



**DIVISIONAL
ANNUAL
REPORT
AND
STRATEGIC
PLAN
UPDATE
2022-2023**



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DEAR HOLY CROSS COMMUNITY:

2022-2023



In the Division of Student Development, our charge is simple and, yet, profound: To provide and promote a transformational, residentially-based student experience rooted in Jesuit, Catholic formation. Working with colleagues across the College and with our students, we endeavor daily to realize the goals called for in the second pillar of *Aspire*, the College’s strategic plan. As we reflect on the previous academic year, we are thrilled to present our 2022-2023 Annual Report and its evidence of the collective dedication and hard work of our entire team.

Our aspirations for delivering a transformational experience worthy of our students has centered on six focus areas that support our perennial goals for ensuring that we give our best to students:

- Student development and formation
- Residential experience
- Student onboarding
- Inclusion and belonging
- Mental health and wellbeing
- Assessment

These focus areas have guided our efforts over the past year. The pages that follow are a testament to the collaborative spirit and shared vision that define our work with and for students. They outline key accomplishments in our priority areas and point to our next steps.

I am fortunate to work alongside colleagues in the Division of Student Development who are wholly committed to the learning, growth, and development of Holy Cross students. Each and every day, we have the opportunity to make a difference in the lives of students, whether by offering enriching opportunities, accompanying them through difficulty and disappointment, fostering community, or mentoring them as they discover their gifts and talents.

We are grateful for the incredible strides we have made together and for the support we have received from partners like you. Together, we are making a difference, and we look forward to the continued journey ahead.

With gratitude,

Michele C. Murray, Ph.D.

Senior Vice President for Student Development and Mission

YEAR ONE STRATEGIC PLAN UPDATES

1. Student development and formation
2. Residential experience
3. Student onboarding
4. Inclusion and belonging
5. Mental health and wellbeing
6. Assessment



In the fall of 2022, the Division of Student Development identified six specific areas of focus for divisional efforts over three academic years, ending in spring 2025. The work in these areas spans across the division, are integrated, and are mutually reinforcing. In the pages to follow, we offer updates on our progress in Year One (AY22-23).

AY22-23

AY23-24

AY24-25

STUDENT DEVELOPMENT AND FORMATION



Create opportunities for staff to deepen their understanding of student development and Ignatian spirituality; ensure that divisional and office-based programs, events, policies, practices, and/or systems are grounded in Ignatian spirituality and are undertaken with a developmental and formative approach.

INITIATIVE 1

Develop a process and practice inventory so that staff will be able to identify the spaces and opportunities in which to further embed student development approaches, as well as elements of Ignatian Spirituality into their work.

Year One Progress:

- Not yet started.

INITIATIVE 2

Focus on education and training so that staff will have the tools and resources they need in order to further embed student development approaches and elements of Ignatian Spirituality into their work effectively.

Year One Progress:

- Developed a divisional onboarding program for new staff that included content about our Jesuit, Catholic mission and JASPA (Jesuit Association of Student Personnel Administrators) resources.
- Held divisional professional development session on the *Principles of Good Practice for Student Affairs at Catholic Colleges and Universities*.

INITIATIVE 3

Develop a four-year student development plan so that we are able to define and articulate for students, families, faculty, staff, and administrators a vision for a four-year student formation plan that is achieved through students' out-of-classroom experience.

Year One Progress:

- Submitted an application for a Lilly Foundation grant to focus on translating Ignatian tradition for a new generation of college students.
- Reviewed over 600 reflections from first-year students who wrote about how their first semester on campus helped shape their understanding of Holy Cross as a Jesuit, Catholic institution.



These nine principles serve as a framework for student affairs professionals at Catholic colleges and universities in their reflection and conversation, staff development, and planning and assessment. They have been developed over many years in collaboration between the Association of Colleges and Universities (ACCU), the Association of Student Affairs at Catholic College and Universities (ASACCU) and JASPA.

THE RESIDENTIAL EXPERIENCE

Develop a residential plan that supports today's and tomorrow's students; identify facilities, staffing, and programming structures that support these plans.

INITIATIVE 1

Envision the future of the residential experience (facilities, supports, programming, and the student residential experience) that culminates in a strategic plan informed by the College's goals for student formation.

Year One Progress:

- Hired a Special Assistant for Residential Strategy and Planning to assist with implementing external review recommendations.
- Administered a Residential Experience Survey. **55% response rate**
- Prepared for opening the City View Townhouses.

INITIATIVE 2

Establish a new living-learning community (LLC) focused on student wellbeing that has a measurable, positive impact on student residents.

Year One Progress:

- Piloted a substance-free living option in Loyola Hall. **42 students**
- Developed an overall vision and specific goals for LLC and recruited the first cohort of residents.
- Hired a Resident Assistant (RA) and Graduate Assistant.

INITIATIVE 3

Review residential processes, procedures, and operations in order to improve student satisfaction, increase equity, and positively impact the student experience.

Year One Progress:

- Reviewed and revised room rate structures.
- Implemented a new staffing model based on best practices.

INITIATIVE 4

Reimagine the residential curriculum by developing a new RA programming model that aligns with the College's goals for student formation.

Year One Progress:

- Created new programming guidelines.



STUDENT ONBOARDING



Create a comprehensive, developmental, collaborative, and connected approach to new student onboarding that is inclusive of and accessible to all students and their families; that acculturates them to and educates them about Holy Cross; and prepares them for the transition to and through college.

INITIATIVE 1

Create a shared understanding of and investment in a collaborative, comprehensive, and developmental approach that results in a well-articulated, campus-wide educational plan for student onboarding and transition through their first year.

Year One Progress:

- Established a divisional working group.

INITIATIVE 2

Develop and launch online modules so that all incoming students will receive and understand introductory information in key areas related to mission, student wellbeing, and diversity and inclusion, among other topics.

Year One Progress

- Developed and launched two homegrown courses for all incoming students on the topics of: alcohol and other substances; sexual violence prevention.
- Began development of two new courses: diversity and inclusion; mental health.



INITIATIVE 4

Continue efforts to evaluate the Gateways Orientation model in order to determine the most appropriate format, scale, and scope of institutional resources.

Year One Progress:

- Made decision to sunset Gateways Summer Orientation.
- Increased outreach and offered travel grants to students with high financial need in order to diversify attendance at summer orientation.
- Piloted a new, reduced-length format of fall orientation.

INITIATIVE 3

Create an effective, comprehensive, and collaborative college-wide, and effective plan for first-year communications that ensures incoming students, their families, and campus offices receive information that satisfactorily meets students' needs.

Year One Progress:

- Shared a first-year communications calendar and encouraged campus partners to contribute.
- Created an inventory of all student on-boarding content.

INITIATIVE 5

Fully realize a collaborative First Year Experience programming model that delivers important developmental and educational content to students so that they are able to demonstrate the necessary and relevant student learning outcomes.

Year One Progress:

- Issued fall 2022 weekly *Living in Community* newsletters.



INCLUSION AND BELONGING

Foster and promote a culture that supports the free and open expression of ideas, identities, and beliefs; build skills to negotiate different perspectives; cultivate capacities for staff to engage in inclusive initiatives and practices; and ensure that divisional and office-based programs, events, policies, practices, and/or systems are inclusive, equitable, and accessible for all students.

INITIATIVE 1

Identify and embed opportunities for student skill development in dialogue, restorative justice, and conflict resolution within existing educational spaces so that students who participate will be able to demonstrate competency in these skills.

Year One Progress:

- Explored establishing a SPEECH (Students Promoting Expression, Empathy, and Civic Harmony) peer educator group.
- Explored joining the NASPA + Constructive Dialogue Institute Program.

accepted into the inaugural cohort for **FALL 2023**

The Constructive Dialogue Institute works with institutions across the education, for-profit, non-profit, and public sectors to help them communicate across differences and build inclusive cultures.

INITIATIVE 2

Educate students about free speech and freedom of expression in a way that is connected to and consistent with college-level efforts so that students who participate in said opportunities will demonstrate an understanding of and appreciation for these concepts.

Year One Progress:

- Benchmarked our institutional efforts.

INITIATIVE 3

Each office will benchmark their initiatives, policies, and practices against their established diversity, equity, inclusion, and belonging (DEIB) professional standards in order to effectively illustrate progress in removing barriers to inclusion.

Year One Progress:

- Benchmarked professional standards against departmental efforts.
- Established a divisional Diversity, Equity, Inclusion, and Belonging committee (DEIB).

INITIATIVE 4

Launch a systematic DEIB professional development, education, and training effort so that all divisional staff have the foundational knowledge and skills necessary to identify and address these issues in their functional areas.

Year One Progress:

- DEIB Committee examined equity-centered assessment.





MENTAL HEALTH AND WELLBEING

Strengthen efforts to address student mental health, substance mis-use, and suicide prevention by becoming a JED Campus; take a comprehensive campus approach to expand the College's health promoting ecosystem in order to further promote student wellbeing.

INITIATIVE 1

Formally join the JED Campus initiative in order to achieve JED Campus designation to further the College's efforts to address suicide prevention.

Year One Progress:

- Formed JED Campus Task Force.
- Completed the JED Campus baseline self-assessment.
- Launched JED Healthy Minds Study Survey.
- Completed the JED Campus site visit in spring 2023.

The Jed Foundation (JED) is a nonprofit that protects emotional health and prevents suicide for our nation's teens and young adults, giving them the skills and support they need to thrive today... and tomorrow.

INITIATIVE 2

Formally join the US Health Promoting Campuses Network and adopt the Okanagan Charter in order to promote, expand, and increase access to the College's health-promoting ecosystem.

Year One Progress:

- Gained support of College leadership. joining SPRING 2024 cohort
- Reviewed the Okanagan Charter and steps required to become a US Health Promoting Campus.

The Okanagan Charter: An International Charter for Health Promoting University and Colleges calls on post-secondary schools to embed health into all aspects of campus culture and to lead health promotion action and collaboration locally and globally. Created in June 2015, the Charter provides institutions with a common language, principles, and framework to become health and wellbeing promoting campuses.

INITIATIVE 3

Institute health-promoting efforts in key areas including lifestyle medicine and peer wellness coaching, among others, to demonstrate a positive impact on individual student wellbeing.

Year One Progress:

- Implemented new Peer Wellness Coaching Program. two staff, several student leaders trained and meeting with students
- Initiated Lifestyle Medicine Certification for two Health Services staff members.
- Began responding to recommendations from the JED self-study.
- Developed programming for the Ciampi Hall Wellbeing LLC with the assistance of the Ciampi Steering Committee.



ASSESSMENT

Build a culture of evidence within the division by engaging in transparent and continuous data collection that informs our work and student learning.

INITIATIVE 1

Develop a divisional three-year strategic plan with assessable goals so that divisional strategic initiatives will have longitudinal, reliable, and valid assessment data to support goal-setting and measured progress.

Year One Progress:

- Published the Divisional Five-Year Impact Report.



SCAN TO READ

- Published the Student Development Strategic Plan.



SCAN TO READ



INITIATIVE 4

Make divisional assessment efforts visible so that the division's assessment efforts and resources are centralized and accessible.

Year One Progress:

- Created a divisional assessment Drive to house and share assessment results.

INITIATIVE 2

Develop plans to, and field assessment projects at, both the divisional and office levels in order to identify impact and promote evidence of student learning.

Year One Progress:

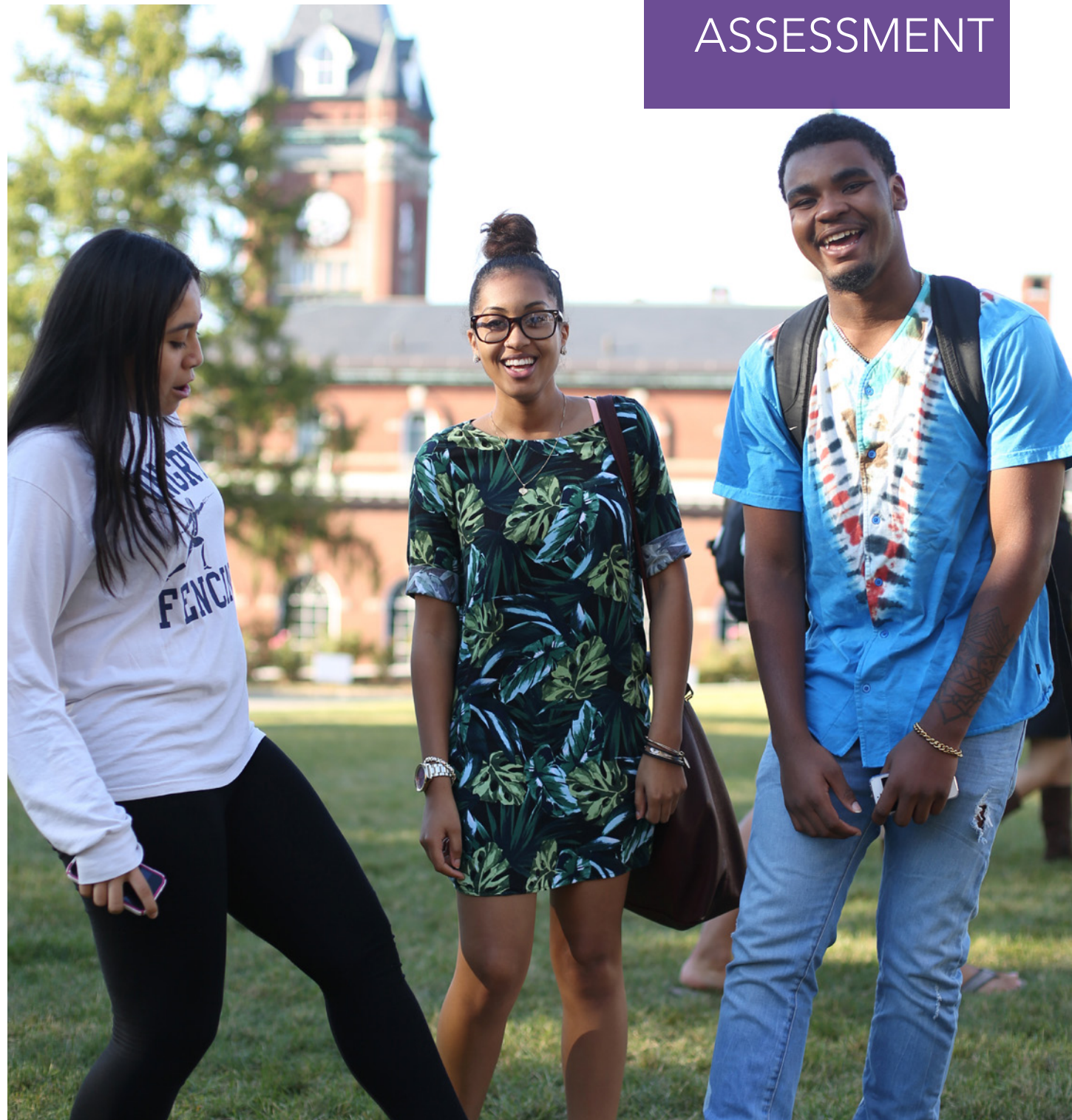
- Began development of a Student Development Survey.

INITIATIVE 3

Create a divisional assessment education plan so that staff feel empowered to field their own assessment efforts.

Year One Progress:

- Not yet started.





HIGHLIGHTS FROM OUR DIVISIONAL ANNUAL REPORTS

In addition to the progress made in our strategic areas of focus outlined in the previous pages, staff and departments continued their work in additional areas. The following pages highlight some of the additional key achievements and news from the Division.

CAMPUS RECREATION

- New to Holy Cross, the Pink Gloves Boxing (PGB) program was implemented for an inaugural class of 55 students in the spring semester.

PGB is a non-contact, licensed curriculum-based boxing class aimed to improve self-esteem, self-discipline, and physical strength to those who identify as women.

- Intramural spikeball (60 participants) and softball (205 participants) leagues were initiated.
- The following clubs achieved competitive success in playoffs, regionals, and/or nationals: Running Club, Men's Lacrosse Club, Men's Rugby Club, and Gaming & E-Sports Club.

1,287 students participated in an intramural sport.

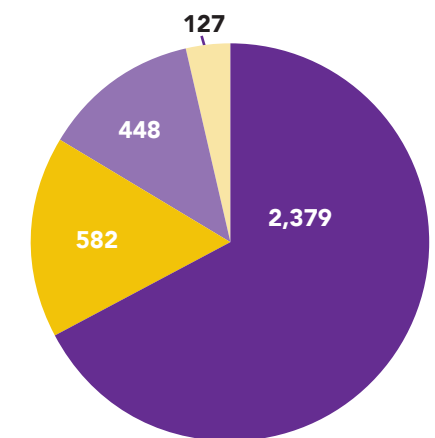
CARE AND EMERGENCY FUNDING

- There were 164 referrals to the Care Team, 39% of which were first-year students.
- Evaluated 522 emergency funding requests for assistance related to: course materials, winter coats and boots, technology repair, medical bills or services, travel home or for family emergencies, graduate school applications, and for food insecurity.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

- Renamed the office from Counseling Center to Counseling and Psychological Services (CAPS).
- Approximately 25% of the student population presented for psychological services, outpacing the national average of 12% in AY22 (as reported in the Association for University and College Counseling Center Directors 2022 surveys).
- CAPS staff members assisted with the facilitation and/or re-entry process for 23 students who received emergency psychiatric evaluations and/or treatment at a hospital.

- Students who participated in psychotherapy demonstrated statistically significant improvement in their symptoms across all eight measured domains (depression; generalized anxiety; social anxiety; academic distress; eating concerns; hostility; substance use; and distress index) as measured by the *Counseling Center Assessment of Psychological Symptoms* (CCAPS).
- Offered 102 outreach programs to more than 3,000 campus members.



Individual and Group Psychotherapy Sessions
Crisis Sessions
Consultations
Psychiatric Sessions

HEALTH SERVICES

- In a newly updated post-visit satisfaction survey, 100% of respondents strongly agreed/agreed that they felt empowered to take steps to improve their health and wellbeing.
- Established a Women On the Run Club as part of celebration of 50 years of coeducation. As part of which, 44 participants trained weekly and completed a half marathon in April.

6,022 clinical visits to 1,687 unique students.



HOLY CROSS BANDS

- Achieved a 95% student-musician retention rate.
- The 23-member marching band completed 6 performances and 22 rehearsals in support of the College's football team.
- The 30-member pep band completed 14 performances and 10 rehearsals in support of the mens' and women's basketball teams and men's and women's ice hockey teams.

PARENT AND FAMILY ENGAGEMENT

Opened in spring 2022, the Office of Parent and Family Engagement continued establishing a foundation and implementing strategies based on assessment from campus partners and families.



Distributed monthly newsletters with an average open rate of **75%**.



Hosted six episodes of the "From The Hill to You" series, with viewership ranging from **100-400 families**.



Record high participation at Family Weekend with **1,400 families** (nearly 4,000 guests) registered for the weekend.



Invited to join the Unofficial Parent Facebook Group.



Engaged with 300+ phone calls and emails.

RESIDENTIAL LIFE & HOUSING

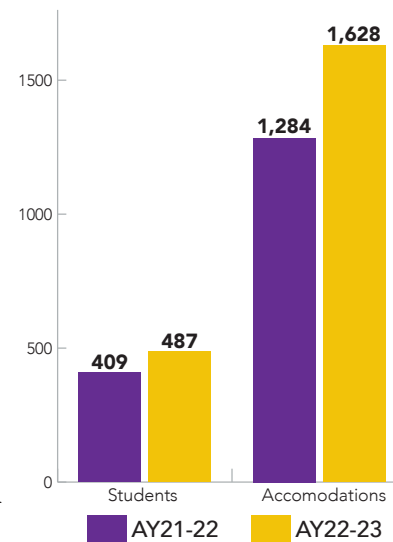
- Welcomed and housed 890 students in the Class of 2026 – the largest class in the history of the College.
- Housed 160 students at The EDGE with assistance from a Graduate Assistant and 3 RAs.
- Approximately 68% of RAs requested to return to the position for fall 2023, which is 20% more than fall 2022.
- Increased number of co-ed floors in first-year, sophomore, and junior halls for fall 2023 housing selection.

Fall 2023 residential occupancy was 2,704 students, which is 84 more students than fall 2021.

STUDENT ACCESSIBILITY SERVICES

- Met needs of 16% of Holy Cross student population, which is 13% higher than the previous year.
- Kenrose Kitchen Table Foundation (KKTF) Grant helps purchase licenses for Glean computer programs that enable students to record lectures and annotate them in real-time. The program now includes a complete transcript of all recordings which reduces our reliance on costly peer note-takers.

Continued to see an increase in the number of accommodations provided to students



The Kenrose Kitchen Table Foundation is a private, philanthropic organization that, over the years, has provided generous gifts to Holy Cross that support a number of significant programs at the College.

STUDENT CONDUCT AND COMMUNITY STANDARDS

- Increased compliance efforts in collaboration with Parking and Transportation, TIX/EO, Parent and Family Engagement, and Health Services, which contributed to achieving a 100% completion rate for all new student educational requirements.

STUDENT INVOLVEMENT (OSI)

- The Sader Center opened on the first floor of the Hogan Campus Center and serves as a resource to students for free access to social and recreational activities such as lawn games, ice skates, board games, art supplies, and knitting and sewing supplies.

The Sader Center loaned 430 items out to 183 different members of the community.

- In response to student needs, ridership data, and the College's continued investment in Worcester, the Student Government Association (SGA) re-evaluated its shuttle service and offered additional routes and stops throughout downtown Worcester.
- Supported 5 students at the National Jesuit Student Leadership Conference at Loyola Maryland University, and won the bid to host the July 2023 conference.

The National Jesuit Student Leadership Conference (NJS LC) is a multi-day conference for all 28 Jesuit colleges and universities throughout the United States sponsored by the Jesuit Association of Student Personnel Administrators (JASPA). The conference provides student leaders with collaborative opportunities to develop ideas, explore issues, and build stronger leadership skills to better serve their institutions in the Jesuit tradition.

- OSI supported 1,417 student club events, and hosted or sponsored 426 additional events and opportunities.

STUDENT WELLNESS EDUCATION

- Offered a new Wellness Coaching service for students with professional staff. Began training 15 students to take on the role as Peer Wellness Coaches.
- Significantly expanded wellness programming and assessment efforts with Athletics.
- Created wellness partnership with 6 athletic teams offering targeted wellness education content and created education events that reached the entire student athlete population.

The Wellness Coaching Program offered 162 appointments to 86 individual students.

DIVISIONAL PROJECTS

- Division name rebranded from Student Affairs to Student Development.
- Redesigned the divisional website.
- Standardized assessment reporting across the division.
- Engaged in a division-wide strategic planning process.

See pages 2-15 of this report





STAFF HIGHLIGHTS

AWARDS

- **Kelsey DeVoe**, Director of Health Services, was awarded the 2022 New England College Health Association President Award.
- **Mackenzie Drew**, the Special Assistant to the Associate Dean for Student Engagement, was awarded the Ignatian Outstanding Graduate Student Award by JASPA, the Jesuit Association of Student Personnel Administrators.

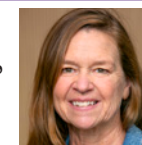
PUBLICATIONS

- **Moran, K.** (2022). *How Recovering from an Eating Disorder Made Me Queer*, Chapter 33 in book *Queering Nutrition and Dietetics: LGBTQ+ Reflections on Food Through Art*, edited by Phillip Joy & Megan Aston.
- **Lipsitz, N.** & Rosen, A. (2022). A joyous perspective on the full moon. *European Journal of Applied Positive Psychology*, 6(16), 1-7.
- **Mayo, E. M.** (2023). *DISABLED Faculty and Staff in Higher Education: Intersecting Identities and Everyday Experience*. In M. L. Vance (Eds.), *Having A Disability...And So Much More: Exploring The Impact Of Disability And Other Identities On My Experience As A Higher Education Professional And Activist*. Association on Higher Education And Disability.

- Chimento G, Osinski A, **DeVoe K**, et al. (2023). Notes from the Field: Outbreak of Cryptosporidiosis Among Collegiate Swimmers and Evidence of Secondary Transmission — Massachusetts and Rhode Island. *MMWR Morb Mortal Wkly Rep* 2023.

PROMOTIONS AND JOB CHANGES

- **Darlene Menz**, Associate Director, Health Services
- **Caitlin MacNeil**, '13, Associate Director, Student Involvement



NEW POSITIONS CREATED

- Associate Vice President for Student Development and Dean of Students

The Division will welcome Charles Todd, Ph.D. in July 2023

- Staff Psychologist/Coordinator of Group Counseling, CAPS
- Public Health Registered Nurse, Health Services
- Residence Life & Housing: Director of Housing Operations, Area Coordinator, 4 Hall Directors, Assistant Director, 2 Graduate Assistants
- Assistant Director, Student Accessibility Services



WELCOME NEW STAFF

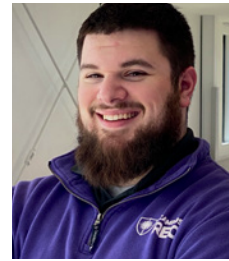
The Division of Student Development welcomed several new staff members from July 2022–August 2023.



Charles N. Todd, PhD
Associate Vice President for Student Development and Dean of Students
Pronouns: he/him/his



Max Silverman
Assistant Director, Campus Recreation
Pronouns: he/him/his



Tyler Camuso
Building Supervisor, Campus Recreation
Pronouns: he/him/his



Noah Peterson
Postdoctoral Psychology Trainee/Coordinator of Student-Athlete Psychological Services, Counseling and Psychological Services
Pronouns: he/him/his



Brianna Turner-Douglas
Area Coordinator, Residence Life and Housing
Pronouns: she/her/hers



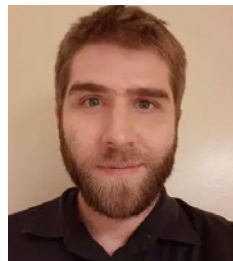
Jaslyne Lemus-Avila
Resident Director, Residence Life and Housing
Pronouns: she/her/hers



Karli Selz
Resident Director, Residence Life and Housing
Pronouns: she/her/hers



Emma Wilburn
Resident Director, Residence Life and Housing
Pronouns: she/her/hers



Jeff Daily, Psy.D.
Staff Psychologist/Coordinator of Group Counseling, Counseling and Psychological Services
Pronouns: he/him/his



Gabby Trainor
Staff Clinician/Coordinator of Multicultural Psychological Services, Counseling and Psychological Services
Pronouns: she/her/hers



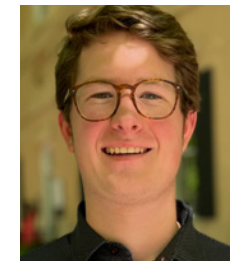
Sara Cauley
Predoctoral Psychology Extern, Counseling and Psychological Services
Pronouns: she/her/hers



Nicole Walden
Predoctoral Psychology Extern, Counseling and Psychological Services
Pronouns: she/her/hers



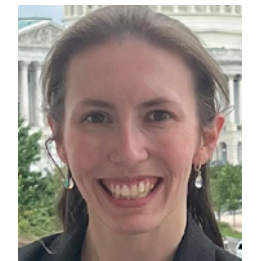
Janety Quee
Administrative Coordinator, Residence Life and Housing
Pronouns: she/her/hers



Griffin Sheffield
Graduate Assistant, Residence Life and Housing
Pronouns: he/him/his



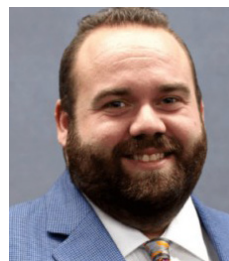
Gabrielle Clark
Associate Director, Student Accessibility Services
Pronouns: she/her/hers



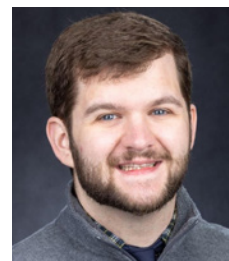
Erin Mayo
Assistant Director, Student Accessibility Services
Pronouns: she/her/hers



Alex Weld
Nurse Practitioner, Health Services
Pronouns: she/her/hers



Mark Wade
Associate Director, Residence Life and Housing
Pronouns: he/him/his



Zachary Sneeringer
Assistant Director, Residence Life and Housing
Pronouns: he/him/his



Luke DiCicco
Area Coordinator, Residence Life and Housing
Pronouns: he/him/his



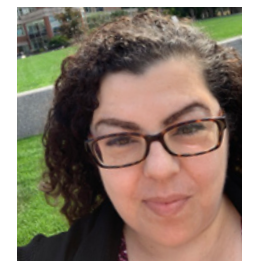
Mackenzie Drew
Assistant Director, Student Involvement
Pronouns: she/her/hers



Mark Kubasak, '20
Assistant Director, Student Involvement
Pronouns: he/him/his



Yandi Pierre, '22
Assistant Director, Student Involvement
Pronouns: she/her/hers



Katie Hardy, '00
Office Coordinator, Division of Student Development
Pronouns: she/her/they/them



COLLEGE OF THE
Holy Cross

Division of Student Development