and their willingness to potentially pay more for a self-operated service.

Figure 5.1: Agreement with Ending University Contract with Current Dining Provider, Aramark

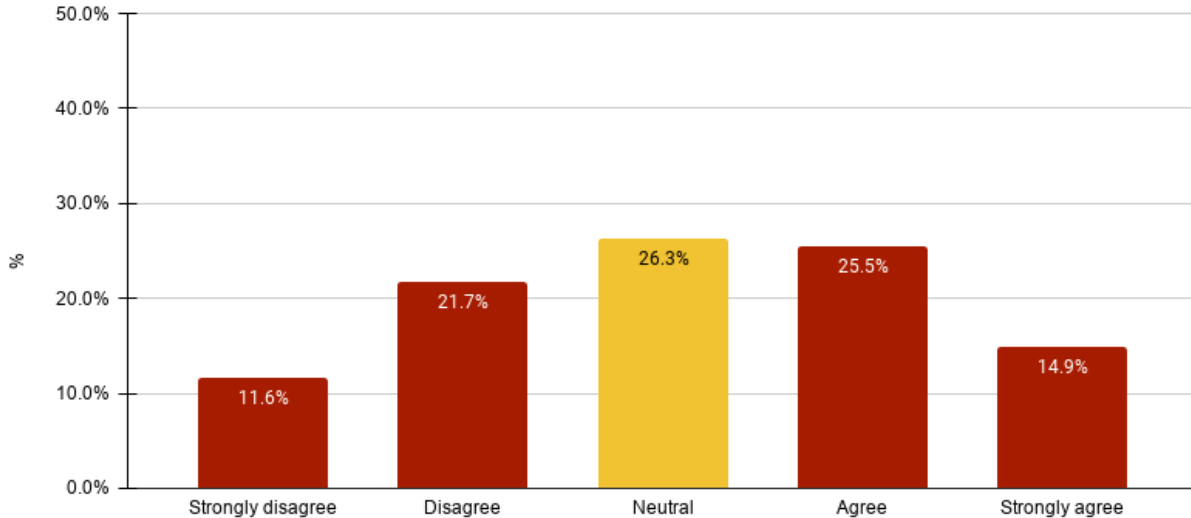
% Agreement with Statement “When Loyola’s contract with Aramark expires, the University should not contract with a third-party food provider. Instead, they should develop an in-house/self-operated dining services system, as described above.” (n=1900)



Respondents reacted with strong support for ending the University contract with Aramark and developing an in-house or self-operated system, with a combined 76% indicating that they “Strongly Agree” or “Agree” with the provided statement. Figure 5.1 provides further detail.

Figure 5.2: Willingness to Pay Higher Cost for a Self-Operated Dining Service Meal Plan, if necessary

% Agreement with Statement “If I were living on or near campus and required to purchase a meal plan, I would be willing to pay a higher cost for a self-operated dining services meal plan at Loyola than what I currently/did pay for a third-party dining services meal plan.” (n=1900)



In contrast, respondents provided mixed consensus when asked if they were willing to potentially pay a higher cost than they do currently for a self-operated dining service meal plan. The plurality of respondents (26.3%) indicated that they were neutral on the statement, with a combined 40.4% indicating that they still “Strongly agree” or “Agree” with the statement.

Figure 5.3: Combined Agreement with Ending Aramark Contract & Willingness to Pay More for Self-Operated Service

Figures 5.1 & 5.2 Overlaid (n=1900)

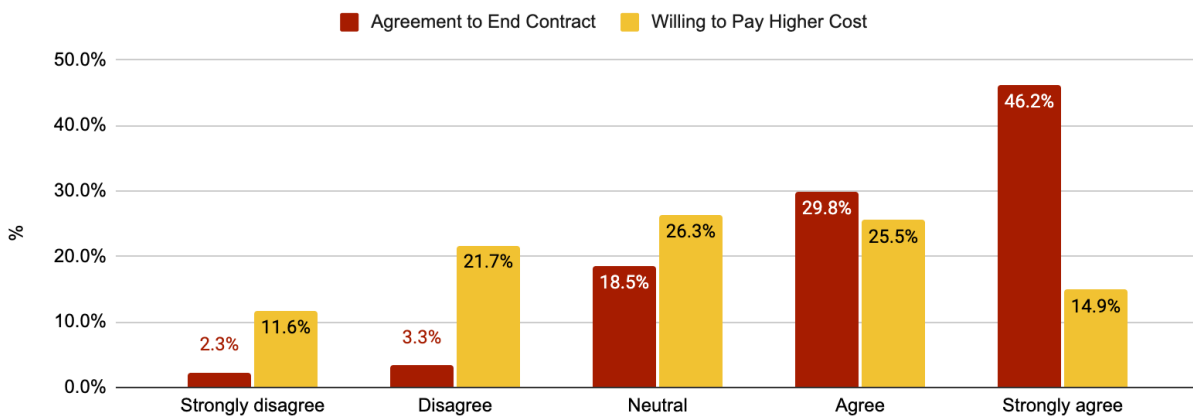


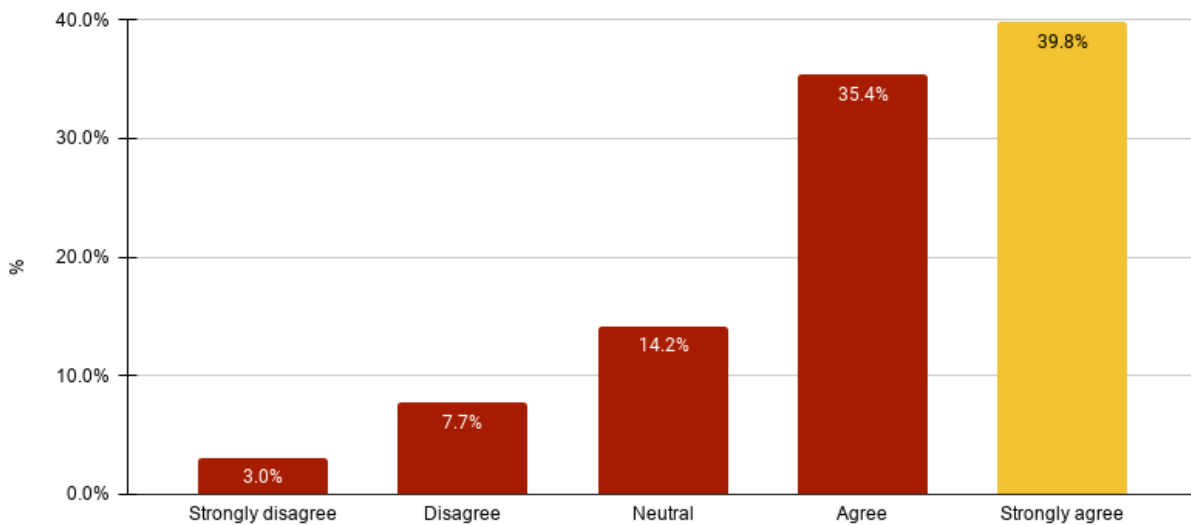
Figure 5.3 displays this difference by overlaying the two datasets beside one another, with Maroon being the level of agreement with ending the contract, and Gold being willingness to potentially pay a higher cost for a self-operated service.

Student Mental Health and Wellness

With the worsening COVID-19 pandemic impacting our country and communities, SGLC remains especially sensitive to students' mental health and wellness needs in our remote situation. In this section, respondents were presented with two closed-response questions relating to wellness mobile apps and counseling services on campus with two open-ended response questions regarding mental health considerations and professor-related accommodations.

Figure 6.1: Willingness to Use Free or Discounted Wellness Mobile Apps if Provided by Loyola

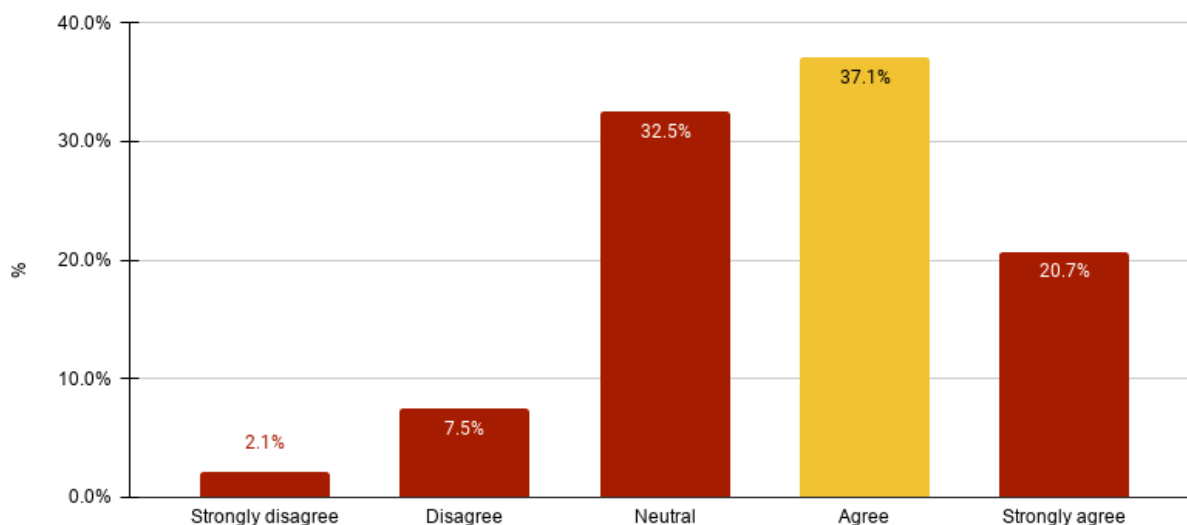
% Agreement with Statement "If Loyola offered free or discounted subscriptions to mindfulness and wellness apps (e.g. Headspace, Calm, etc.), I would regularly use them." (n=1884)



Respondents were first asked their willingness to use free or discounted wellness mobile apps, should they be provided by Loyola. Respondents voiced particular agreement here, with 75.2% indicating that they "Strongly agree" or "Agree" with the provided statement. It is also worth noting that respondents reiterated the need for this provision in the open-ended portion of this section.

Figure 6.2: Willingness to Use Embedded Counseling Services

% Agreement with Statement "I would be more likely to use the Wellness Center's counseling services if counselors were available within a department that I regularly engage with (e.g., Residence Life, Student Academic Services, Student Diversity & Multicultural Affairs), as opposed to located at the Wellness Center (Granada Center, Terry Student Center)." (n=1882)



Respondents were also asked if they would be more likely to use the Wellness Center's counseling services if they were made available in an embedded format (i.e. in a department such as Residence Life, Student Academic Services, etc. as opposed to solely the Wellness Center). Respondents likewise voiced support with 57.8% indicating that they "Strongly agree" or "Agree" with the provided statement. Roughly a third (32.5%) of respondents indicated that they were neutral to the idea with only 9.6% indicating a level of disagreement.

Qualitative Analysis

In an open-ended section, the survey asked respondents to respond to the following: "In our current remote/hybrid learning setting, are there resources or considerations for your mental health and wellness that would be useful to you in successfully completing future academic semesters? If so, please describe what they are." 510 respondents participated in this question, with 440 providing responsive, codable answers. In those 440 answers, respondents identified key areas where Loyola can support students in these unprecedented times.

Key themes in the responses:

- Primarily, many students commented on the need for academic accommodations that are linked to flexibility, understanding, and specific support from professors.
 - Roughly a fifth of the responses mentioned this theme, noting how workload has seemingly increased as a result of our remote situation and that an increased workload has vast implications for the mental health and stamina of students.
 - Likewise, these responses called for professors to invite and consider feedback on the amount of engagement expected from students and adjust their class accordingly.
- Similar to the last question's results, respondents reiterated a need for access to virtual mental health apps such as Headspace or Calm to augment mental health services on campus.

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- Some responses contained feedback on the online counseling resources that Loyola offers, identifying a need for free and accessible sessions for those who want to speak to a mental health professional this semester.
 - These responses expressed that the limited amount of complimentary sessions feel particularly inadequate this semester and many mentioned that external therapy is often financially inaccessible.

Respondents were also provided a second open-ended response, this time focusing on our remote learning setting. It read: “Are there any changes or considerations for our current remote/hybrid learning setting that you hope your professors will consider in future semesters? If so, please describe what they are.” Of the 692 total responses provided, 587 were responsive and codable.

Key themes in the responses:

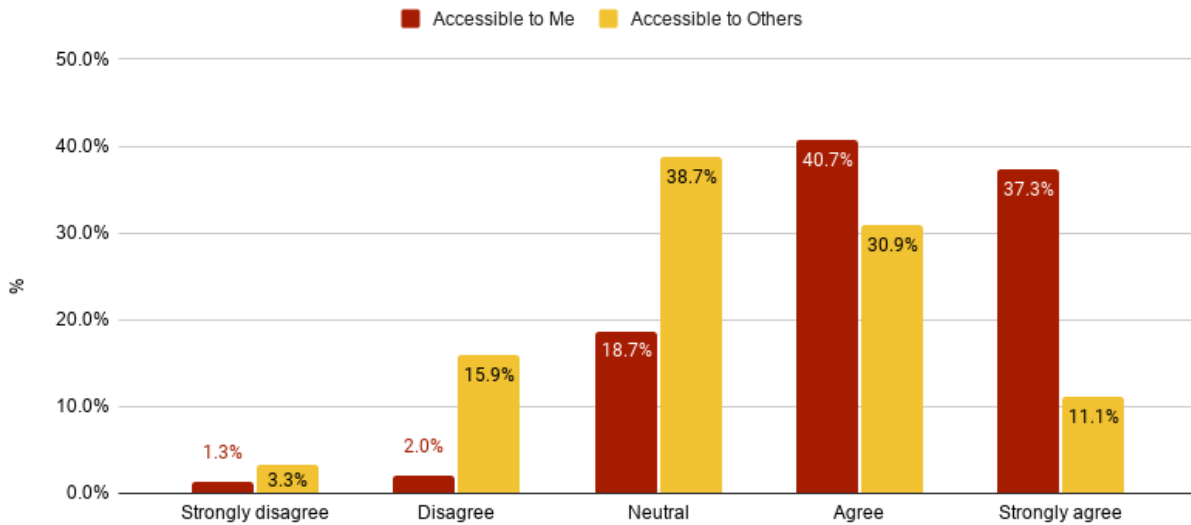
- More than half of the respondents targeted the level of workload and engagement in classes, similarly to the previous question.
 - Many students expressed a need for leniency and sensitivity to the unique experience of being a college student in a pandemic from professors.
- Many respondents mentioned mental health as a corollary harm of an increased workload, either noting that their mental health has worsened or that they doubt their ability to maintain their level of motivation throughout the academic year.
 - Often, these respondents expressed a need for general understanding from professors and perceived a lack of understanding as a lack of care, or lack of interest in their mental health.
- Some responses expressed a similar sentiment surrounding academic flexibility and increased time for assignments and exams from professors.
 - These responses specifically asked for recorded sessions, extended deadlines, or a greater understanding of extenuating circumstances.
- Some responses contained exam-specific needs, naming the use of proctoring software and inflexible test timing as stressors that hurt their performance.

Campus Accessibility

Respondents were first provided a vignette that described the principle of [Universal Design](#), or the “planning to build physical, learning and work environments so that they are usable by a wide range of people, regardless of age, size, or disability status. While universal design promotes access for individuals with disabilities, it also benefits others.” In this section, respondents were asked to comment on both virtual and physical amenities, and how accessibility can be improved at Loyola even in our virtual context. At the beginning of this section, respondents were asked if they identify as someone with a disability, whether mental, physical, or emotional. 7.3% of respondents indicated that they did have a disability.

Figure 7.1: Perceived Accessibility of Physical Campus Resources and Amenities, Personally and Generally

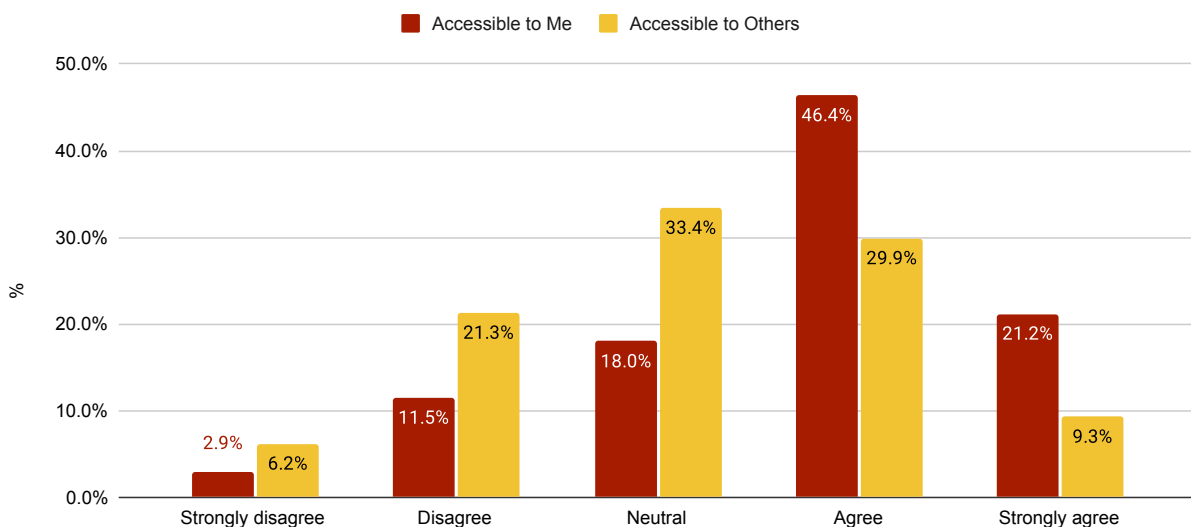
% Agreement with Statement “I consider Loyola’s physical amenities and resources (e.g., dining halls, Wellness Centers, common spaces, sidewalks, entryways, restrooms, etc.) to be completely accessible [to me/to others].”



Respondents were asked if they found Loyola’s *physical* amenities accessible to them, and then accessible to others. Figure 6.1 displays the results of these two questions together, with Maroon representing accessibility to them and Gold representing accessibility to others. A strong majority of respondents (78%) responded that they “Strongly agree” or “Agree” that physical amenities were accessible to them personally, but only 42% responded that they “Strongly agree” or “Agree” that the same amenities are accessible to others. 19.2% indicated that they “Strongly Disagree” or “Disagree” that physical campus resources are accessible to others.

Figure 7.2: Perceived Accessibility of Virtual Campus Resources and Amenities, Personally and Generally

% Agreement with Statement “I consider Loyola’s virtual amenities and resources (e.g., online classroom lessons, workload, office hours, Tutoring Center, virtual events, student organizations, etc.) to be completely accessible [to me/to others].”



Respondents were also asked the same set of questions but in specific reference to Loyola's *virtual* amenities and resources (online classroom lessons, workload, office hours, Tutoring Center, virtual events, etc.). A majority of respondents (67.6%) responded that they "Strongly Agree" or "Agree" that virtual amenities were accessible to them personally, and 39.2% responded that they "Strongly Agree" or "Agree" that the same amenities are accessible to others. 27.5% indicated that they "Strongly Disagree" or "Disagree" that virtual campus resources are accessible to others, an 8.3% increase when compared to the previous question.

Qualitative Analysis

In an open-ended section, respondents were asked "What (if anything) could Loyola do to increase the Universal Design of the University's physical and virtual spaces?" Like other open-ended response questions on the survey, respondent feedback varied and often strayed from the topic of Universal Design, but provided meaningful feedback on how Loyola can improve. Out of a total of 355 individual responses, 309 provided codable responses.

Key themes in the responses:

- Respondents primarily mentioned the need for special classroom accommodations ranging from class recordings to time zone considerations to workload mitigation.
 - In light of the COVID-19 pandemic, respondents in this category voiced a need for professors to pay attention to the different learning styles in the virtual classroom.
 - For instance, many students recommended increased office hours or asynchronous means of engagement for students who need increased flexibility in their academic workload to be successful.
- Similarly, many responses focused on virtual classroom practices that may exacerbate accessibility concerns.
 - Many respondents voiced a need for closed captioning in class, assignment and exam times extended with international students in mind, and asynchronous options for those who cannot attend class regularly.
 - Cameras, as well, were of particular concern for students, especially if they are required for a participation grade in a course.
- Some responses mentioned Loyola's physical campus and how campus areas are seldom universally accessible.
 - Responses in this category often mentioned how some campus buildings have entrances regularly inaccessible to people with a physical disability, have few gender-neutral bathrooms, or have elevators that do not regularly work.

Rambler Civic Engagement

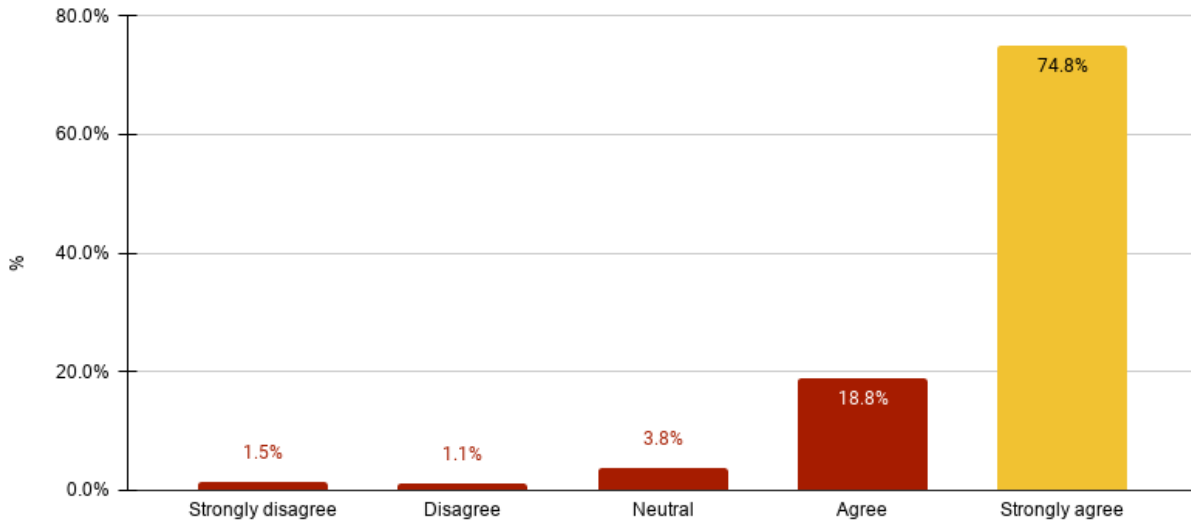
Election Day was recently made a state holiday in Illinois, meaning governmental offices are given the day off. Election day is currently not a national holiday. If Election Day were made a national holiday, private entities, like Loyola, are not required to follow suit.⁸ This section gauges student interest on two dimensions: 1) if Loyola should make Election day a University Holiday and 2) if they would be interested in attending 'Day On' events such as guest speakers, organized debates, educational events, and more instead of regular classes. Respondents were

⁸ <https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=101-0642>

provided this background, but it was not clarified that an Election Day holiday would come at the cost of adding another day on the academic calendar due to accreditation requirements for Loyola.

Figure 8.1: Agreement with Making Election Day a University Holiday

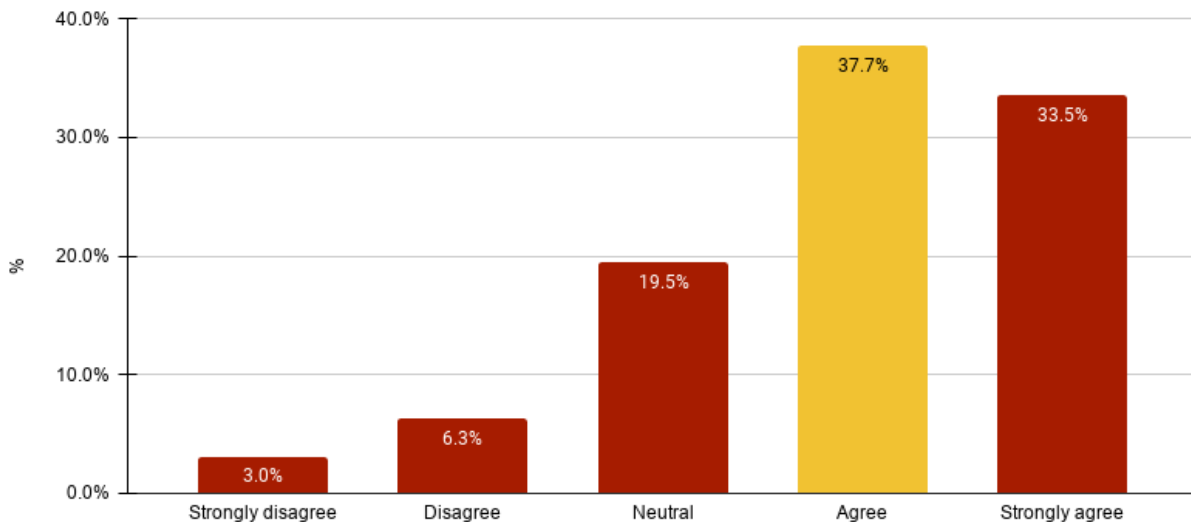
% Agreement with Statement “Loyola should offer Election Day off to students, faculty, and staff as a University holiday to allow eligible citizens time to vote and volunteer in U.S. elections.”



Overall, a strong majority of respondents (93.6%) indicated that they “Strongly agree” or “Agree” that Loyola should offer Election Day off to students, faculty, and staff. 2.6% of respondents indicated that they “Strongly Disagree” or “Disagree” with the statement.

Figure 8.2: Interest in Attending Loyola Election ‘Day On’ Event(s)

% Agreement with Statement “As it is described, I would be interested in attending some part of a Loyola Election ‘Day On’ Event.”



Respondents provided a high level of agreement that they would be interested in attending ‘Day On’ Events such as guest speakers, organized debates, educational events, and more instead of

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regular classes. 71.2% of respondents indicated that they “Strongly Agree” or “Agree” with attending ‘Day On’ Events. Figure 8.2 above shows the full range of responses.

Figure 8.3: Combined Agreement with Making Election Day a University Holiday & Interest to Attend ‘Day On’ Events

Figures 7.1 & 7.2 Overlaid

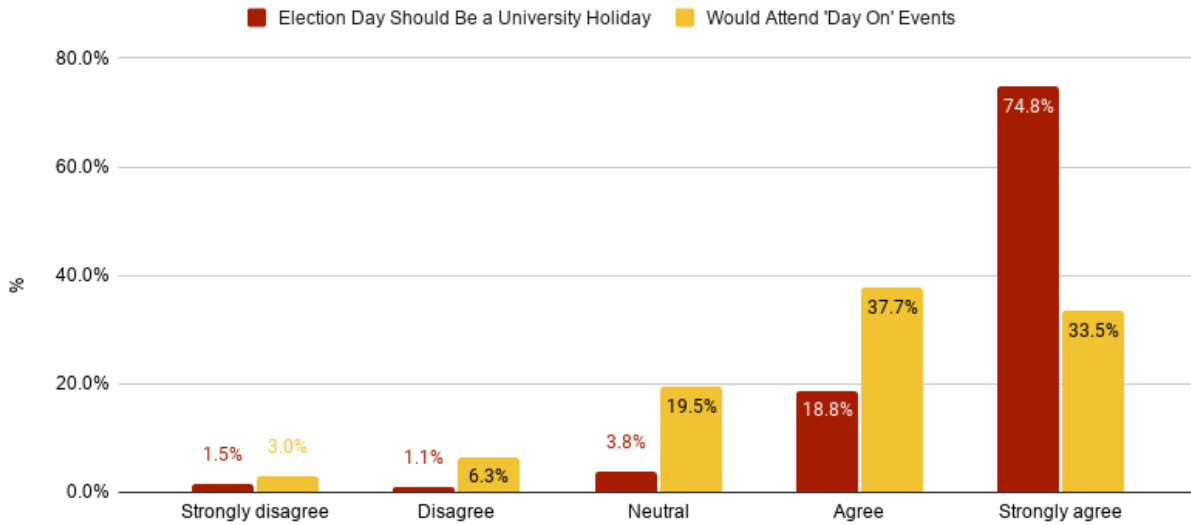


Figure 8.3 displays the two datasets beside one another, with Maroon being the level of agreement with making Election Day a University Holiday, and Gold being willingness to attend ‘Day On’ Events.

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Acknowledgements

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Let us also note that this is far from an academic-grade work; in fact, we welcome ongoing constructive feedback on this report to make this data more accessible, clear, and otherwise useful to readers. It is our sincere intention that the reader (be it within SGLC, Loyola University Chicago, or from another institution) can begin to glean the range of student concerns and SGLC's advocacy in this unique term. Lastly, we thank you, the reader, for taking the time to read this document.

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