

Messina

Fall 2015 Mid-Year Student Survey Findings

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For questions regarding this document, please contact:

Mary Ellen Wade

Associate Director of Messina

mewade@loyola.edu

Maryland Hall 145

410.617.2225

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Overview

1028 students¹ participating in Messina during the Fall 2015 semester were invited to participate in a web survey to assess their first-year experience, including their participation in the Messina program at Loyola University Maryland during the fall semester. The survey was an adaptation of previously administered surveys developed in consultation with the Messina Advisory Board and was submitted for Institutional Review Board for approval (FWA00013527) before it was sent to students. Questions were designed to correspond to the four main areas of Messina learning outcomes – Discernment, Critical Thinking, Community and Integrated Learning (see Appendix A for complete list of Learning Outcomes). An added emphasis on the learning outcome of Discernment was highlighted within the survey instrument.

The survey was conducted from December 1, 2015 – January 4, 2016. In total, 469 students began the survey² and 361 students fully completed the survey. Data represents the following themes and identities:

- 175 (44.64%) respondents represented Self and Other, 113 (28.83%) respondents represented Stories We Tell, 104 (26.53%) respondents represented The Visionary.³
- 127 (32.40%) respondents identified as men, 265 (67.60%) respondents identified as women.

Summary of Findings

In addition to exploring aspects of the first-year experience, this year's survey had an emphasis of evaluating our Messina learning outcomes around Jesuit Mission and Values. For questions related to the fall semester experience, students were asked to rank how often they engaged in or thought about a variety of personal, academic, and social activities during their first semester.⁴ Students also responded to a follow-up question regarding the level of importance each area was to them.⁵ A final question was asked to explore the level of influence participation in Messina had in relation to the area.⁶

Jesuit Mission and Values

- 198 (54.70%) of students indicated *examining values and principles involved in their own decision-making processes* “often or very often.” 335 (92.54%) indicate that this “somewhat to very important” to them.
- Students were asked *how do you personally define discernment* and responses were evaluated against a predetermined rubric. Responses suggest students had some difficulty defining this⁷ only 116 (36.14%) of students responding to this question were able to provide a response that was an example of a *beginning* (1) to *advanced* (4) knowledge of discernment. However, in a subsequent question to students who “agree or strongly agree” that *discernment is a practice that is personally meaningful to me* about how they personally take part in discernment, 174 (74.68%) students were able to provide a basic example that could be evaluated by the rubric.

Critical Understanding

- *Academic growth, becoming a college student* was one aspect that was mentioned less frequently by students as a lesson learned on this survey compared to 2014 and 2013. However, students were more open and descriptive in remarks throughout the survey about academic struggles they encountered and resources discovered through Messina to help with this transition.

¹ Only students who were 18 years of age or older by 12/1/15 were able to participate in this survey.

² Seven of these students opted to not participate in this survey.

³ This total number includes students who did not complete the entire survey.

⁴ Students selected one of the following four choices: “Never, Sometimes (1-2 times), Often (monthly), or Very Often (weekly).”

⁵ Students selected one of the following three choices: “Not At All Important, Somewhat Important, or Very Important.”

⁶ Students selected one of the following four choices: “No Influence, Little Influence, Some Influence, Very Influential.”

⁷ Related to the aspects of discernment included in Loyola's Values statement

Connections to Loyola Community

- 263 (72.45%) of students indicated that Messina had “some influence or was very influential” in helping them feel that they *had support in regard to becoming a part of the Loyola community* and 281 (77.41%) experienced this feeling “often or very often.”
- Through enrichment sessions, students have been getting acclimated to various aspects of the Loyola Community. The top five meaningful enrichment hour topics from the fall were sessions related to *selecting classes/understanding core requirements, off-campus travel, stress management, time management* and *campus resources/transition issues*.

Integrated Learning

- 222 (61.16%) students indicated “often or very often” *used knowledge and skills discussed or developed in classes to contribute to their understanding of content in other classes*. 33 (9.09%) indicated that they “never” engaged in this practice. 186 (51.24%) indicated that their participation in Messina had “some influence or was very influential” in contributing to this behavior.

Other Observations

- 270 (77.36%) students indicated attending a Common Text event held during the semester other than the event held during fall orientation. 206 (59.20%) mentioned that *Clybourne Park* was a topic in their Messina class beyond the fall orientation session.
- When asked to indicate what Messina learning outcomes related to their top enrichment session choice, the top four learning outcomes were similar to those reported in Fall 2014 and Fall 2013- *explore and articulate values and principles involved in personal decision-making, demonstrate increased knowledge and use of campus resources that aid critical thinking, establish healthy, mutually beneficial and respectful relationships with others including faculty, administrators, staff and peers* and *demonstrate a sense of belonging to the community at Loyola University both in and out of the classroom*.
- Fall 2015 responses decreased slightly in response to the question as to the extent of how excited students are looking forward to the spring semester- in Fall 2014, 249 (83.84%) of students were “excited to most excited” while in Fall 2015, this number dropped to 256 (76.42%) of students feeling this same way.
- Similar to 2014 and 2013, students continue to indicate that the some of the most important lessons they have learned through participating in Messina are lessons around *self-awareness and personal growth, connecting to Loyola and campus resources, and connecting with others/ understanding others/ working with others*. One area that dropped this year is *academic growth, becoming a college student*.

Select Responses to Open-Ended Questions⁸

How You Personally Define Discernment

- “I always think of the phrase St. Ignatius said: ‘motions of the soul.’ I define discernment as examining whether the choices I make align with the core of who I am and the path I want to be on.”
- “I define discernment as stopping and thinking before taking action. Taking the time to reflect and pray before any decision whether it be big or small.”
- “A ‘figuring out’ process for both little and big decisions and how they will make an impact in who I become in life. Usually involves me praying.”
- “I define discernment as a reflection upon a situation as a decision making process that could be quite hard, but gives you a clear understanding of what you want for yourself and how your decision will affect yourself and others.”

Lessons Learned During the First Semester

- An important lesson I have learned from participating in my Messina during the first semester would be to always express how you feel and do not be afraid of others judging what you think or say. At first, my Messina was very closed off and awkward; however, over the semester, the more people talked and

⁸ More details about these questions and responses can be found on pages 7-12 of this document.

discussed things not only in our enrichment but also in our class, the more everyone opened up. By the end of the semester, my Messina definitely was a lot closer and I perceived everyone as more of a friend than a classmate.

- During the first semester Messina program I learned that it is alright not to feel 100% comfortable with a new environment right away. I was expecting to arrive at college and automatically fall in love with it. However, the transition was harder than expected. The messina program made me comfortable with the transition and made me feel as if this was normal.
- I have learned to challenge and delve into areas rather than to just accept facts. To find counter arguments and try to defend different positions on a topic.
- I really enjoy my Messina. [My Evergreen] has created an environment that everyone loves and feels respected in. I believe that I have honestly improved my tolerance of others and have become a more respectful person.
- In college, I will make many mistakes. In addition to academics, there are so many more challenging experiences. Messina helped me to realize how I can reflect on who I am, and recognize the strengths of others, but without comparing myself in a negative way.
- It is our responsibility to be aware and connected to our world and the other people in it.
- People here want to see you succeed; they want to help you. All you have to do is ask. Actually, pretty often you don't even need to ask because they just know and they offer before you have a chance.
- Something that made a difference in my first semester, was learning how to have a voice and to speak words of honesty and truth. I have always been pretty reserved and I learned how to open up and speak from my heart.
- That I need to broaden my mind and see the big picture of things. This helps me to become more knowledgeable in terms of academics, but also makes me more socially aware.
- That it is okay to not be okay sometimes. It important to think about the bad times and reflect upon them in order to make the future better.

Future Consideration/Area to Further Explore

In reading through student responses on discernment, it will be interesting to see if perspectives on what discernment is and how students practice discernment grow over the course of their experience at Loyola. Potential opportunities exist in questioning students regarding this topic in their senior year. Additional opportunities exist in exploring if and how other offices, particularly in the Student Development division, weave in aspects of the practice of discernment into their work with students.

Detailed Findings

Fall Semester Experience

Question: Please respond to the following set of statements as they related to your fall semester experience as a first-year student at Loyola.⁹

	During your fall semester experience, how often did you do or experience the following?				Please indicate the amount of importance this area is for you.	What level of influence did your participation in Messina have in relation to this area?			
	NEVER	SOMETIMES (1-2 times)	OFTEN (monthly)	VERY OFTEN (weekly)		SOMEWHAT TO VERY IMPORTANT	NO INFLUENCE	LITTLE INFLUENCE	SOME INFLUENCE
Spent private time in reflection (n=362)	36 9.94%	183 50.55%	93 25.69%	50 13.81%	300 82.87%	103 ¹⁰ 28.53%	130 36.01%	99 27.42%	29 8.03%
Examined values and principles involved in your own decision-making processes (n=362)	29 8.01%	135 37.29%	119 32.87%	79 21.82%	335 92.54%	94 ¹¹ 26.11%	118 32.78%	115 31.94%	33 9.17%
Dedicated time to reflection, mediation, deep contemplation, or prayer (n=363)	75 20.66%	168 46.28%	66 18.18%	54 14.88%	286 ¹² 79.22%	139 ¹³ 38.61%	114 31.67%	77 21.39%	30 8.33%
Examined ethical questions in regard to your conduct (n=362)	72 19.89%	159 43.92%	80 22.10%	51 14.09%	300 ¹⁴ 83.33%	110 ¹⁵ 30.90%	118 33.15%	90 25.28%	38 10.67%
Used knowledge and skills discussed or developed in your classes to contribute to your understanding of content in other classes (n=363)	33 9.09%	108 29.75%	122 33.61%	100 27.55%	339 93.39%	72 ¹⁶ 20.00%	102 28.33%	123 34.17%	63 17.50%
Discussed your Messina theme with friends or classmates outside of class (n=361)	135 37.40%	136 37.67%	61 16.90%	29 8.03%	163 45.15%	136 ¹⁷ 37.99%	99 27.65%	77 21.51%	46 12.85%
Felt that you had support in regard to becoming a part of the Loyola community (n=363)	16 4.41%	66 18.18%	139 38.29%	142 39.12%	348 95.87%	32 ¹⁸ 8.86%	66 18.28%	133 36.84%	130 36.01%
Felt that you belonged at Loyola (n=363)	18 4.96%	77 21.21%	106 29.20%	162 44.63%	349 ¹⁹ 96.94%	43 ²⁰ 12.11%	80 22.54%	131 36.90%	101 28.45%

⁹ These questions were asked on previous surveys but in different ways. Please see Appendix C for more information on how students responded to these questions in previous years.

¹⁰ Response rate for this question dropped to 361.

¹¹ Response rate for this question dropped to 360.

¹² Response rate for this question dropped to 361.

¹³ Response rate for this question dropped to 360.

¹⁴ Response rate for this question dropped to 360.

¹⁵ Response rate for this question dropped to 356.

¹⁶ Response rate for this question dropped to 360.

¹⁷ Response rate for this question dropped to 358.

¹⁸ Response rate for this question dropped to 361.

¹⁹ Response rate for this question dropped to 360.

²⁰ Response rate for this question dropped to 355.






Question: If desired, please comment on any responses you made in the previous eight questions.

Previous Question: Please respond to the following set of statements as they related to your fall semester experience as a first-year student at Loyola.(n=17)

Nine respondents offered constructive comments related to negative experiences and/or criticisms. Feedback ranged from Messina being difficult to be a part of as a commuter or as an athlete in term of scheduling. Half of the respondents felt that the program was either not necessary or should be optional. Three of these respondents alluded to issues with their specific Messina section.

Eight respondents offered comments related to positive experiences and/or highlights. Six described how their experience in Messina helped them with their transition to college, mentioning their working group as a contributing factor. Two respondents described experiences that they did not feel their participation in Messina is what led to a sense of belonging, but they were still able to find this by participating in pre-fall programs.

Question: Please use the sliding scale to indicate to what extent you are looking forward to the spring semester. Selecting a sad face indicates that you are not at all looking forward to the spring semester. Selecting a happy face indicates that you are completely looking forward to the spring semester.

Level	Description	2015 Messina Responses (n=335)	Percentage	2014 Messina Responses (n=297)	Percentage
	1- Not At All Excited	9	2.69%	11	3.70%
	2- Somewhat Not Excited	23	6.87%	12	4.04%
	3- Neutral	47	14.03%	25	8.42%
	4- Excited	141	42.09%	126	42.42%
	5- Most Excited	115	34.33%	123	41.41%

Question: If desired, please further elaborate on the response you selected in the previous question. (n=64)

Previous Question: Please use the sliding scale to indicate to what extent you are looking forward to the spring semester. Selecting a sad face indicates that you are not at all looking forward to the spring semester. Selecting a happy face indicates that you are completely looking forward to the spring semester.

- 1- Not At All Excited (2 responses)
 - One of the two students indicated that Loyola was not the right fit for them- classes were good but has not made connections with other students. The other student indicated not liking the idea of enrichment sessions in the spring but appreciating staying with the same Messina class.
- 2- Somewhat Not Excited (10 responses)
 - Four students described feeling apprehensive about their classes and the work load. Two students talked about transferring- 1 is transferring for the spring and the other student wished they had been accepted at another institution. Two students indicated specifically feeling apprehension about their Messina class for the spring. One student was indifferent to the new semester.
- 3- Neutral (4 responses)
 - Two students indicated specifically feeling apprehension about their Messina class for the spring. Two other students described that they are not connecting with others at Loyola.
- 4- Excited (32 responses)
 - Responses spanned a variety of areas. About half of the students indicated being excited to come back in the spring. Some excitement stemmed from connections made with other students and their Messina section. Conversely, about half were apprehensive about the spring semester due to concerns about a challenging course load or not know what to expect from their Messina section.

Additionally, three students talked about still seeing if Loyola is the right fit for them in the context of making connections with other students.

- 5- Most Excited (17 responses)
 - Almost all responses indicated that students are excited to reconnect with their friends, begin new classes, getting more involved and beginning a new Messina class. Three students indicated feeling relief that their first semester was complete. One student indicated they are transferring.

Discernment Questions

To evaluate responses to the questions in this section, three rubrics were developed based off of the Loyola University Maryland²¹ discernment definition.

Question: How do you personally define discernment?

Students received a score between 0 to 4. Students receiving a (0) either had no definition or an incorrect definition of discernment. Students receiving a (1) had a beginning knowledge of what discernment is, while students receiving a (4) had an advanced grasp of the topic of discernment.

	N/A (0)	Beginning (1)	(2)	(3)	Advanced (4)
Responding to the question: <i>"How do you personally define discernment?" (n=321)</i>	215	83	20	2	1

Selected Responses (reflecting rubric scores of 0-1):

- Choosing a path for the rest of your life
- To understand and participate
- The ability of how well you do something.
- Deciding between two options
- The ability to judge
- the ability to make choices
- to have good judgement
- Self focus
- Understanding, determining meaning
- Discernment means making the right choices by using and improving morals.
- Making rational and informed decisions
- The ability to judge a situation and evaluate it

Selected Responses (reflecting rubric scores of 2-4):

- I always think of the phrase St. Ignatius said: "motions of the soul." I define discernment as examining whether the choices I make align with the core of who I am and the path I want to be on.
- I define discernment as stopping and thinking before taking action. Taking the time to reflect and pray before any decision whether it be big or small.
- A "figuring out" process for both little and big decisions and how they will make an impact in who I become in life. Usually involves me praying.
- I define discernment as personal discovery or problem solving that can be achieved through extensive reflection and personal examination.
- Discernment is deciding for yourself which choices fit the best for you in order to improve your way of living and obtain a closer relationship with God in your life.

To provide an idea of common themes of responses, the following word clouds were generated from all student responses. While similar words were of importance in each of the three sets of word clouds, individual responses suggested there was a range of depth of response across student answers.

²¹ Mission, Vision, and Values. (n.d.). Retrieved December 14, 2015, from <http://www.loyola.edu/about/mission-vision-values>
Please see Appendix B for the complete definition and rubric.

Question: *Discernment is a practice that is personally meaningful to me.* (n=322)

Strongly Disagree	24	7.45%
Disagree	3	0.93%
Neither Agree nor Disagree	61	18.94%
Agree	165	51.24%
Strongly Agree	68	21.12%

Following their response to the above question, students were then asked to respond to one of the three questions listed below. Students who selected “Agree” or “Strongly Agree” then were asked to respond to “Question A,” those who selected “Disagree” or “Strongly Disagree” were asked to respond to “Question B” and those who selected “Neither Agree nor Disagree” were asked to respond to “Question C.”

Question A: Describe a way in which you personally take part in the act of discernment?

To evaluate responses to this question, students received a score between 0 to 4. Students receiving a (0) either had no example or the example provided was not actually discernment. Students receiving a (1) had a minimal description of an example that suggests a practice of discernment, while students receiving a (4) had a clear example discernment.

	N/A (0)	Beginning (1)	(2)	(3)	Advanced (4)
Responding to the question: <i>“Describe a way in which you personally take part in the act of discernment?” (n=233)</i>	59	118	38	17	1

Selected Responses (reflecting rubric scores of 0-1):

- Doing homework instead of using phone
- I judge people
- Judging the amount of studying needed for an exam
- Literally every decision made in life is discernment. If I choose to drink water as opposed to tequila on a particular Friday night, that would be an example of discernment.
- By determining if a decision is beneficial or not
- I discern between good and bad choices
- I think about things before I judge them

Selected Responses (reflecting rubric scores of 2-4):

- I often think about whether I am where I should be in life, and whether I am headed in the right direction. I pray to God and ask him for wisdom so that I may know which paths He is calling me to take.
- I believe it is important to take a step back and reason with decisions that you need to make or are currently making and reflect on your life to make sure that you are where and who who aspire to be.
- I think everyone is faced with the act of discernment throughout their life time. Some people prefer not to be/act/pick (etc) which can lead to a sense of just drifting through life. I feel it is important to take part in the act of discernment because it can advance a person’s life in a clear-er direction. (though no path in life is truly a clear path)
- I take part in the act of discernment by reflecting on my decision-making often to ensure that I am staying true to my values and becoming a better person on a day-to-day basis.
- I reflect on important decisions that I have to make and pray to God for guidance
- As a first year completing my first semester, I have often been realizing that there is more that I could be giving (of my abilities and talents) to the Loyola community that I have not given yet. As I make my

Rubric Scores of "1,2, 3, or 4"



Question C: In the previous question you responded "Neither Agree nor Disagree." Please briefly describe why you selected that choice.

No rubric was used to evaluate responses to this question. Instead, common themes were determined from student responses.

- Unsure what discernment is (18 responses)
- Discernment is not a priority for them (12 responses)
- Open to discernment/ provided a response that suggests an understanding of discernment (9 responses)
- Response unable to be categorized into a particular theme (8 responses)
- No response provided (6)
- Disagree that discernment is useful or applicable to them (4 responses)
- Indifferent about discernment (3 responses)
- Open to discernment but it is not a priority (1 response)

Selected Responses:

- I agree/disagree, because it is something that I do feel is an important aspect of life, yet I do not consider its importance in my own life as much as I wish I currently did.
- honestly didn't really know what it meant until I looked it up, but I consider myself a pretty perceptive person when it comes to meeting people and that is important to me to be around real, genuine people
- Being at Loyola, a highly influential Jesuit community, it is important to understand spiritual direction and understanding, however, I do not feel that this ideal is that important to me. Once we graduate from Loyola, this ideal will not be as strongly influenced.
- I chose this answer because having the ability to judge well should just be important to all. To me, it isn't a personal practice but rather I just try to allow discernment to take place in my routines without telling myself it must be a practice.
- I think discernment has the connotation that it is purely religious and not secular, but I do think finding my personal truths through discernment is important.

The following series of charts present the following information:

The X-Axis represents the total amount of responses for the combined information of the rubric score of a student’s discernment definition aligned with the rubric score they received for their response to the follow up question.

The Y-Axis represents the rubric score of students responding to the follow up question- either *Describe a way in which you personally take part in the act of discernment* (seen by students who responded “strongly agree” or “agree” to the meaningful practice question or *What do you find challenging in regard to discernment in your own life* (seen by students who responded “strongly disagree” or “disagree” to the meaningful practice question.

The markers represent the comparison of both rubric scores in relation to how much they view discernment as a meaningful practice. For example, in Chart 1 (below), there were a total of fifteen students who scored a “0” for their discernment definition and scored a “1” on the follow up question.²²

Chart 1

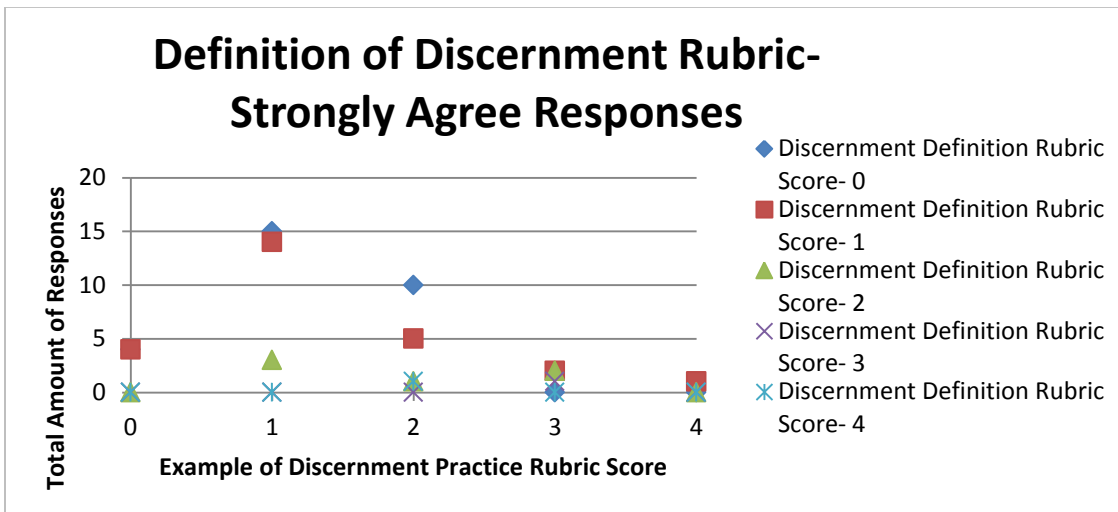
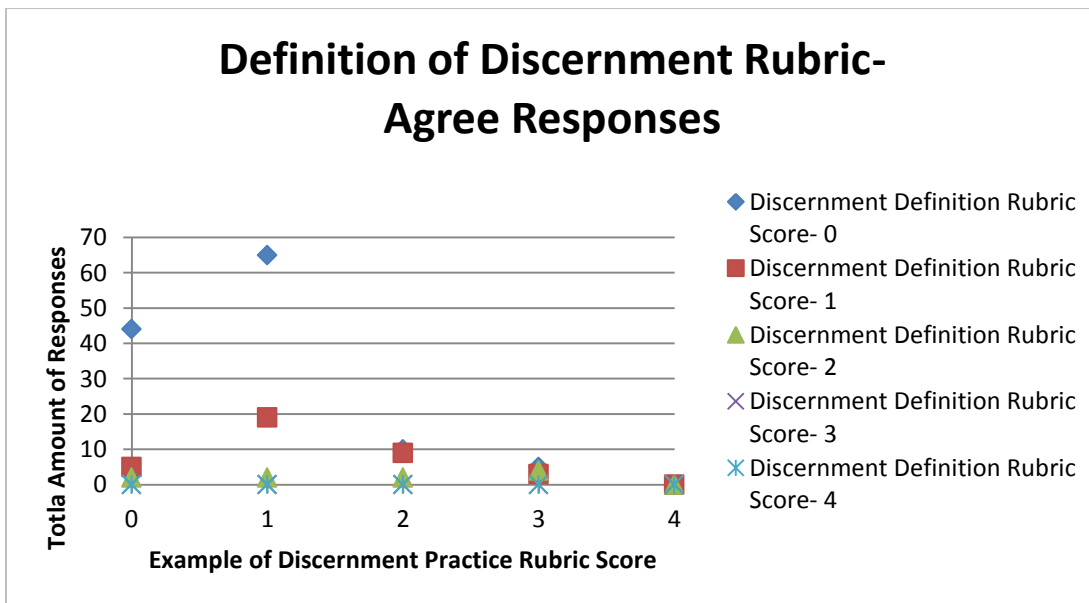


Chart 2



²² As indicated by the ♦ at 15,0.

Chart 3

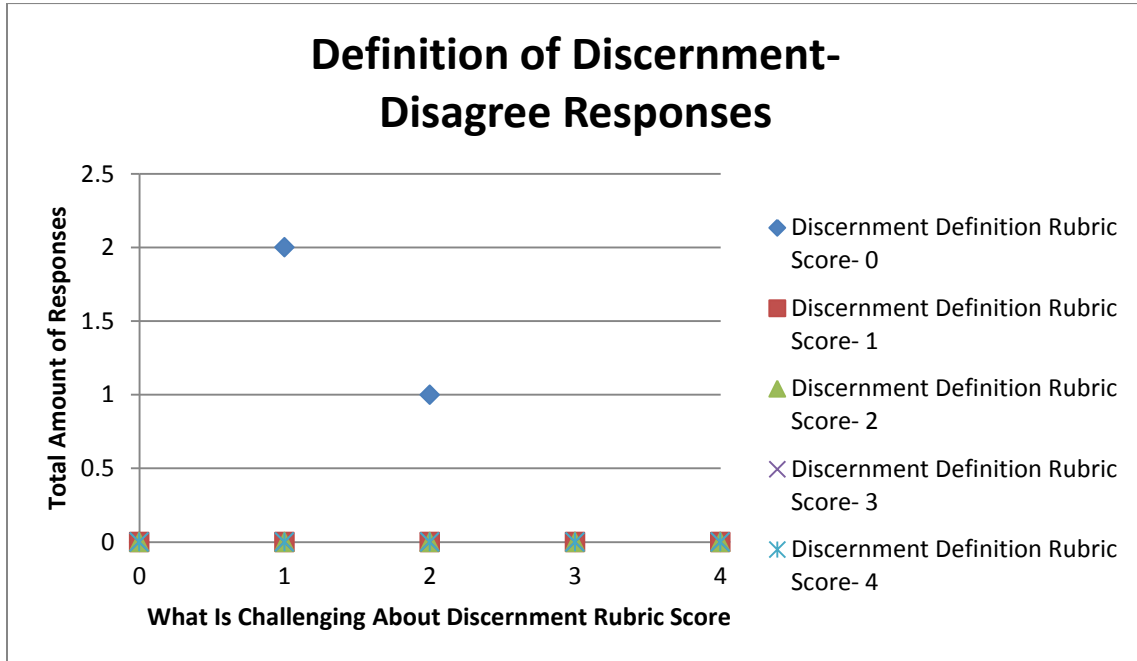
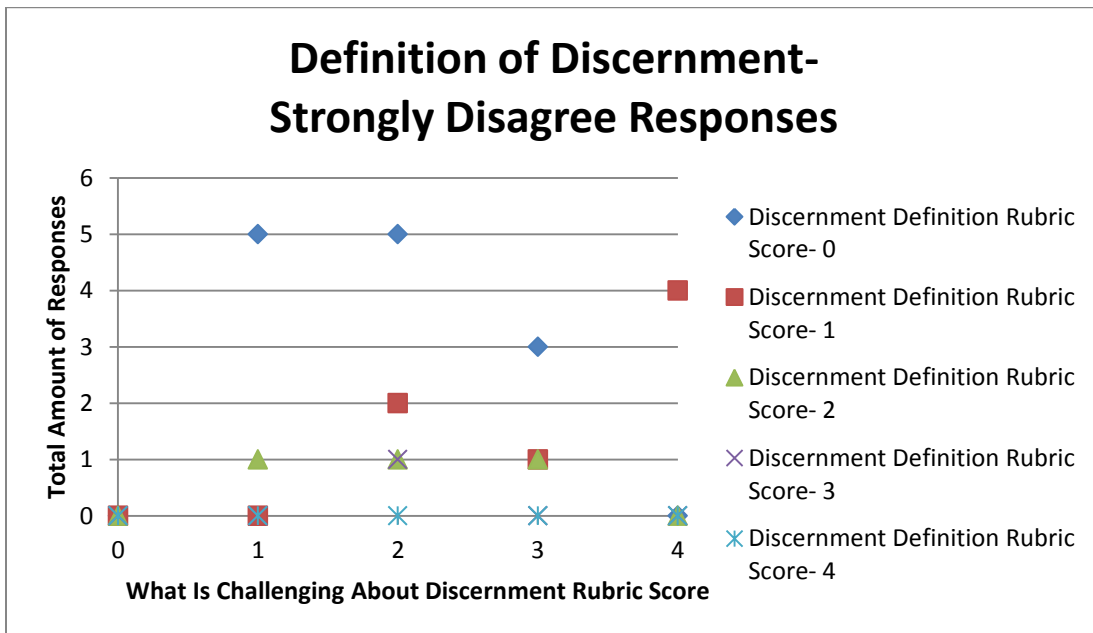


Chart 4



Student Response of NEITHER AGREE NOR DISAGREE with question <i>Discernment is a practice that is personally meaningful to me.</i>		
Discernment Definition Rubric Score	Follow Up Question Response Themes	Total
0	Disagree that discernment is useful or applicable to them	2
0	Unsure what discernment is	15
0	Indifferent about discernment	3
0	Response unable to be categorized into a particular theme	7
0	No response provided	5
0	Discernment is not a priority for them	7
0	Open to discernment/ provided a response that suggests an understanding of discernment	7
1	Disagree that discernment is useful or applicable to them	2
1	Unsure what discernment is	3
1	Response unable to be categorized into a particular theme	1
1	No response provided	1
1	Discernment is not a priority for them	4
1	Open to discernment/ provided a response that suggests an understanding of discernment	2
1	Open to discernment but it is not a priority	1
2	Discernment is not a priority for them	1

Final Observations Regarding Discernment Data

The information collected about first-year students understanding and practicing of discernment suggests that there is a broad range of knowledge and application among students on this topic area. It was interesting to note that despite not being able to give a definition of discernment that met the rubric criteria, 24 students still scored a “1” or a “2” on the question asking to indicated an example of how they personally practice discernment.²³ Within those responses of scores receiving a “0” or “1” for their definition of discernment was a pattern of knowing words relating to discernment but using those words out of context- a depth of understanding was missing.

Additionally, in reviewing responses, there were much fewer students selecting that they “disagreed” or “strongly disagreed” that discernment is a personally meaningful practice for them. Within those responses, those students were able to indicate tangible, measurable reasons for this.

Overall, the responses provided by students were about where we might expect a first-year student new to Loyola and Ignatian values would be in regard to the area of discernment. However, opportunities do exist to provide continual support in both knowledge of and application of discernment over the course of the next 3 ½ years a student is at Loyola. Areas of further exploration to see what currently is being done related to this topic and areas where potential growth may exist are career services, academic advising, student conduct meetings, campus ministry, mission integration, and student leadership development. Additionally, more work can be done by Messina in determining where we would expect first-year students to be at in their understanding of discernment by the end of their first-year. One anticipated area of growth for future years can be helping students understand what the practice of discernment truly is and the benefit in utilizing discernment in their lives in the context of Messina module offerings and other programing/outside collaborations.

²³ These 24 students also selected that they “agreed” or “strongly agreed” that discernment was a meaningful practice to them.

Messina Fall Enrichment Sessions Review

Students were asked select which of the 12 areas was *the topic of the Messina enrichment session that was most valuable to you this semester.*²⁴

Rank	Messina Fall 2015 Topic Area	Total Mention (n=355)	%	Messina Fall 2014 Topic Area	Total Mention (n=619) ²⁵	%	Messina Fall 2013 Topic Area	Total Mention (n=211)	%
1	Selecting Classes/ Understanding Core Requirements	91	25.63%	Campus Resources/ Transition Issues	94	15.18%	Campus Resources	36	17.06%
2	Off-Campus Travel	66	18.59%	Discernment/ Reflection	76	12.28%	Selecting Classes/ Understanding Core Requirements	28	13.27%
							Off-Campus Travel	28	13.27%
3	Stress Management	47	13.24%	Stress Management	63	10.18%	Diversity	25	11.84%
4	Time Management	38	10.70%	Off-Campus Travel	56	9.05%	Discernment/ Reflection	23	10.90%
5	Campus Resources/ Transition Issues	28	7.89%	Selecting Classes/ Understanding Core Requirements	55	8.89%	First-Year Transition Topics	19	9.00%
6	A Discernment/ Reflection Activity	18	5.07%	Introduction to Baltimore	39	6.30%	Strengths/ Values	17	8.05%
	Diversity	18	5.07%	Diversity	39	6.30%			
				Other (different topics or not enough description)	39	6.30%			
7	Service/ Volunteering	17	4.79%	Course-Related Sessions	37	5.98%	Stress Management	12	5.68%
8	Writing Skills/ Study Skills	12	3.38%	Time Management	29	4.68%	Course-Related Sessions	10	4.73%
9	Messina Course Related Session	8	2.25%	Teambuilding Sessions	21	3.39%	Other (different topics or not enough description)	9	4.26%
10	Nothing	7	1.97%	Writing Skills/ Study Skills	20	3.23%	Nothing	3	1.42%
11	Other (please describe) ²⁶	5	1.41%	Campus and/or Current Event Discussion	18	2.91%	Service	1	0.47%
				Nothing	18	2.91%			
12				Leadership	7	1.13%			

²⁴ This question was slightly changed in Fall 2015. In previous years students were asked to describe the topic of the top two enrichment sessions that were most valuable to them. This year they were asked to select the topic of their favorite session because responses from previous years fell into 10 similar categories.

²⁵ 543 responders with a total of 619 selections

²⁶ Originally, responses for this question were 15 (4.23%). However, this response was adjusted after reading student responses to a follow up question that allowed them to describe what the other represented. Based on their responses, an addition of "nothing" was added to the list and three other areas were adjusted accordingly.

13				Service/ Volunteering	4	0.64%			
				Goal Setting	4	0.64%			

Students were asked to select which Messina learning outcomes they felt the enrichment hour supported.
Question: For the enrichment hour sessions you just listed, please check the box(es) next to the Messina learning outcomes you believe this enrichment hour supported. (please check all that apply)

Messina Learning Outcomes	Fall 2015 Responses (n=933) ²⁷	Fall 2015 Percentage (n=933)	Fall 2014 Responses (n=1858)	Fall 2014 Percentage (n=1858) ²⁸	Fall 2013 Responses (n=742)	Fall 2013 Percentage (n=742)
Develop habits of discernment and reflection in the Ignatian tradition.	86	9.22%	220	11.84%	90	12.13%
Explore and articulate values and principles involved in personal decision-making.	145	15.54%	292	15.72%	114	15.36%
Develop habits of reading, writing and intellectual conversation that support academic excellence and engagement.	95	10.18%	190	10.23%	86	11.59%
Demonstrate increased knowledge and use of campus resources that aid critical thinking.	157	16.83%	271	14.59%	115	15.50%
Establish healthy, mutually beneficial and respectful relationships with others including faculty, administrators, staff and peers.	170	18.22%	333	17.92%	142	19.14%
Demonstrate a sense of belonging to the community at Loyola University both in and out of the classroom.	160	17.15%	296	15.93%	122	16.44%
Integrate multiple sources of knowledge gained through various disciplinary lenses, texts, instruction, out of class experiences and personal reflection to offer a perspective on the interdisciplinary theme of the community.	83	8.90%	192	10.33%	73	9.84%
This session did not relate to any of the Messina learning outcomes.	37	3.97%	64	3.45%	N/A ²⁹	N/A

²⁷ These percentages in this table reflect the percent of overall responses (n=933), not the percent of students who responded to this question (n=350).

²⁸ These percentages in this table reflect the percent of overall responses, not the percent of students who gave this response.

²⁹ This was not an option on the Fall 2013 survey

Participation in Messina Events

Question: Please indicate the number of Messina-sponsored events you have attended during the fall semester. Messina-sponsored events are defined as theme-wide lectures, RA theme-based programming.³⁰

Answer	Fall 2015 Response (n=353)	Fall 2015 Percentage (n= 353)	Fall 2014 Response (n=282)	Fall 2014 Percentage (n=282)	Fall 2013 Response (n=109)	Fall 2013 Percentage (n=109)
0	11	3.12%	10	3.55%	0	0.00%
1-2	112	31.73%	65	23.05%	21	19.27%
3-4	156	44.19%	115	40.78%	46	42.20%
5-6	48	13.60%	63	22.34%	20	18.35%
7-8	17	4.82%	24	8.51%	16	14.68%
9 or more	9	2.55%	5	1.77%	6	5.50%

2015 Common Text Related Questions

Question: Please answer the following questions related to your Common Text, *Clybourne Park*.³¹

	Question	No	Yes	Mean
2015	I read <i>Clybourne Park</i> . (n=348)	28	320	1.92
		8.05%	91.95%	
2014	I read <i>The Bluest Eye</i> . (n=277)	26	251	1.91
		9.39%	90.61%	
2015	I attended a Common Text event held during the semester other than the event held during fall orientation. (n=349)	79	270	1.77
		22.64%	77.36%	
2014	I attended a Common Text event held during the semester other than the event held during fall orientation. (n=277)	97	180	1.65
		35.02%	64.98%	
2015	<i>Clybourne Park</i> was a topic in my Messina class during the semester other than the discussion held during fall orientation. (n=348)	142	206	1.59
		40.80%	59.20%	
2014	<i>The Bluest Eye</i> was a topic in either my Messina or Loyola 101 class during the semester other than the class discussion held during fall orientation. (n=277)	123	154	1.56
		44.40%	55.60%	

Question: *Clybourne Park* contributed to my further understanding of the following areas: (please check all that apply)

Area (n=496) ³²	Amount	Percentage
NONE	71	14.31%
Race/Racial Identity	263	53.02%
Gentrification	142	28.63%
Other	20	4.03%

³⁰ Question was worded as follows on Fall 2013 survey: Please indicate the number of Messina-sponsored events you have attended during the fall semester. Messina-sponsored events are defined as theme-wide lectures, Wednesday night class programs, Flannery RA Theme Programming, and Messina Student Advisory Board Sponsored Programs.

³¹ Questions were similar to those asked on the Fall 2014 survey, however the name of the text was changed to reflect the name of the Common Text for 2015.

³² These percentages in this table reflect the percent of overall responses (n=496), not the percent of students who responded to this question (n=354).

Messina: Lessons Learned

Question: What is an important lesson you have learned from your participation in Messina during your first semester?

Rank	Messina Fall 2015 Lesson Learned	Total Mention (n=368) ³³	Messina Fall 2014 Lesson Learned	Total Mention (n=326) ³⁴	Messina Fall 2013 Lesson Learned	Total Mention (n=205)
1	Self-awareness, personal growth	68	Connecting with others, understanding others, working with others	88	Connecting with others, understanding others, working with others	44
2	Connecting to Loyola, campus resources	62	Self-awareness, personal growth	44	Self-awareness, personal growth	26
			Academic growth, becoming a college student	44		
3	Connecting with others, understanding others, working with others	54	Connecting to Loyola, campus resources	32	Diversity awareness, multiculturalism	25
4	Value of establishing relationships with professors/ administrators/ upper class students	33	Value of establishing relationships with professors/ administrators/ upper class students	22	Academic growth, becoming a college student	22
5	Exploration of a Jesuit education/ discernment/ reflection	30	Diversity awareness, multiculturalism	21	Balancing relationships/ time/ priorities	21
	Balancing relationships/ time/ priorities	30				
6	Academic growth, becoming a college student	26	Balancing relationships/ time/ priorities	18	Connecting to Loyola, campus resources	20
7	Diversity awareness, multiculturalism	19	Exploration of a Jesuit education/ discernment/ reflection	17	Appreciation of Messina and living learning program concept (including connection with their Messina theme)	14
8	Nothing/ unsure/ unrelated	18	Appreciation of Messina and living learning program concept (including connection with their Messina theme)	15	Value of establishing relationships with professors/administrators/ upper class students	12
9	Negative experience	14	Nothing/ unsure/ unrelated	12	Exploration of a Jesuit education/ discernment/ reflection	10
10	Appreciation of Messina and living learning program concept	7	Negative experience	8	Disconnection with the experience (including living environment [not in Flannery] and others)	5
	Connection to Baltimore	7				
11			Connection to Baltimore	5	Nothing/ unsure/ unrelated	4
12					Connection to Baltimore	2

³³ 297 responders with a total of 368 selections

³⁴ 254 responders with a total of 326 selections

Relevance of Learning Outcomes in Lessons Learned

Outcome	Total Response Fall 2015 (n=240)³⁵	Total Response Fall 2014 (n=183)³⁶	Total Response Fall 2013
Integrated Learning	5	42	15
Connections to Loyola Community	132	57	65
Critical Understanding	46	90	53
Jesuit Mission and Values	81	10	49

³⁵ There were 297 responses to the *lesson learned* question. Only 240 of these responses could be tied to one of the four learning outcomes, and in 24 cases a response related to multiple outcomes.

³⁶ There were 254 responses to the *lesson learned* question. Only 183 of these responses could be tied to one of the four learning outcomes, and in 16 cases a response related to multiple outcomes.

Demographic Information

Respondent Demographics: Housing

	Response (n= 392)	Percentage
Residential student living on campus	371	94.64%
Commuter student living at home	21	5.36%

Respondent Demographics: Gender

	Response (n= 392)	Percentage
Female	265	67.60%
Male	127	32.40%

Respondent Demographics: Race

	Response (n= 392)	Percentage
White	327	83.42%
Black or African American	31	7.91%
Asian	24	6.12%
Not Given	7	1.79%
Hawaiian/ Pacific Islander	2	0.51%
American/ Alaska Native	1	0.25%

Respondent Demographics: Ethnicity

	Response (n= 392)	Percentage
Non Hispanic/ Latino	365	93.11%
Hispanic/ Latino	27	6.89%

Respondent Demographics: Religious Affiliation

Statement	Response (n=356)	Percentage
Islamic	1	0.28%
None	46	12.92%
Roman Catholic	229	64.33%
Jewish	3	0.84%
Other Christian	50	14.04%
Prefer Not to Answer	13	3.65%
Other	15	4.21%

Appendix A: Messina Learning Outcomes

As a result of the *Messina*, first-year students will....

Jesuit Mission and Values

- Develop habits of discernment and reflection in the Ignatian tradition.
- Explore and articulate the values and principles involved in their personal decision-making.

Critical Understanding

- Develop habits of reading, writing and intellectual conversation that support academic excellence and engagement.
- Demonstrate increased knowledge and use of campus resources that aid critical thinking.

Connections to Loyola Community

- Establish healthy, mutually beneficial and respectful relationships with others including faculty, administrators, staff and peers.
- Demonstrate a sense of belonging to the community at Loyola University both in and out of the classroom.

Integrated Learning

- Integrate multiple sources of knowledge gained through various disciplinary lenses, texts, instruction, out of class experiences and personal reflection to offer a perspective on the interdisciplinary theme of the community.

Appendix B: Discernment Rubrics

MESSINA DISCERNMENT DEFINITION RUBRIC: On the Fall 15 Survey, Students are asked to respond to the question: *How do you personally define discernment?* To evaluate responses to this question, this rubric will be utilized to see what elements of the definition of discernment provided by Loyola University Maryland³⁷ relate to student responses. The definition is as follows:

At the heart of Ignatian spirituality is the practice of discernment – an art which St. Ignatius learned through sustained careful attention to and reflection on his own experience. Discernment is based on several presuppositions, including: 1) humans have freedom, and their choices have consequences; 2) some choices are better – and freer – than others; 3) human choices are not only between good and evil, but are often between lesser goods and greater goods; 4) it is possible through attending to motivations, feelings, and patterns of decision-making to improve the freedom, goodness, and authenticity of one’s choices. The early Jesuits also discovered the art of “communal discernment,” whereby they were able to make corporate choices for their future as an apostolic body through shared deliberations. For Ignatius and his Jesuits, discernment involved prayer and the enlightenment of grace; they sometimes referred to their own practice of ongoing discernment as “seeking God’s will for their lives.” As they trained others in the practice of discernment, however, the art became practical as well as spiritual. Thus, Jesuit institutions have been known over the centuries for teaching people – regardless of their individual faith convictions – to think critically, to inform their consciences, and to cultivate habits of ongoing reflection and self-evaluation.

Loyola’s commitment to carry on the tradition of discernment includes encouraging the practice of regular reflection and self-examination which foster awareness of personal freedom (or lack thereof), a sense of personal responsibility for choices and actions, and a balance between enlightened self-interest and promotion of the common (“greater”) good. The University encourages this habit of reflection and self-examination by introducing its constituents to the Jesuit practice of the examen (a daily self-review) in a variety of venues – e.g., through its Messina courses, and through various projects of the Jesuit-Lay Committee. Loyola likewise encourages critical thinking and reflection by including the study of ethics in its curricula, and by offering seminars and employing pedagogies (such as debate) which foster both the expression and critical refinement of opinions. Loyola seeks in general to foster open expression and careful consideration of a wide range of viewpoints and positions, cultivating in its constituents an awareness that argument or difference of opinion can be accommodated without compromising mutual respect. In service of this core value of discernment, the University continues to recruit qualified Jesuit faculty and administrators who can share their particular expertise in discernment within the Ignatian tradition; but Loyola also offers to all of its constituents a variety of supports, resources, and opportunities – including Ignatian retreats – to enhance their efforts at making freer and more well-informed choices.

	N/A (0)	Beginning (1)	(2)	(3)	Advanced (4)
Responding to the question: “How do you personally define discernment?”	Does not state a definition of discernment or definition provided is not a correct explanation of what is discernment.	Definition provided presents little depth of understanding the topic of discernment. It may include one of the elements listed below. <ul style="list-style-type: none"> • Reflection • Decision-Making • Choices 	Definition provided presents some knowledge about the topic of discernment. Definition may begin to make a personal connection to discernment. Definition includes at least one of the elements listed below: <ul style="list-style-type: none"> • Is a Practice • Reflection • Prayer • Self-Evaluation • Well-Informed • Choices • Improvement • Decision-Making • Practical • Spiritual • Giving Attention 	Definition provided presents some knowledge about the topic of discernment. Definition makes a personal connection to discernment. Definition includes at least two of the elements listed below: <ul style="list-style-type: none"> • Is a Practice • Reflection • Prayer • Self-Evaluation • Well-Informed • Choices • Improvement • Critical Thinking • Common Good • Decision-Making • Practical • Spiritual • Giving Attention • Relationship with God • A way of life, ongoing 	Definition provided clearly demonstrates a clear knowledge of the topic of discernment and a personal connection to the topic. Definition mentions three or more of the following elements of discernment: <ul style="list-style-type: none"> • Is a Practice • Reflection • Prayer • Self-Evaluation • Well-Informed • Choices • Improvement • Critical Thinking • Common Good • Decision-Making • Practical • Spiritual • Giving Attention • Relationship with God • A way of life, ongoing

³⁷ Mission, Vision, and Values. (n.d.). Retrieved December 14, 2015, from <http://www.loyola.edu/about/mission-vision-values>

After listing a personal definition of discernment, students were then asked to select the extent to which they agree with the following statement: *Discernment is a practice that is personally meaningful to me.* Students were provided with the following options: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, and Strongly Agree. The next question the student was asked related to which response they selected. Questions and rubrics are listed below.

PRACTICE OF DISCERNMENT RUBRIC: Question was asked to those students who responded “Agree” or “Strongly Agree.”

	N/A (0)	Beginning (1)	(2)	(3)	Advanced (4)
Responding to the question: <i>“Describe a way in which you personally take part in the act of discernment.”</i>	No response was provided or example provided is not actually the practice of discernment.	Example provided suggests that this may be the practice of discernment, but more information is needed to truly evaluate the response. Minimal details are provided.	Example provided is a rudimentary sample about their practice of discernment; few details are included in this response.	Example provided includes some specific details of how the student utilizes the practice of discernment.	Example provided shows that the student has a clear knowledge of what discernment is and includes strong details regarding their individual practice of discernment.

CHALLENGES TO DISCERNMENT RUBRIC: Question was asked to those students who responded “Disagree” or “Strongly Disagree.”

	N/A (0)	Beginning (1)	(2)	(3)	Advanced (4)
Responding to the question: <i>“What do you find challenging in regard to discernment in your own life?”</i>	No response was provided.	Example provided suggests that the student may not actually know what discernment is. Minimal details are provided.	Example provided describes a challenge but few details are included in this response.	Example provided includes some specific details of what the student finds challenging about the practice of discernment.	Example provided shows that the student has a clear knowledge of what discernment is and includes strong details regarding what they find challenging about discernment.

UNDERSTANDING PERSPECTIVES ABOUT DISCERNMENT: Students who responded “Neither Agree nor Disagree” were asked the following question: *In the previous question you responded “Neither Agree nor Disagree.” Please briefly describe why you selected that choice.* No rubric was used to evaluate responses to this question. Instead, common themes were determined from student responses.

Appendix C: 2013 and 2014 Responses to Questions About the First-Year Experience

Question: During your fall semester experience, how often did you do the following?

Follow up Question: Please indicate the amount of importance this area is for you.

Color Key:						
	Messina Fall 2014 Survey Results					
	Messina Fall 2013 Survey Results					
	Loyola 101 Fall 2014 Survey Results					
Question	Never (1)	Sometimes (1-2 times) (2)	Often (monthly) (3)	Very Often (weekly) (4)	Mean	Somewhat to Very Important
Spent private time in reflection (n=314)	53	133	85	43	2.38	254
	16.88%	42.36%	27.07%	13.69%		80.89%
(n=109) ³⁸	15	49	28	17	2.43	90
	13.76%	44.95%	25.68%	15.59%		82.56%
(n=83)	15	29	23	16	2.48	63
	18.07%	34.94%	27.71%	19.28%		75.90%
Thought about your choice of major (n=314)	10	60	128	116	3.11	308
	3.18%	19.11%	40.76%	36.94%		98.09%
(n=109)	3	29	44	33	2.98	107
	2.75%	26.60%	40.36%	30.27%		98.16%
(n=83)	0	17	35	31	3.17	79
	0.00%	20.48%	42.17%	37.35%		95.18%
Thought about your possible career choices (n=314)	15	63	135	101	3.03	310
	4.78%	20.06%	42.99%	32.17%		98.73%
(n=109)	14	20	47	28	2.82	107
	12.84%	18.34%	43.11%	25.68%		98.16%
(n=83)	4	12	39	28	3.10	79
	4.82%	14.46%	46.99%	33.73%		95.18%
Discussed topics related to diversity and multiculturalism (n=314)	29	128	87	70	2.63	265
	9.24%	40.76%	27.71%	22.29%		84.39%
(n=109)	10	39	29	31	2.74	94
	9.17%	35.77%	26.60%	28.44%		86.23%
(n=83)	11	33	25	14	2.51	64
	13.25%	39.76%	30.12%	16.87%		77.11%
Sought tutoring service (n=314)	147	88	49	30	1.88	241
	46.82%	28.03%	15.61%	9.55%		76.75%
(n=109)	42	37	19	11	1.99	86
	38.53%	33.94%	17.43%	10.09%		78.89%
(n=83)	45	17	14	7	1.80	60
	54.22%	20.48%	16.87%	8.43%		72.29%
Found additional resources for course assignments (n=313)	35	150	101	28	2.39	282
	11.18%	47.92%	32.27%	8.95%		90.10%
(n=109)	8	46	34	21	2.62	101

³⁸ Question was worded differently on the Fall 2013 survey: *Spent quiet time in reflection*

Question	Never (1)	Sometimes (1-2 times) (2)	Often (monthly) (3)	Very Often (weekly) (4)	Mean	Somewhat to Very Important
	7.33%	42.20%	31.19%	19.26%		92.66%
(n=83)	11	39	25	8	2.36	71
	13.25%	46.99%	30.12%	9.64%		85.54%
Developed study groups with peers to learn class material (n=313)	56	130	85	42	2.36	260
	17.89%	41.53%	27.16%	13.42%		83.07%
(n=109)	20	35	45	9	2.39	95
	18.34%	32.11%	41.28%	8.25%		87.15%
(n=83)	23	33	21	6	2.12	64
	27.71%	39.76%	25.30%	7.23%		77.11%
Participated in college-sponsored events and activities (n=313)	15	84	160	54	2.81	286
	4.79%	26.84%	51.12%	17.25%		91.37%
(n=109) ³⁹	7	31	54	17	2.74	99
	6.42%	28.44%	49.54%	15.59%		90.82%
(n=83)	8	30	30	15	2.63	73
	9.64%	36.14%	36.14%	18.07%		87.95%
Attended campus lectures for a class (n=313)	26	122	128	37	2.56	242
	8.31%	28.98%	40.89%	11.82%		77.32%
(n=109) ⁴⁰	6	40	55	8	2.60	85
	5.50%	36.69%	50.45%	7.33%		77.98%
(n=313)	9	42	28	4	2.33	60
	10.84%	50.60%	33.73%	4.82%		72.29%
Attended campus lectures on your own (n=313)	105	143	47	18	1.93	224
	33.55%	45.69%	15.02%	5.75%		71.57%
(n=109) ⁴¹	45	35	25	4	2.11	78
	41.28%	32.11%	22.93%	3.66%		71.55%
(n=313)	32	36	13	2	1.82	53
	38.55%	43.37%	15.66%	2.41%		63.86%

³⁹ Question was worded differently on the Fall 2013 survey: *Participated in college-sponsored events and activities not associated with Messina*

⁴⁰ Question was worded differently on the Fall 2013 survey: *Attended campus lectures as a requirement for a Messina class*

⁴¹ Question was worded differently on the Fall 2013 survey: *Attended campus lectures on your own, not as a part of a class requirement*

Question: Please respond to the following statements regarding your fall semester experience.

Color Key:					
	Messina Fall 2014 Survey Results (current year)				
	Messina Fall 2013 Survey Results				
	Loyola 101 Fall 2014 Survey Results (current year)				
Question	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Mean
Examined values and principles involved in your own decision-making processes (n=305)	7 2.30%	24 7.87%	221 72.46%	53 17.38%	3.05
(n=109)	5 4.58%	10 9.17%	70 64.22%	24 22.01%	3.04
(n=79)	2 2.53%	4 5.06%	57 72.15%	16 20.25%	3.10
Established a positive relationship with your Messina or Loyola 101 Evergreen (n=305)	7 2.30%	8 2.62%	156 51.15%	134 43.93%	3.37
(n=109) ⁴²	4 3.66%	4 3.66%	37 33.94%	64 58.71%	3.48
(n=79)	1 1.27%	5 6.33%	46 58.23%	27 34.18%	3.25
Established a positive relationship with your Messina or Loyola 101 faculty member (n=305)	14 4.59%	18 5.90%	167 54.75%	106 34.75%	3.20
(n=109) ⁴³	3 2.75%	10 9.17%	52 47.70%	44 40.36%	3.26
(n=79)	3 3.80%	3 3.80%	50 63.29%	23 29.11%	3.18
Established a positive relationship with your Messina or Loyola 101 mentor (administrator) (n=305)	14 4.59%	30 9.84%	184 60.33%	77 25.25%	3.06
(n=109) ⁴⁴	2 1.83%	14 12.84%	53 48.62%	40 36.69%	3.20
(n=79)	2 2.53%	8 10.13%	47 59.49%	22 27.85%	3.13
Established positive relationships with your peers/classmates (n=305)	8 2.62%	9 2.95%	152 49.84%	136 44.59%	3.36
(n=109)	3 2.75%	5 4.58%	36 33.02%	65 59.63%	3.50
(n=79)	2 2.53%	5 6.33%	51 64.56%	21 26.58%	3.15
Felt that you belonged at Loyola (n=305)	17 5.57%	26 8.52%	143 46.89%	119 39.02%	3.19
(n=109)	5 4.58%	5 4.58%	44 40.36%	55 50.45%	3.37
(n=79)	5 6.33%	12 15.19%	43 54.43%	19 24.05%	2.96

⁴² Question was worded differently on the Fall 2013 survey: *Established a positive relationship with your Messina Evergreen*

⁴³ Question was worded differently on the Fall 2013 survey: *Established a positive relationship with your Messina faculty member*

⁴⁴ Question was worded differently on the Fall 2013 survey: *Established a positive relationship with your Messina mentor (administrator)*

Question	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Mean
Felt that you had support in regards to your academic coursework (<i>n</i> =305)	5 1.64%	21 6.89%	191 62.62%	88 28.85%	3.19
(<i>n</i> =109)	2 1.83%	1 0.91%	43 39.44%	63 57.79%	3.53
(<i>n</i> =79)	2 2.53%	9 11.39%	50 63.29%	18 22.78%	3.06
Felt that you had support in regards to becoming a part of the Loyola community (<i>n</i> =305)	10 3.28%	23 7.54%	185 60.66%	87 28.52%	3.14
(<i>n</i> =109)	2 1.83%	4 3.66%	53 48.62%	50 45.87%	3.39
(<i>n</i> =79)	3 3.80%	9 11.39%	50 63.29%	17 21.52%	3.03
Became familiar with Baltimore (<i>n</i> =305)	7 2.30%	56 18.36%	186 60.98%	56 18.36%	2.95
(<i>n</i> =109)	3 2.75%	13 11.92%	56 51.37%	37 33.94%	3.17
(<i>n</i> =79)	3 3.80%	9 11.39%	52 65.82%	15 18.99%	3.00
Used knowledge and skills discussed or developed in classes to contribute to your understanding of content in other classes (<i>n</i> =305)	6 1.97%	31 10.16%	199 65.25%	69 22.62%	3.09
(<i>n</i> =109)	5 4.58%	15 13.76%	58 53.21%	31 28.44%	3.06
(<i>n</i> =79)	3 3.80%	3 3.80%	54 68.35%	19 24.05%	3.13
Participated in campus activities (including clubs, organizations, sports and service) (<i>n</i> =305)	8 2.62%	30 9.84%	175 57.38%	92 30.16%	3.15
(<i>n</i> =109)	2 1.83%	7 6.42%	55 50.45%	45 41.28%	3.31
(<i>n</i> =79)	0 0.00%	9 11.39%	44 55.70%	26 32.91%	3.22

Appendix D: Survey Instrument

Fall 2015 Mid-Year Student Survey Introduction

Participant Consent Form

I agree to participate in a study of all first-year students at Loyola that is being conducted by Mary Ellen Wade of Loyola University Maryland. This survey will be used to assess the overall experience of all first-year students at Loyola Maryland during their first semester. Students that participate in Messina will be asked additional questions about their Messina experience to evaluate the effectiveness of this program. This survey is designed to collect information that will enable us to develop Messina so that it will better serve future first-year students.

I understand that by participating in this study I will be expected to participate in a number of tasks including the completion of forms, checklists, and questionnaires relating to my knowledge, attitudes, satisfaction, and experience as a first-year student. This instrument includes attitudinal surveys, checklists, and open-ended questions. Additionally, I may be invited to participate further in this research several months after my involvement in the Messina program has ended. If I am asked to continue participation, I will be told exactly what further participation will entail and I am able to opt out at any time.

I have been informed that any information obtained in this study will be recorded with a code number and that my responses will not be linked to me as an individual. At the conclusion of this study the key that relates my demographical information with my assigned code number will be destroyed. Under this condition, I agree that any information obtained from this research may be used in any way thought best for publication or education, provided that I am in no way personally identified. I understand that there is minor level of discomfort involved with this research and that I am free to withdraw my consent and discontinue participation in this study at any time. A decision to withdraw from the study will not affect the services available to me from Loyola or my participation in Messina.

If I have any questions or problems that arise in connection with my participation in this study, I should contact Mary Ellen Wade, the project director at (410) 617-2225 (work) or at mewade@loyola.edu THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY THE LOYOLA UNIVERSITY MARYLAND INSTITUTIONAL REVIEW BOARD- (Approval FWA00013527) PHONE: 410-617-2561.

Please select one of the following two options:

I have read the information above and I agree to participate in this survey.
 I am declining to participate in this survey.

Thank you for participating in the Fall 2015 Mid-Year Student Survey administered by Messina. This survey is an opportunity to offer feedback and input on your first semester experience. The survey should take you between 15-20 minutes to complete. Please be honest with your responses.

Jesuit Mission and Values Questions

Please respond to the following set of statements as they relate to your fall semester experience as a first-year student at Loyola.

	During your fall semester experience, how often did you do or experience the following?				Please indicate the amount of importance this area is for you.			What level of influence did your participation in Messina have in relation to this area?			
	NEVER	SOMETIMES (1-2 times)	OFTEN (monthly)	VERY OFTEN (weekly)	NOT AT ALL IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT	NO INFLUENCE	LITTLE INFLUENCE	SOME INFLUENCE	VERY INFLUENTIAL
Spent private time in reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examined values and principles involved in your own decision-making processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dedicated time to reflection, meditation, deep contemplation, or prayer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examined ethical questions in regard to your conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used knowledge and skills discussed or developed in your classes to contribute to your understanding of content in other classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed your Messina theme with friends or classmates outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt that you had support in regard to becoming a part of the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Loyola community
Felt that you belonged
at Loyola



If desired, please comment on any responses you made in the previous question.

How do you personally define discernment?

Discernment is a practice that is personally meaningful to me.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Describe a way in which you personally take part in the act of discernment. *(seen by "Agree" + "Strongly Agree")*

What do you find challenging in regard to discernment in your own life? *(seen by "Disagree" + "Strongly Disagree")*

§ (seen by:)

In the previous question you responded "Neither Agree nor Disagree." Please briefly describe why you selected that choice.

What is your religious affiliation?

- Islamic
- Roman Catholic
- Jewish
- Other Christian
- None
- Prefer not to answer
- Other

General Messina Experience Questions

Please select the topic of the Messina enrichment session that was most valuable to you this semester.

- Campus Resources/ Transition Issues

- A Discernment/ Reflection Activity
- Stress Management
- Off-Campus Travel
- Selecting Classes/ Understanding Core Requirements
- Diversity
- Time Management
- Writing Skills/Study Skills
- Service/ Volunteering
- Course-Related Session
- Other (please describe)

Please briefly describe why this enrichment session was most valuable to you.

For the enrichment session you just listed, please check the box(es) next to the Messina learning outcome(s) you believe this enrichment session supported. (please check all that apply)

- Develop habits of discernment and reflection in the Ignatian tradition.
- Explore and articulate values and principles involved in personal decision-making.
- Develop habits of reading, writing and intellectual conversation that support academic excellence and engagement.
- Demonstrate increased knowledge and use of campus resources that aid critical thinking.
- Establish healthy, mutually beneficial and respectful relationships with others including faculty, administrators, staff and peers.
- Demonstrate a sense of belonging to the community at Loyola University both in and out of the classroom.
- Integrate multiple sources of knowledge gained through various disciplinary lenses, texts, instruction, out of class experiences and personal reflection to offer a perspective on the interdisciplinary theme of the community.
- This session did not relate to any of the Messina learning outcomes.

Please identify your Messina theme.

- Self and Other
- Stories We Tell
- The Visionary
- I am unsure of my Messina Theme

How did you experience your Messina theme this year? (please check all that apply)

- Through conversations/activities during my Messina class (just with my Professor)
- Through conversations/activities during my weekly Messina enrichment session (Professor, Mentor, Evergreen)
- Through conversations/activities during classes not connected to Messina
- Through attendance at Messina theme events
- Through conversations/activities coordinated by my RA
- On my own with students from my Messina class
- On my own with students not in my Messina class
- Other (please specify)

Please indicate the number of Messina-sponsored events you have attended during the fall semester. Messina-sponsored events are defined as theme-wide lectures, performances, movies at the Senator, or RA theme-based programming.

- 0
- 1-2
- 3-4
- 5-6
- 7-8
- 9 or more

What is an important lesson you have learned from your participation in Messina during your first semester?

Please use the sliding scale to indicate to what extent are you looking forward to the spring semester.

Selecting the saddest face indicates that you are not at all looking forward to the spring semester. Selecting the happiest face indicates that you are completely looking forward to the spring semester.



If desired, please further elaborate on the response you selected in the previous question.

Common Text Questions

Please respond to the following questions related to your Common Text, *Clybourne Park*.

	NO	YES
I read <i>Clybourne Park</i>	<input type="radio"/>	<input type="radio"/>
I attended a Common Text event held during the Fall Semester other than the event held during fall orientation.	<input type="radio"/>	<input type="radio"/>
<i>Clybourne Park</i> was a topic in my Messina class during the fall semester other than the discussion held during fall orientation.	<input type="radio"/>	<input type="radio"/>

Clybourne Park contributed to my further understanding of the following areas. (please check all that apply)

- NONE
- Race/Racial Identity
- Gentrification
- Other

End of Survey

Thank you for taking the time to participate in the Fall 2015 Mid-Year Student Survey. Your feedback is helpful in shaping the Messina experience for future first-year students.

If you would like to be entered into the raffle to win one of the ten \$10 Chipotle Gift Cards please click on the link below. Additionally, if you are interested, this link will also be where you are able to indicate if you are interested in participating in an in-person focus group with other Messina students during the spring semester to share more information about your Fall 2015 Messina experience:

https://oyola.co1.qualtrics.com/SE/?SID=SV_aeCFiqgS75QMLM9

This link will take you to a separate form where you are able to provide contact information so we are able to reach you. This link is separate from this website, and the information you provide there will not be tied back to your responses in this survey. Finally, offering to participate in a future focus group does not increase your chances of winning one of the ten Chipotle gift cards.

If you change your mind about the focus group and are contacted to participate, you can opt out at any time.