



# FALL 2019 MESSINA STUDENT SURVEY FINDINGS

## Abstract

The following document describes the results of the Fall 2019 Messina Mid-Year Student Survey that including questions focused on the Messina Learning Outcome of Jesuit Mission and Values.

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## EXECUTIVE SUMMARY OF PROJECT

Annual Messina assessment initiatives during the 2019-2020 academic year address the learning outcome areas of Jesuit Mission and Values. This report reflects results from a survey administered to all first year students in Fall 2019 from December 9, 2019-January 5, 2020. The instrument included questions from the Fall 2015 Messina student survey that addressed this same area of learning outcomes. The survey was administered to 1,060 students with 375 students starting the survey and 307 students fully completing the survey for a response rate of 29%.<sup>1</sup>

### KEY FINDINGS

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.<sup>2</sup> Students also responded to a follow-up question regarding the level of importance each area was to them.<sup>3</sup> A final question was asked to explore the level of influence participation in Messina had in relation to the area.<sup>4</sup>

#### Longitudinal Areas of Growth

Some questions on this survey were previously asked in past years. The following are areas of increase from Fall 2019 to the previous Fall 2015 data collection. Please see the report for complete details.

**In all questions related to the fall student experience, fewer students indicated Messina as having “no influence” compared to all previous years these questions were asked of students.**

These areas included topics of reflection, decision-making, personal ethical questions, integrating knowledge, belonging, and connection to the Loyola community.

**Students are integrating their learning more frequently.**

Over 14% more students than those in Fall 2015 indicated using knowledge and skills discussed or developed in their classes to contribute to their understanding of content in other classes “Very Often (weekly).”

**Participation in Messina continues to positively influence the first year student experience in decision-making, integrative learning, belonging, and connection to the Loyola community.**

Some questions on this survey were previously asked in past years. The full findings report includes data from all years a question had been asked. Below are some highlights of areas that reflect growth between Fall 2015 (the first time these questions were asked) to the present results.

#### Difference between Fall 2019 and Fall 2015 data in participation in Messina having “some influence” or being “very influential in these areas

Examined values and principles involved in your own decision-making process	↑ 20.78%
Used knowledge and skills discussed or developed in your classes to contribute to your understanding of content in other classes	↑ 17.71%
Felt that you had support in regard to becoming a part of the Loyola community	↑ 16.48%
Felt that you belonged at Loyola	↑ 17.85%

<sup>1</sup> Any student that made it to question 6.2 about how a student experienced their Messina theme this year was considered to have completed this survey. One block of questions existed after this asking for optional demographic information. Five students made it to Q6.2 but failed to answer some or all the demographic questions. A decision was made to include their results in these findings.

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

<sup>3</sup> Students selected one of the following three choices: “Not At All Important, Somewhat Important, or Very Important.”

<sup>4</sup> Students selected one of the following four choices: “No Influence, Little Influence, Some Influence, Very Influential.”

**AREA: Spent private time in reflection**

Compared to all student responses; Non-Heterosexual students, Non-Catholic/ Non-Christian students, and students of color,<sup>6</sup> indicated doing/experiencing this area more frequently on a weekly basis. The influence of participation in Messina in this area was greater for Hispanic students, First-Gen students, and students of color.

**AREA: Examined values and principles involved in your own decision-making process**

Compared to all student responses; Hispanic students, students of color, and those who participated in a Pre-Fall Program indicated doing/experiencing this area more frequently. This was an area that held a higher level of importance for First-Gen students and students of color. Participation in Messina held less influence in this area for male students and more influence for Non-Heterosexual students.

**AREA: Dedicated time to reflection, meditation, deep contemplation, or prayer**

Compared to all student responses; Black students indicated having done this more frequently, while more Non-Catholic/ Non-Christian students indicated having never done this during the fall semester. Hispanic students, students of Color, and Catholic students indicate a higher level of importance to them compared to all student responses.

**AREA: Examined ethical questions in regard to your conduct**

Compared to all student responses; First-Gen students, Black students, and students that participated in a Pre-Fall Program indicated slightly higher levels of doing this on a weekly basis. Students participating in a Pre-Fall Program and students of color indicated this area as holding a higher level of importance to them. The influence of participation in Messina in this area lower for students of color and First-Gen students.

**AREA: Used knowledge or skills discussed or developed in your classes to contribute to your understanding of content in other classes**

Compared to all student responses; Hispanic students, Non-Heterosexual students, First-Gen students, and students that participated in a Pre-Fall Program indicated doing/experiencing this area more frequently. This area had a greater level of importance for Hispanic students, First-Gen students, and Other Racial Identity<sup>7</sup> students. Participation in Messina had a higher level of influence in this area for Non-Heterosexual students, First-Gen students, and Hispanic students.

**AREA: Felt that you had support in regard to becoming a part of the Loyola community**

Compared to all student responses; Other Racial Identity students and students that participated in a Pre-Fall Program were the only two groups that experienced this at least once a semester; zero students in both groups selected “never” to how often they did or experienced this area. The influence of participation in Messina in this area was slightly greater for Other Racial Identity students and slightly less influential for Black students.

**AREA: Belonged at Loyola**

Compared to all student responses; First-Generation students and Black students had an increase in doing/experiencing this “Often (monthly).” However, students of color experienced this on a less frequent basis during the fall semester. The influence of participation in Messina in this area was greater for Other Racial Identity students. Participation in Messina was slightly less influential for Black students.

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<sup>5</sup> The individual demographical data differences are not included in this document. These are available upon request by Loyola community members by reaching out to [messina@loyola.edu](mailto:messina@loyola.edu). Descriptions of these categories are in Appendix 4 of the report.

<sup>6</sup> Students of color includes the following student demographics: Asian, American Indian or Alaskan Native, Black, Native Hawaiian or Other Pacific Islander, Two or more Races in the Loyola student record information.

<sup>7</sup> Other Racial Identity includes the following student demographics: Asian, American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander, Two or more Races in the Loyola student record information.

## Student Practice of Discernment and Reflection

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47.23% of students indicated discernment as being a practice personally meaningful to them. There was a 5% increase in students “Strongly Agree” or “Agree” to that statement between Fall 2019 to Fall 2015 data. Students were asked to indicate what qualities personally described their practice of discernment on a 5 point scale. Students see discernment as being ongoing- just a way of life. Students related to it being a method of self-evaluation and self-improvement with spiritual connections. Two areas that least described the discernment process of students included it involving prayer and a relationship with God.

In open-ended responses asking students to describe a way in which they personally take part in the act of discernment, students scored higher<sup>8</sup> in 2019 than in 2015. Sample responses begin on page 7 of the complete report. While prayer and God were least descriptive of student practices of discernment, the open-ended responses provide detailed examples of how students are valuing these two aspects in their personal discernment.

### RECOMMENDATIONS

- In addition to being broadly shared, this data on discernment and reflection will specifically be shared with Campus Ministry, Student Engagement, and CCSJ staff as it relates most directly to the work and services their offices provide.
- The demographic dataset breakdown may provide additional areas of consideration for other offices interested in supporting students in particular areas. Given the size of this dataset they are not being included in this document, however, Loyola community members interested in this information should reach out to [messina@loyola.edu](mailto:messina@loyola.edu) for more information. Demographic comparisons are available for all Likert-scale questions.
- While still in the high 80 percentile, students reading the common text continues to fluctuate slightly downward compared to four years ago. A future area to examine might be gathering information about why students either didn't read the text or if they started but didn't finish the text, what their motivation was for doing so. The purpose of collecting this data would be to understand if there are insights the Common Text Committee composed of faculty, staff, administrators, and students could take into consideration in selecting future texts.

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<sup>8</sup> Please see the rubric in Appendix 2 of the larger report. This rubric was developed in 2015.

## OVERVIEW OF PROJECT METHODOLOGY

In Fall 2019 Messina assessed our learning outcome of Jesuit Mission and Values. This outcome includes the following two areas: “Develop habits of discernment and reflection in the Ignatian tradition. Explore and articulate values and principles involved in their personal decision-making.”<sup>9</sup> Assessment measures were based on a previous survey developed in Fall 2015 examining this same outcome area. The finalized survey included a variety of Likert and open-ended questions related to the transition to Loyola, the Messina experience, and student practice of discernment and reflection.

A new set of Likert scale questions related to personal experiences with discernment was added that did not appear on the Fall 2015 student survey. This block of questioned replaced an open-ended question asking students to personally define discernment. The decision was made to remove this question as the combination of the Fall 2015 and Spring 2016 survey results presented a detailed picture about this topic. This new block of questions builds on responses from this previous survey iteration supplemented with aspects of the Loyola Values area of discernment<sup>10</sup> to better capture the individual student experience.

## 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.*<sup>11</sup>

#### Spent private time in reflection

	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
FALL 2019 (n=307)	31 10.10%	142 46.25%	68 22.15%	66 21.50%	263 85.67%	64 20.85%	92 29.97%	120 39.09%	31 10.10%
FALL 2015 (n=362)	36 9.94%	183 50.55%	93 25.69%	50 13.81%	300 82.87%	103 <sup>12</sup> 28.53%	130 36.01%	99 27.42%	29 8.03%

#### Examined values and principles involved in your own decision-making process

	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
FALL 2019 (n=307)	14 4.56%	84 27.36%	130 42.35%	79 25.73%	292 95.11%	39 12.70%	78 25.41%	149 48.53%	41 13.36%
FALL 2015 (n=362)	29 8.01%	135 37.29%	119 32.87%	79 21.82%	335 92.54%	94 <sup>13</sup> 26.11%	118 32.78%	115 31.94%	33 9.17%

<sup>9</sup> Messina Learning Outcomes. Retrieved from <https://www.loyola.edu/departments/messina/about/program-design/learning-outcomes>

<sup>10</sup> Mission, Vision, and Values. (n.d.) Retrieved from <https://www.loyola.edu/about/mission/core-values#discernment>

<sup>11</sup> These questions were asked on previous surveys, and when available, past year data is included.

<sup>12</sup> Response rate for this question dropped to 361.

<sup>13</sup> Response rate for this question dropped to 360.

Dedicated time to reflection, meditation, deep contemplation, or prayer

	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
FALL 2019 (n=307)	66 21.50%	122 39.74%	63 20.52%	56 18.24%	243 79.15%	102 33.22%	82 26.71%	93 30.29%	30 9.77%
FALL 2015 (n=363)	75 20.66%	168 46.28%	66 18.18%	54 14.88%	286 <sup>14</sup> 79.22%	139 <sup>15</sup> 38.61%	114 31.67%	77 21.39%	30 8.33%

Examined ethical questions in regard to your conduct

	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
FALL 2019 (n=307)	71 23.13%	107 34.85%	93 30.29%	36 11.73%	277 90.23%	75 24.43%	82 26.71%	115 37.46%	35 11.40%
FALL 2015 (n=362)	29 8.01%	135 37.29%	119 32.87%	79 21.82%	335 92.54%	94 <sup>16</sup> 26.11%	118 32.78%	115 31.94%	33 9.17%

Used knowledge and skills discussed or developed in your classes to contribute to your understanding of content in other classes

	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
FALL 2019 (n=307)	8 2.61%	53 17.26%	117 38.11%	129 42.02%	295 96.09%	42 13.68%	52 16.94%	131 42.67%	82 26.71%
FALL 2016 (n=365)	17 4.66%	107 29.32%	154 42.19%	87 23.84%	330 <sup>17</sup> 90.91%	53 14.52%	105 28.77%	153 41.92%	54 14.79%
FALL 2015 (n=363)	33 9.09%	108 29.75%	122 33.61%	100 27.55%	339 93.39%	72 <sup>18</sup> 20.00%	102 28.33%	123 34.17%	63 17.50%

<sup>14</sup> Response rate for this question dropped to 361.

<sup>15</sup> Response rate for this question dropped to 360.

<sup>16</sup> Response rate for this question dropped to 360.

<sup>17</sup> Response rate for this question dropped to 363.

<sup>18</sup> Response rate for this question dropped to 360.

Felt that you had support in regard to becoming a part of the Loyola community

	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
FALL 2019 (n=307)	7 2.28%	31 10.10%	90 29.32%	179 58.31%	298 97.07%	13 4.23%	21 6.84%	97 31.60%	176 57.33%
FALL 2017 (n=328)	6 1.83%	57 17.38%	121 36.89%	144 43.09%	314 95.73%	24 7.32%	63 19.21%	165 50.30%	76 23.17%
FALL 2016 (n=366)	5 1.37%	47 12.88%	149 40.82%	164 44.93%	355 <sup>19</sup> 97.52%	27 7.40%	70 19.18%	182 49.86%	86 23.56%
FALL 2015 (n=363)	16 4.41%	66 18.18%	139 38.29%	142 39.12%	348 95.87%	32 <sup>20</sup> 8.86%	66 18.28%	133 36.84%	130 36.01%

Felt that you belonged 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)		SOMEWHAT TO VERY IMPORTANT	NO INFLUENCE	LITTLE INFLUENCE	SOME INFLUENCE
FALL 2019 (n=307)	8 2.61%	96 31.27%	33 10.75%	170 55.37%	302 98.37%	21 6.84%	35 11.40%	106 34.53%	145 47.23%
FALL 2017 (n=328)	15 4.57%	74 22.56%	106 32.32%	133 40.55%	323 98.48%	38 11.59%	59 17.99%	148 45.12%	83 25.30%
FALL 2016 (n=366)	15 4.10%	69 18.85%	114 31.15%	168 45.90%	362 98.91%	36 9.84%	87 23.77%	122 33.33%	121 33.06%
FALL 2015 (n=363)	18 4.96%	77 21.21%	106 29.20%	162 44.63%	349 <sup>21</sup> 96.94%	43 <sup>22</sup> 12.11%	80 22.54%	131 36.90%	101 28.45%

DISCERNMENT QUESTIONS

Students saw the following descriptive text before responding to questions in this section:

Messina has four core areas of learning outcomes for our program. One of these areas is centered on Jesuit Mission and Values. One aspect of this outcome is for first-year students to begin to *develop habits of discernment and reflection in the Ignatian tradition*.

We are interested in learning more about your general practice of discernment. If you are unfamiliar with this word and what it entails, discernment includes taking part in the practice of regular reflection and self-examination. This process may include:

- awareness of personal freedoms (or lack thereof),
- a sense of personal responsibility for choices and actions, or
- a balance between enlightened self-interest and promotion of the common (“greater”) good.

<sup>19</sup> Response rate for this question dropped to 364.

<sup>20</sup> Response rate for this question dropped to 361.

<sup>21</sup> Response rate for this question dropped to 360.

<sup>22</sup> Response rate for this question dropped to 355.



Question 3.2: Discernment is a practice that is personally meaningful to me.<sup>23</sup>

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
FALL 2019 (n=307)	93 30.29%	145 47.23%	55 17.92%	12 3.91%	2 0.65%
FALL 2015 (n=322)	68 21.12%	165 51.24%	61 18.94%	3 0.93%	24 7.45%

Following their response to question 3.2, 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

Question: 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 using the following rubric as a guide.<sup>24</sup>

N/A (0)	Beginning (1)	(2)	(3)	Advanced (4)
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.

	N/A (0)	Beginning (1)	(2)	(3)	Advanced (4)
FALL 2019 (n=176)	18 10.23%	73 41.48%	60 34.09%	16 9.09%	9 5.11%
FALL 2015 (n=233)	59 25.32%	118 50.64%	38 16.31%	17 7.30%	1 0.43%

Selected Fall 2019 Responses (reflecting rubric scores of 0-1):

- I take part in acts of discernment by taking quiet time myself
- Considering what is for the good of the people or my own, especially in living situations.
- Prayer
- Mindful breathing and periods of reflection
- Personally I am trying to help myself grow to be able to help others and support my family spiritually and emotionally for when I get older.

Selected Fall 2019 Responses (reflecting rubric scores of 2):

- Usually, I will journal to reflect on my thoughts, feelings, or anything on my mind.

<sup>23</sup> This question (3.2) triggered future questions in this block of questions related to discernment.

<sup>24</sup> This rubric was developed in Fall 2015 to evaluate student experiences related to discernment. Appendix 2 has a complete listing of all rubrics developed in 2015-2016 as a part of measuring student discernment experiences.

- I use discernment when I am unsure of what the right thing to do would be. I have to take time to think about the situation and judge whether or not something would be a better way to approach it than another.
- Usually right before bed I think over what I've done in the day or week and evaluate how I acted and whether I agree with it or did not like it. I don't really set aside time for this it just kind of happens naturally when I am trying to relax and fall asleep
- God leads me and my decision. I do not make any decision without thinking, is this where god is guiding me?

*Selected Fall 2019 Responses (reflecting rubric scores of 3):*

- Personally I find myself taking part in the act of discernment by going to mass and evaluating my life and current decisions. I find this ability in nightly prayer and time of reflection during mass.
- I try to take a moment at the beginning and the end of each day to reflect on myself. Who I am, who I want to be, and how I can best exemplify that.
- I don't necessarily have a set time during the day where I take part in the act of discernment. I see the act of discernment as a very fluid yet concrete thing. It changes. Like my relationship with God and through prayer, I do not pray for the same thing every time I pray, nor do take part in the act of discernment the same way each time I do it. My prayers differ each time, but are always an essential aspect of my spiritual life, like that of discernment and my relationship with God.

*Selected Fall 2019 Responses (reflecting rubric scores of 4):*

- Often when I get back to my apartment, I consider what I did poorly that day, and how I can do better the next day. I consider both the actions that I performed directly and the indirect effects these actions might have following their occurrence. Sometimes, I take some time out of my day to solely think about these things, but more frequently, I practice this before I am about to go to bed.
- I am in chapel choir, and for some songs in Lessons and Carols, we were told to put ourselves in the scene of the Nativity in order to express and feel those emotions correctly, which is a powerful Ignatian tool for me. I also have reflected on something as simple as the past week and how it has been, and what I hope to change or continue in the following week.
- I usually take part in discernment by reflecting on my actions in the past week. I also like to use discernment when I'm stressed as a way to step back from what I am doing and evaluate what is causing me stress. This allows me to think more clearly about how I can solve or move past the situation and get to a healthier mental state.
- I take part in the act of discernment by praying to God; this strengthens my relationship with Him and allows me to reflect on what I have done versus what I am going to do, and what of my future God is already in control of. Creating this relationship has allowed me to slow down my life a little, knowing that He is going to determine my path regardless of the worldly things surrounded by me every day is comforting.

QUESTION B

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*Question:* What do you find challenging in regard to discernment in your own life?

To evaluate responses to this question, students received a score between 0 to 4 using the following rubric as a guide.<sup>25</sup>

<b>N/A (0)</b>	<b>Beginning (1)</b>	<b>(2)</b>	<b>(3)</b>	<b>Advanced (4)</b>
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.

	<b>N/A (0)</b>	<b>Beginning (1)</b>	<b>(2)</b>	<b>(3)</b>	<b>Advanced (4)</b>
FALL 2019 (n=9)	0 0.00%	1 11.11%	5 55.56%	3 33.33%	0 0.00%
FALL 2015 (n=29)	0 0.00%	8 27.59%	10 34.48%	5 17.24%	4 13.79%

*Selected Fall 2019 Responses:*

- Time management in college can make it difficult to have time to reflect and make necessary decisions.
- Discernment here at Loyola is something I have personally struggled with. It is easy to be influenced by others, especially as a new student trying to fit in and make friends. It’s hard to judge what is the best thing to do for myself at times.
- As a teenager, I think it is hard to judge things correctly as I have not experienced enough. I know a lot of things but it still does not feel like enough.
- Finding the time and appropriate place to do so

QUESTION C

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*Question:* In the previous question you responded “Neither Agree nor Disagree.” Please briefly describe why you selected that choice. (n=40)

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

- Indifference to discernment (12 responses)
- Open to discernment/ response suggests an understanding of discernment (10 responses)
- Discernment is not a personal priority (8 responses)
- Response unable to be categorized into a particular theme (3 responses)
- Disagree that discernment is useful or applicable to them (3 responses)
- Unsure what discernment is (2 responses)
- Other (2 responses)

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<sup>25</sup> This rubric was developed in Fall 2015 to evaluate student experiences related to discernment. Appendix 2 has a complete listing of all rubrics developed in 2015-2016 as a part of measuring student discernment experiences.

*Selected Fall 2019 Responses:*

- I spend a lot of time reflecting on my shortcomings as a result of my incessant personal failures. That reflection is the closest thing to discernment for me. As it is generally a time full of self-depreciation and wallowing in pity over my own incapacibilities, I do not consider it to be particularly meaningful to the grand scheme of my life.
- In general, I am not the type of person to set aside time to actively reflect on the morality of my own actions. However, morals and making ethical decisions are important to me (in general). I would like to practice discernment before but today is the first time I've heard of the word.
- While I enjoy and find meaning when I participate in discernment, I never go out of my way to make sure I practice it. If my mind enters a reflective state at the end of the day, then I just kind of go with it.
- It depends on the time of my life. Discernment is meaningful when I have a lot going on so I don't lose myself, but at other times I feel fine without looking back.
- I think discernment can be a good way to self reflect, which I like to do, but I don't feel strongly enough about it to say it is meaningful to me. Discernment is just a tool for me to self reflect. It is neither meaningful or not meaningful for me.

**PERSONAL QUALITIES OF DISCERNMENT**

*Question:* Considering the description of discernment mentioned earlier, please indicate the extent to which each statement describes your own experiences with discernment.

Items in green reflect the highest score for each statement.

*Note:* This question only displayed to those selecting “Strongly Agree, Agree, or Neither Agree nor Disagree” to Q3.2.

	<b>Describes Me Extremely Well</b>	<b>Describes Me Well</b>	<b>Describes Me Moderately Well</b>	<b>Describes Me Slightly Well</b>	<b>Does Not Describe Me</b>
When I engage in discernment, I usually have to set aside time to engage in this practice (n=259)	16 6.18%	53 20.46%	<b>81 31.27%</b>	61 23.55%	48 18.53%
My practice of discernment considers the common good (n=258)	36 13.95%	80 31.01%	<b>95 36.82%</b>	34 13.18%	13 5.04%
My discernment process is spiritual (n=258)	24 9.30%	<b>63 24.42%</b>	57 22.09%	59 22.87%	55 21.32%
My discernment process involves a relationship with God (n=258)	44 17.05%	48 18.60%	42 16.28%	59 22.87%	<b>65 25.19%</b>
I view my discernment process as something that is ongoing- it is just a way of life (n=259)	58 22.39%	<b>88 33.98%</b>	69 26.64%	30 11.58%	14 5.41%
I view discernment as a tool for self-improvement (n=258)	46 17.83%	<b>96 37.21%</b>	79 30.62%	28 10.85%	9 3.49%
I use prayer as a part of my discernment process (n=259)	26 10.04%	42 16.22%	50 19.31%	49 18.92%	<b>92 35.52%</b>
I have practiced this in the past, but did not use the word discernment to describe my process (n=259)	32 12.36%	83 32.05%	<b>107 41.31%</b>	25 9.65%	12 4.63%
Discernment is a method of self-evaluation for me (n=259)	28 10.81%	<b>90 34.75%</b>	82 31.66%	43 16.60%	16 6.18%

## MESSINA THEME AND WORKING GROUP EXPERIENCE

Students were asked to provide feedback on their relationships with Messina working group members.

*Question:* To what extent did your participation in Messina help you establish a positive relationship with your \_\_\_\_\_?

	<b>A Great Deal</b>	<b>Somewhat</b>	<b>A Little</b>	<b>Not at All</b>
Messina Professor	193 62.87%	78 25.41%	24 7.82%	12 3.91%
Messina Mentor	125 40.72%	112 36.48%	49 15.96%	21 6.84%
Messina Evergreen	226 73.62%	55 17.92%	20 6.51%	6 1.95%

*Question:* If interested, please comment on the choices you selected in the above questions.

*Selected Fall 2019 Responses:*

- My Messina advisor was a great and open resource to me and was present and available every single time I needed her. She helped me find solutions to all my academic problems, even the ones outside of her class.
- I feel very lucky about my Messina class and the people who oversaw it. The professor was my favorite teacher ever. The evergreen was always in a great mood and helpful even after many obstacles in her own life. And the mentor always had good advice for us and always made the Messina hours have interesting conversation
- My messina got along very well! I got a cool group that had two evergreens which was a nice experience to have. It worked so that if one of the evergreens was sick or had some sort of inhibiting thing in their life, my fellow messina people and I could still go to the other one for help.
- I felt the Messina meetings were positive. At times they felt unnecessary, but I'm sure I wouldn't feel as comfortable with talking to my advisors if we didn't meet weekly.
- From the very beginning of the semester, all of the members of my Messina working group were very welcoming and instantly made an effort to get to know my entire Messina, and they were a big help with my transition.

*Question:* How did you experience your Messina theme this semester? (please check all that apply)

<b>Area</b>	<b>(n=307)</b>
Through conversations/activities during my weekly Messina enrichment session (Professor, Mentor, Evergreen)	179 58.31%
Through attendance at Messina theme events	142 46.25%
Through conversations/activities during my Messina class (just with my Professor)	138 44.95%
On my own with students from my Messina class	89 28.99%
Through conversations/activities during classes not connected to Messina	82 26.71%
On my own with students not in my Messina class	46 14.98%
I did not experience my Messina theme	43 14.01%
Through conversations/activities coordinated by my RA	16 5.21%
Other	3 0.98%

**COMMON TEXT QUESTIONS**

Question: Please answer the following questions related to your Common Text, *Heartland*.

	<b>Question</b>	<b>No</b>	<b>Yes</b>	<b>Mean</b>
<b>2019</b>	I read <i>Heartland</i> . (n=307)	43	264	1.86
		14.01%	85.99%	
<b>2018</b>	I read <i>The Fire Next Time</i> . (n=348)	54	294	1.84
		15.52%	84.48%	
<b>2017</b>	I read <i>Just Mercy</i> . (n=328)	29	299	1.91
		8.84%	91.16%	
<b>2016</b>	I read <i>How to Win an Election</i> . (n=364)	27	337	1.93
		7.42%	92.58%	
<b>2015</b>	I read <i>Clybourne Park</i> . (n=348)	28	320	1.92
		8.05%	91.95%	
<b>2014</b>	I read <i>The Bluest Eye</i> . (n=277)	26	251	1.91
		9.39%	90.61%	

	<b>Question</b>	<b>No</b>	<b>Yes</b>	<b>Mean</b>
<b>2019</b>	<i>Heartland</i> was a topic in my Messina class during the semester other than the discussion held during fall orientation. (n=307)	162	145	1.47
		52.77%	47.23%	
<b>2018</b>	<i>The Fire Next Time</i> was a topic in my Messina class during the semester other than the discussion held during fall orientation. (n=348)	173	175	1.50
		50%	50%	
<b>2017</b>	<i>Just Mercy</i> was a topic in my Messina class during the semester other than the discussion held during fall orientation. (n=328)	133	195	1.59
		40.55%	59.45%	
<b>2016</b>	<i>How to Win an Election</i> was a topic in my Messina class during the semester other than the discussion held during fall orientation. (n=353)	208	145	1.41
		58.92%	41.08%	
<b>2015</b>	<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%	
<b>2014</b>	<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: *Heartland* contributed to my further understanding of the following areas: (please check all that apply)

<b>Area (n=307)</b>	<b>Count</b>	<b>Percentage</b>
Rural Poverty	212	69.06%
Socioeconomic Class	205	66.78%
Educational Access	149	48.53%
Economic Mobility (myths versus reality)	140	45.60%
Racial Privilege	127	41.37%
Gender	103	33.55%
Health Inequality	102	33.22%
Healthcare Access	85	27.69%
None	50	16.29%
Other	7	2.28%

## DEMOGRAPHIC INFORMATION

Students saw the following descriptive text before responding to questions in this section:

*This final set of questions is to collect demographic information. If you prefer not to answer one or more of these questions, please select "Prefer not to answer"*

Question: I identify as... (please select all that apply)

Faith Background	(n=303)
Catholic	163 53.80%
Christian, Non-Denominational, Protestant	50 16.50%
Agnostic	34 11.22%
Prefer not to answer	15 4.95%
Atheist	13 4.29%
Not otherwise listed (if desired, please specify)	12 3.96%
Spiritual but not religious	12 3.96%
Questioning	12 3.96%
Buddhist	5 1.65%
Baptist	4 1.32%
Jewish	2 0.66%
Hindu	1 0.33%
Rastafari	1 0.33%
Sikh	1 0.33%
Muslim	1 0.33%
Native American Spirituality	0 0.00%
Baha'i	0 0.00%
Unitarian Universalist	0 0.00%

Question: I identify as... (please select all that apply)

<b>Race/ Ethnicity</b>	<b>(n=304)</b>
White, European, European American	238 78.29%
Latinx, Latina/o, Hispanic	36 11.84%
African, African American	18 5.92%
Asian or Asian American	15 4.93%
Multiracial or Biracial	14 4.61%
Black	11 3.62%
Caribbean, Caribbean American	7 2.30%
Arab, Middle Eastern	4 1.32%
Prefer not to answer	3 0.99%
Native American, Alaska Native, Indigenous, First Nations	2 0.66%
Native Hawaiian, Pacific Islander	2 0.66%
Not otherwise listed (if desired, please specify)	2 0.66%

Question: I identify as... (please select all that apply)

<b>Gender</b>	<b>(n=302)</b>
Woman	209 69.21%
Man	92 30.46%
Prefer not to answer	2 0.66%
Agender	1 0.33%
Gender Fluid or Genderqueer	1 0.33%
I am currently questioning my gender identity	1 0.33%
Non-binary	0 0.00%
Not otherwise listed (if desired, please specify)	0 0.00%
Trans Man	0 0.00%
Trans Woman	0 0.00%



Question: I identify as... (please select all that apply)

<b>Sexual Identity</b>	<b>(n=302)</b>
Straight/ Heterosexual	261 86.42%
Bisexual	19 6.29%
I am currently questioning my sexuality	6 1.99%
Prefer not to answer	5 1.66%
Lesbian	5 1.66%
Asexual	4 1.32%
Pansexual	3 0.99%
Queer	3 0.99%
Gay	2 0.66%
Fluid	1 0.33%
Not otherwise listed (if desired, please specify)	0 0.00%

Additional embedded data was included in the survey for further aggregate analysis. These areas included the following areas from Loyola demographic records: Gender, First Generation Student, Ethnicity, Race, Messina Section, and Pre-Fall Program. Appendix 4 includes the breakdown of all demographic data descriptions and *n* used in this report.

## APPENDIX 1: SURVEY INSTRUMENT

### FALL SEMESTER EXPERIENCE QUESTIONS

This set of questions begin with a statement. For each statement, you will be asked to respond to three short drop-down questions. Please respond to these questions as they relate to your fall semester experience as a first-year student at Loyola.

Statements:

- Spent private time in reflection
- Examined values and principles involved in your own decision-making processes
- Dedicated time to reflection, meditation, deep contemplation, or prayer
- Examined ethical questions in regard to your conduct
- Used knowledge and skills discussed or developed in your classes to contribute to your understanding of content in other classes
- Felt that you had support in regard to becoming a part of the Loyola community
- Felt that you belonged at Loyola

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

*Response options:* Very Often (weekly), Often (monthly), Sometimes (1-2 times), Never

Please indicate the amount of importance this area is for you.

*Response options:* Very Important, Somewhat Important, Not At All Important

What level of influence did your participation in Messina have in relation to this area?

*Response options:* Very Influential, Some Influence, Little Influence, No Influence

### DISCERNMENT AND REFLECTION QUESTIONS

Messina has four core areas of learning outcomes for our program. One of these areas is centered on Jesuit Mission and Values. One aspect of this outcome is for first-year students to begin to develop habits of discernment and reflection in the Ignatian tradition.

We are interested in learning more about your general practice of discernment. If you are unfamiliar with this word and what it entails, discernment includes taking part in the practice of regular reflection and self-examination. This process may include:

- awareness of personal freedoms (or lack thereof),
- a sense of personal responsibility for choices and actions, or
- a balance between enlightened self-interest and promotion of the common (“greater”) good.

Discernment is a practice that is personally meaningful to me. (Q2.2)

*Response options:* Strongly Agree, Agree, Neither Agree Nor Disagree, Disagree, Strongly disagree

Considering the description of discernment mentioned earlier, please indicate the extent to which each statement describes your own experiences with discernment.

*Note:* This question only displayed to those selecting “Strongly Agree, Agree, or Neither Agree Nor Disagree” to Q2.2

*Response options:* Describes me extremely well, Describes me very well, Describes me moderately well, Describes me slightly well, Does not describe me

Statements:

- I have practiced this in the past, but did not use the word discernment to describe my process
- I use prayer as a part of my discernment process
- Discernment is a method of self-evaluation for me
- I view discernment as a tool for self-improvement
- My practice of discernment considers the common good
- My discernment process is spiritual
- My discernment process involves a relationship with God
- I view my discernment process as something that is ongoing- it is just a way of life
- When I engage in discernment I usually have to set aside time to engage in this practice

Describe a way in which you personally take part in the act of discernment. (open ended response)

*Note:* This question only displayed to those selecting “Strongly Agree or Agree” to Q2.2

What do you find challenging in regard to discernment in your own life? (open ended response)

*Note:* This question only displayed to those selecting “Strongly Disagree or Disagree” to Q2.2

In the previous question you responded "Neither Agree nor Disagree." Please briefly describe why you selected that choice. (open ended response)

*Note:* This question only displayed to those selecting “Neither Agree Nor Disagree” to Q2.2

#### MESSINA WORKING GROUP RELATIONSHIPS

The next questions are about the relationships between you and your Messina working group. A working group includes your fall Messina professor, your Mentor (the staff member or administrator who attends your enrichment sessions), and your Evergreen(s). You will also be able to provide comments after these three questions.

To what extent did your participation in Messina help you to establish a positive relationship with your Messina Professor?

*Response options:* Not at all, A little, Somewhat, A great deal

To what extent did your participation in Messina help you to establish a positive relationship with your Messina Mentor (the staff member or administrator)?

*Response options:* Not at all, A little, Somewhat, A great deal

To what extent did your participation in Messina help you to establish a positive relationship with your Messina Evergreen(s)?

*Response options:* Not at all, A little, Somewhat, A great deal

If interested, please comment on the choices you selected in the above questions about your Messina working group.  
(open ended response)

#### COMMON TEXT QUESTIONS

I read the 2019 Common Text, Heartland.

*Response options:* No, Yes

Heartland was a topic in my Messina class and/or enrichment session during the fall semester other than the discussion held during Fall Welcome Weekend.

*Response options:* No, Yes

Heartland contributed to my further understanding of the following area(s). (please check all that apply)

- NONE
- Racial Privilege
- Rural Poverty
- Gender
- Healthcare Access
- Educational Access
- Health Inequality
- Socioeconomic Class
- Economic Mobility (myths versus reality)
- Other (please briefly specify)

#### MESSINA THEME QUESTIONS

Please identify which Messina theme you were a part of during the fall semester.

*Response options:* Self and Other, Stories We Tell, The Visionary, The Good Life, I am unsure of my Messina theme

How did you experience your Messina theme this fall semester? (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
- I did not experience my Messina theme this fall
- Other (please specify)

## APPENDIX 2: DISCERNMENT RUBRICS

**MESSINA DISCERNMENT DEFINITION RUBRIC:** On the Fall 15 Survey, students were asked to respond to the question: *How do you personally define discernment?* To evaluate responses to this question, this rubric was utilized to see what elements of the definition of discernment provided by Loyola University Maryland<sup>26</sup> related to student responses. This question was not asked during administration of the Fall 2019 student survey but is being included here to show concepts being considered related to discernment in subsequent questions asked on this instrument. 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.

	<b>N/A (0)</b>	<b>Beginning (1)</b>	<b>(2)</b>	<b>(3)</b>	<b>Advanced (4)</b>
<b>Responding to the question: “How do you personally define discernment?”</b>	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"> <li>• Reflection</li> <li>• Decision-Making</li> <li>• Choices</li> </ul>	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"> <li>• Is a Practice</li> <li>• Reflection</li> <li>• Prayer</li> <li>• Self-Evaluation</li> <li>• Well-Informed</li> <li>• Choices</li> <li>• Improvement</li> <li>• Decision-Making</li> <li>• Practical</li> <li>• Spiritual</li> <li>• Giving Attention</li> </ul>	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"> <li>• Is a Practice</li> <li>• Reflection</li> <li>• Prayer</li> <li>• Self-Evaluation</li> <li>• Well-Informed</li> <li>• Choices</li> <li>• Improvement</li> <li>• Critical Thinking</li> <li>• Common Good</li> <li>• Decision-Making</li> <li>• Practical</li> <li>• Spiritual</li> <li>• Giving Attention</li> <li>• Relationship with God</li> <li>• A way of life, ongoing</li> </ul>	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"> <li>• Is a Practice</li> <li>• Reflection</li> <li>• Prayer</li> <li>• Self-Evaluation</li> <li>• Well-Informed</li> <li>• Choices</li> <li>• Improvement</li> <li>• Critical Thinking</li> <li>• Common Good</li> <li>• Decision-Making</li> <li>• Practical</li> <li>• Spiritual</li> <li>• Giving Attention</li> <li>• Relationship with God</li> <li>• A way of life, ongoing</li> </ul>

<sup>26</sup> Mission, Vision, and Values. (n.d.). Retrieved December 14, 2015, from <http://www.loyola.edu/about/mission-vision-values>

On the Fall 2015 survey, 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. This set of rubrics and questions was also used for Fall 2019 survey data analysis.

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

	<b>N/A (0)</b>	<b>Beginning (1)</b>	<b>(2)</b>	<b>(3)</b>	<b>Advanced (4)</b>
<b>Responding to the question:</b> <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.”

	<b>N/A (0)</b>	<b>Beginning (1)</b>	<b>(2)</b>	<b>(3)</b>	<b>Advanced (4)</b>
<b>Responding to the question:</b> <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.

As a result of participating in *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 4: DEMOGRAPHIC DESCRIPTIONS

Additional embedded data was included in the survey for further aggregate analysis. These areas included the following areas from Loyola demographic records: Gender, First Generation Student, Ethnicity, Race, Messina Section, and Pre-Fall Program. Below is the breakdown of all demographic data descriptions and *n* used in this report.

Category	<i>n</i> =	How Category Was Established
<b>All Responses</b>	307	This represents all students that responded to the final question of the survey (Q6.2) prior to the demographic questions block. A decision was made to consider this as finished instead of the demographic section/ clicking through the end because of respondent error at times in following through. Final <i>n</i> would have been 304 had this not been considered. Any student who partially completed the survey (i.e. did not make it to Q6.2) was considered void in this dataset.
<b>Non-Heterosexual</b>	46	This represents any student that did not select heterosexual to Q7.5 related to Sexual Identity. This represents students who chose any of the following options: Bisexual, Lesbian, Asexual, Pansexual, Queer, Gay, Fluid, I am currently questioning my sexuality, or Prefer not to answer.
<b>Heterosexual</b>	261	This represents any student that selected heterosexual to Q7.5 related to Sexual Identity.
<b>Non-Catholic/ Non-Christian</b>	96	This represents any student that did not select Catholic or Christian, Non-Denominational, Protestant to Q7.2 related to Faith Identity. This represents students who chose any of the following options: Agnostic, Prefer not to answer, Atheist, Not otherwise listed, Questioning, Spiritual but not religious, Buddhist, Baptist, Jewish, Hindu, Muslim, Rastafari, or Sikh.
<b>Catholic/ Christian</b>	211	This represents any student that selected Catholic or Christian, Non-Denominational, Protestant to Q7.2 related to faith identity.
<b>First Gen</b>	58	This was not asked as a demographical question but instead included as embedded data (K) in the contact list for this survey and would have been provided from Loyola student records. This represents First-Generation students.
<b>Non-First Gen</b>	249	This was not asked as a demographical question but instead included as embedded data (K) in the contact list for this survey and would have been provided from Loyola student records. This represents Non- First-Generation students.
<b>Hispanic</b>	45	This was not asked as a demographical question but instead included as embedded data (M) in the contact list for this survey and would have been provided from Loyola student records. This represents Hispanic students.
<b>Non-Hispanic</b>	262	This was not asked as a demographical question but instead included as embedded data (M) in the contact list for this survey and would have been provided from Loyola student records. This represents Non-Hispanic students.
<b>Other Racial Identity</b>	29	This was not asked as a demographical question but instead included as embedded data (L) in the contact list for this survey and would have been provided from Loyola student records. This represents students that are listed as Asian, American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander, Two or more Races. It excludes 6 responses that are listed as Not Given.
<b>Students of Color</b>	51	This was not asked as a demographical question but instead included as embedded data (L) in the contact list for this survey and would have been provided from Loyola student records. This represents students that are not listed as White. This includes Asian, American Indian or Alaskan Native, Black, Native Hawaiian or Other Pacific Islander, Two or more Races.
<b>Black</b>	22	This was not asked as a demographical question but instead included as embedded data (L) in the contact list for this survey and would have been provided from Loyola student records. This represents Black students.
<b>White</b>	250	This was not asked as a demographical question but instead included as embedded data (L) in the contact list for this survey and would have been provided from Loyola student records. This represents White students.
<b>Male</b>	96	This was not asked as a demographical question but instead included as embedded data (J) in the contact list for this survey and would have been provided from Loyola student records. Combined Admission Gender Breakout Data is 306 and not 307 because of one unknown identity. This represents Male students.
<b>Female</b>	210	This was not asked as a demographical question but instead included as embedded data (J) in the contact list for this survey and would have been provided from Loyola student records. Combined Gender Breakout Data is 306 and not 307 because of one unknown identity. This represents Female students.
<b>Pre-Fall Program</b>	71	This was not asked as a demographical question but instead included as embedded data (O) in the contact list for this survey and would have been provided from Loyola student records. This represents all students participating in a Loyola Pre-Fall Program, including MAP, Strategies for Success, OAE, Experience Baltimore, LEAP, and FIRST.