

# FALL 2022 MESSINA MID-YEAR STUDENT SURVEY FINDINGS

Report prepared by: Sarah E. Lewis, Associate Director of Messina  
[selewis@loyola.edu](mailto:selewis@loyola.edu)

## CONTENTS

Executive Summary .....	2
Key Findings.....	2
Recommendations.....	3
Overview of Project Methodology.....	4
Detailed Findings .....	5
Questions Related to the AAC&U Integrated Learning Rubric.....	5
Questions Related to the Messina Experience.....	9
Messina Theme .....	10
Working Group Feedback.....	11
Common Text.....	13
Demographic Information .....	15
Appendix A: AAC&U VALUE Rubric for Integrated Learning .....	18
Appendix B: Survey Instrument.....	19
Appendix C: Messina Learning Outcomes .....	23
Appendix D: Demographic Descriptions .....	24

## EXECUTIVE SUMMARY

Prepared by Sarah Lewis, Associate Director of Messina, [selewis@loyola.edu](mailto:selewis@loyola.edu).

Annual Messina assessment initiatives during the 2022-2023 academic year address the learning outcome area of Integrated Learning, using the AAC&U VALUE rubric for integrated learning as a basis for the evaluation. This report reflects results from a survey administered to all first-year students in Fall 2022 from December 3, 2022-January 5, 2023. The instrument included questions from the Fall 2018 Messina student survey that addressed this same area of learning outcomes. However, the student survey administered in Fall 2018 had been a part of a multi-institutional study, therefore some changes were made for this year to address questions more specifically related to the Messina program. The survey was administered to 1252 students with 605 students starting the survey. 372 students fully answered every question in the survey for a response rate of 29.7%—these results are included in this document.

## KEY FINDINGS

Students were asked questions based on the categories of the AAC&U Rubric for Integrative Learning, a copy of which can be found in Appendix A. A full summary of the survey instrument can be found in Appendix B, along with an overview of all Messina Learning Outcomes in Appendix C. At the end of each section, a final question was asked to explore the level of influence that participation in Messina had in relation to the area. Students reported the level of influence that Messina had in “Connecting Experience to Relevant Academic Knowledge” (80% Very Influential or Some Influence), “Making Connections Across Disciplines” (75% Very Influential or Some Influence), “Adapting and Applying Skills to New Situations” (79% Very Influential or Some Influence), and “Developing Sense of Self as a Learner” (79% Very Influential or Some Influence) (see table below).

<b><i>Survey Question: What level of influence did your participation in Messina have in relation to:</i></b>	<b><i>Connecting your experience to relevant academic knowledge</i></b>	<b><i>Making connections across disciplines</i></b>	<b><i>Adapting and applying skills, abilities, theories, or methodologies gained in one situation to new situations</i></b>	<b><i>Developing your sense of self as a learner</i></b>
<b><i>Very Influential + Some Influence</i></b>	80.38%	75.00%	79.30%	79.30%
<b><i>Little Influence + No Influence</i></b>	19.62%	25.00%	20.70%	20.70%

Although the results for each category are similar, “Making Connections Across Disciplines” has an overall lower percentage of students who indicate that Messina was either Very Influential or Some

Influence. This is an interesting, and somewhat counter-intuitive result, as Messina is an interdisciplinary program. It is possible that this can be attributed to students still needing to build skills related to recognition of interdisciplinary opportunities, however it may also indicate that as a program there is room for growth with regards to helping students make those connections.

The focus of this cycle included examining the role of Messina, in addition to exploring responses for relationships between response and student demographics, with populations of interest including student of color, Latinx students, and first-gen students. Chi-squared tests were performed in order to examine the statistical significance of relationships between each integrated learning category and the demographics of interest.

Most students indicated that Messina had Some Influence or was Very Influential for each of the four categories in similar numbers regardless of race, although race and ethnicity were found to be independent of a student's responses. However, students who identify as two or more racial identities had a slightly lower percentage for these responses. When evaluated using the chi-square test, these were not found to be statistically significant differences between groups either, but it may be worth noting this for future assessment as to whether the trend persists. In general, Latinx students tended to rate Messina as influential at slightly higher rates than other students, which follows a finding in past years that Latinx students tend to exhibit higher levels of belonging. Approximately 35% of both first-gen and non-first-gen students indicated that Messina was Very Influential in "Developing Sense of Self as a Learner," however in each of the remaining categories, a greater number of non-first-gen students selected that they found Messina to be Very Influential. The chi-squared test indicated that there is a relationship between first-gen and the Developing Sense of Self as a Learner category. A student's major was found to also be statistically significant in how they responded to categories of Connecting Experience to Academic Knowledge and Adapting and Applying Skills to New Situations. Making Connections Across Disciplines did not seem to have a relationship to any of these demographic categories. The department hopes to continue to gain more information on these findings in the next assessment cycle.

Students were also asked about their experience with the Common Text and their Messina section. 89.9% confirmed having read the Common Text, *The Vanishing Half*, which is on par with previous years. The vast majority of students indicated that they have experienced the theme in some way (less than 4% responded they have never experienced the theme), although there is room to improve in ensuring the students experience the theme in a variety of ways. Additionally, after one semester, more than two thirds of students report that they have a positive relationship with their faculty members (89%), Evergreens (89%) and mentors (77%). These weekly interactions contribute to divisional goals such as improving retention, managing health and safety risks, and creating a welcoming and diverse campus.

## RECOMMENDATIONS

Integrated Learning is a multi-faceted skill that we do not expect students to master in their first year. The use of the AAC&U VALUE rubric has been helpful for developing a baseline, and the results of this and the previous assessment cycle may be used to help more clearly define which aspects of integrated

learning we hope to see from our first-year students, which will in turn help clarify expectations for working groups.

With respect to analysis, overall more work needs to be done to explore the combinations of factors and intersectionalities that may contribute to survey results, which were not explored in detail here due to time constraints. While it is useful to a certain extent to examine differences between individual demographic groups, the interactions between these group identities and their relationship to student responses will give us a more accurate picture of student needs. It is also possible that some of the statistically significant relationships that aren't immediately explainable (e.g. relationship to major, first-gen status, multiple racial identities) are occurring due to these interactions, so further analysis could help shed light on these relationships.

Additionally, making connections to the theme and between courses is an important but challenging aspect of the Messina program, and the results here indicate that some students may need more assistance making those connections. It is very possible that groups are already creating opportunities for this, but they should be mindful of creating more intentional and explicit connections in order to help students build skills and experience in this area, and learn to recognize the connections on their own. An additional opportunity for making these connections would include more consistent use of the common text in enrichment activities. Messina could consider a future report utilizing enrichment plan submissions and enrichment audits in conjunction with student responses to further examine how groups are discussing the common text, in addition to exploration of how theme is related to whether a class has covered more common text topics. Messina might also work to develop resources or training opportunities for working groups on these topics throughout the year and during August and January Workshops.

## OVERVIEW OF PROJECT METHODOLOGY

In Fall 2022 Messina assessed our learning outcome of Integrated Learning, which is sometimes referred to interchangeably in documentation as “Integrative Learning.” This outcome includes the ability of students to “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.”

Assessment measures were based on a previous survey developed in Fall 2018 examining this same outcome area, which is based on the AAC&U rubric for Integrative Learning. The finalized survey included a variety of Likert and open-ended questions related to the transition and connections to Loyola, the Messina experience, and exploration about the common text *The Vanishing Half*.

Student responses have been analyzed for demographic differences in most cases unless otherwise noted. In some sections of the report, these demographic differences are explained as “↑” indicating an increase in a response, and “↓” indicating a decrease in response. Students’ self-identified data derived from the Demographics section of the instrument was utilized instead of embedded Loyola Demographics information. Embedded data was utilized to identify First-Generation students.

## DETAILED FINDINGS

### QUESTIONS RELATED TO THE AAC&U INTEGRATED LEARNING RUBRIC

The questions in this section were grouped into categories from the AAC&U Integrated Learning rubric, and include Connections to Experience, Connections to Discipline, Transfer, and Reflection & Self-Assessment. For each question, students were able to select from a likert scale of Always, Most of the Time, Half of the Time, Sometimes, Never, or N/A. The table below shows a summary of responses, with Never and N/A responses combined into one category. Questions in purple indicate questions that were selected to include a detailed demographic breakdown in this report.

		Always	Most of the Time	Half of the time	Sometimes	Never, or N/A
<b>Connections to Experience:</b> <i>Connect relevant experience and academic knowledge</i>	I have been asked or prompted to connect ideas and/or assignments learned in class to life experiences encountered outside of class (e.g., to family life, friends, residential life, extracurricular, social, and political activities)	117 31.45%	155 41.67%	36 9.68%	50 13.44%	14 3.77%
	Even when not asked or prompted to do so, I connect ideas and/or assignments learned in class to similar life experiences outside of class.	102 27.42%	145 38.98%	58 15.59%	56 15.05%	11 2.96%
	Even when not asked or prompted to do so, I notice differences between what I am learning in class and my life experiences outside of class.	110 29.57%	145 38.98%	69 18.55%	37 9.95%	11 2.96%
	Even when not asked or prompted to do so, I compare what I learn in the classroom to my life experience in order to determine my own perspective on issues.	131 35.22%	132 35.48%	57 15.32%	40 10.75%	12 3.23%
	Even when not asked or prompted to do so, I use the knowledge gained from my experience in residential life (e.g., things I learn from my RA, fellow residents, or living on campus) in other areas of life.	102 27.42%	122 32.80%	70 18.82%	39 10.48%	39 10.48%
	Even when not asked or prompted to do so, I adapt knowledge gained from my experience in residential life (e.g., things I learn from my RA, fellow residents, or living on campus) in other areas of life.	104 27.96%	124 33.33%	65 17.47%	42 11.29%	37 9.94%

	Even when not asked or prompted to do so, I can tell on my own when I am succeeding in a class.	180 48.39%	126 33.87%	31 8.33%	23 6.18%	12 3.23%
	Even when not asked or prompted to do so, I can tell on my own when I am struggling in a class.	183 49.19%	123 33.06%	30 8.06%	21 6.56%	15 4.04%
<b>Connections to Discipline: Sees (makes) connections across disciplines, perspectives</b>	I have been asked or prompted to connect information learned in one class to another class from a different discipline (e.g., a biology class to an art class).	58 15.59%	99 26.61%	72 19.35%	97 26.08%	46 12.36%
	Even when not asked or prompted to do so, I am able to provide examples, facts, and/or theories learned in one class in another class from a different discipline (e.g., biology class to an art class).	73 19.62%	148 39.78%	76 20.43%	59 15.86%	16 4.30%
	Even when not asked or prompted to do so, I provide examples, facts, and/or theories learned in one class in another class from a different discipline (e.g., biology class to an art class).	75 20.16%	111 29.84%	72 19.35%	91 24.46%	23 6.18%
<b>Transfer: Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</b>	Even when not asked or prompted to do so, I connect knowledge gained as part of my residential life experience in other areas of my life.	98 26.34%	121 32.53%	64 17.20%	54 14.52%	35 9.41%
	Even when not asked or prompted to do so, I think about how classroom learning connects with my life outside of class.	103 27.69%	155 41.67%	58 15.59%	43 11.56%	13 3.49%
	Even when not asked or prompted to do so, I adapt and/or apply what I learned in one life situation in order to understand different situations/issues in my life.	121 32.53%	149 40.05%	56 15.05%	36 9.68%	10 2.69%
	Even when not asked or prompted to do so, I adapt and/or apply what I learned in one life situation in order to respond to different situations/issues in my life.	121 32.53%	153 41.13%	54 14.52%	36 9.68%	8 2.15%
	Even when not asked or prompted to do so, I bring together different ideas, perspectives, theories, etc. to inform my point of view.	130 34.95%	150 40.32%	50 13.44%	33 8.87%	9 2.42%

<b>Reflection &amp; Self-Assessment: Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</b>	When evaluating my learning, I consider information beyond the grade I receive on an assignment or in a class.	101 27.15%	138 37.10%	74 19.89%	47 12.63%	12 3.23%
	When evaluating my learning, I consider feedback from my faculty on an assignment or in a class.	176 47.31%	132 35.48%	40 10.75%	21 5.65%	3 0.81%
	When evaluating my learning, I consider feedback from my peers on an assignment or in a class.	97 23.08%	151 40.59%	58 15.59%	50 13.44%	16 4.30%
	When evaluating my learning, I use specific information about what I did well in order to improve the next time.	153 41.13%	151 40.59%	42 11.29%	23 6.18%	3 0.81%
	When evaluating my learning, I use specific examples about what challenged me in order to improve the next time	136 36.56%	149 40.05%	53 14.25%	28 7.53%	6 1.61%
	When evaluating my learning, I am able to see growth in my learning over time.	144 38.71%	147 39.52%	49 13.17%	28 7.53%	4 1.08%
	When evaluating my learning, I can explain how I have improved compared to prior experiences using specific examples.	117 31.45%	155 41.67%	60 16.13%	35 9.41%	5 1.34%
	When evaluating my learning, I take steps to revise my educational plans for how I will approach learning in the future.	128 34.41%	141 37.90%	60 16.13%	33 8.87%	10 2.69%

The demographic breakdown of the mean values of selected questions are shown below. The mean is calculated by converting the likert response values to numeric values (Always = 6, Most of the Time = 5, Half of the Time = 4, Sometimes = 3, Never = 2, N/A = 1) and calculating the mean. Values highlighted in purple indicate those that are greater than the mean for all responses. Although the differences between groups were found mostly to not be statistically significant, it should be noted that students who identified as Black/ African American, LGBTQ+, First-Gen, and who were listed as living off campus tended to consistently demonstrate slightly lower mean responses to each rubric category. For the purposes of this table, each question has been included as a number. The corresponding question text is provided below the table.



Question Number	All (n=372)	White (n=255)	Latinx (n=54)	Black/ African American (n=51)	LGBTQ+ (n=98)	First-Gen (n=83)	Non-First Gen (n=289)	Commuter (n=36)	Residential (n=336)
CA1	4.83	4.89	5.17	4.59	4.84	4.78	4.84	4.78	4.83
CA2	4.72	4.77	5.02	4.59	4.82	4.78	4.70	4.67	4.73
CA9	5.16	5.22	5.31	4.96	4.98	5.13	5.17	4.89	5.19
CA10	5.15	5.22	5.35	4.92	5.02	5.01	5.19	5.11	5.15
CD1	4.21	4.19	4.26	3.82	3.97	4.13	4.03	3.58	4.10
CD2	4.53	4.67	4.76	4.24	4.53	4.48	4.54	4.28	4.56
AA1	4.47	4.65	4.46	4.10	4.14	4.35	4.50	2.69	4.66
AA2	4.77	4.91	4.83	4.49	4.63	4.71	4.79	4.36	4.82
AA5	4.95	5.13	4.89	4.55	4.84	4.81	5.00	4.36	5.02
SR1	4.72	4.77	4.91	4.57	4.83	4.76	4.70	4.64	4.72
SR2	5.22	5.30	5.31	5.04	5.12	5.14	5.25	5.06	5.24
SR3	4.70	4.69	5.06	4.61	4.63	4.71	4.69	4.58	4.71
SR8	4.91	4.95	5.07	4.82	4.78	4.87	4.92	4.86	4.92

Question Number	Text
CA1	I have been asked or prompted to connect ideas and/or assignments learned in class to life experiences encountered outside of class (e.g., to family life, friends, residential life, extracurricular, social, and political activities)
CA2	Even when not asked or prompted to do so, I connect ideas and/or assignments learned in class to similar life experiences outside of class.
CA9	Even when not asked or prompted to do so, I can tell on my own when I am succeeding in a class.
CA10	Even when not asked or prompted to do so, I can tell on my own when I am struggling in a class.
CD1	I have been asked or prompted to connect information learned in one class to another class from a different discipline (e.g., a biology class to an art class).
CD2	Even when not asked or prompted to do so, I am able to provide examples, facts, and/or theories learned in one class in another class from a different discipline (e.g., biology class to an art class).
AA1	Even when not asked or prompted to do so, I connect knowledge gained as part of my residential life experience in other areas of my life.
AA2	Even when not asked or prompted to do so, I think about how classroom learning connects with my life outside of class.
AA5	Even when not asked or prompted to do so, I bring together different ideas, perspectives, theories, etc. to inform my point of view.

SR1	When evaluating my learning, I consider information beyond the grade I receive on an assignment or in a class.
SR2	When evaluating my learning, I consider feedback from my faculty on an assignment or in a class.
SR3	When evaluating my learning, I consider feedback from my peers on an assignment or in a class.
SR8	When evaluating my learning, I take steps to revise my educational plans for how I will approach learning in the future.

#### QUESTIONS RELATED TO THE MESSINA EXPERIENCE

The questions in this section examined how students experience aspects of Integrated Learning in their Messina sections.

FALL 2022 (n=372)	Always	Most of the time	Half of the time	Sometimes	Never, or N/A
<b>Even when not asked or prompted to do so, I use the knowledge gained from my experience in Messina (e.g., things I learn from my Evergreen, peers, or enrichment sessions) in other areas of life.</b>	118 31.72%	122 32.80%	62 16.67%	46 12.37%	24 6.45%
<b>Even when not asked or prompted to do so, I adapt knowledge gained from my experience in Messina (e.g., things I learn from my Evergreen, peers, or enrichment sessions) in other areas of life.</b>	119 31.99%	126 33.87%	49 13.17%	55 14.78%	23 6.18%

What level of influence did your participation in Messina have in: (n=372)				
	Very Influential	Some Influence	Little Influence	No Influence
<b>Connecting your experience to relevant academic knowledge?</b>	121 32.53%	178 47.85%	59 15.86%	14 3.76%
<b>Making Connections across disciplines?</b>	94 25.27%	185 49.73%	65 17.47%	28 7.53%
<b>Adapting and applying skills, abilities, theories, or methodologies gained in one situation to new situations?</b>	113 30.38%	182 48.92%	58 15.59%	19 5.11%
<b>Developing your sense of self as a learner?</b>	130 34.95%	165 44.35%	48 12.90%	29 7.80%

The demographic breakdown of the mean values of questions related to Messina influence are shown below. The mean is found by converting the likert response values to numeric values (Very Influential = 4, Some Influence = 3, Little Influence = 2, No Influence = 1) and calculating the mean of those values. Values highlighted in purple indicate those that are greater than the mean for all responses. As in the previous table, it should be noted that students who identified as Black/ African American, LGBTQ+, First-Gen, and who were listed as living off campus tended to consistently demonstrate slightly lower mean values in their responses to the influence of Messina on their experience of each rubric category.

	All (n=372)	White (n=255)	Latinx (n=54)	Black/ African American (n=51)	LGBTQ+ (n=98)	First-Gen (n=83)	Non- First Gen (n=289)	Commuter (n=36)	Residential (n=336)
Connecting Experience	3.09	3.13	3.33	3.08	3.09	3.11	3.09	2.94	3.11
Making Connections	2.93	2.98	3.02	2.82	2.82	2.87	2.94	2.72	2.95
Adapting and Applying Skills	3.05	3.07	3.09	2.96	2.95	2.92	3.08	3.03	3.05
Sense of Self as a Learner	3.06	3.08	3.09	2.92	2.92	3.00	3.08	3.14	3.06

#### MESSINA THEME

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

Area	(n=372)
Through conversations/activities during my weekly Messina enrichment session (Professor, Mentor, Evergreen)	292
Through conversations/activities during my Messina class (just with my Professor)	199
On my own with students from my Messina class	168
Through attendance at Messina theme events	152
Through conversations/activities during classes not connected to Messina	131
On my own with students not in my Messina class	97
I did not experience my Messina theme	21
Other	4

Students could select multiple items. The following is a breakdown of how many items students selected.

	<b>All students (n=372)</b>	<b>Percent of Total</b>
Never experienced Messina theme	14 <sup>1</sup>	3.76%
6 items	23	6.18%
5 items	38	10.22%
4 items	67	18.01%
3 items	78	20.97%
2 items	59	15.86%
1 item	105	28.23%

#### WORKING GROUP FEEDBACK

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>FALL 2022</b>	<b>A Great Deal</b>	<b>Somewhat</b>	<b>A Little</b>	<b>Not at All</b>	<b>Demographic differences of students selecting “somewhat” or “a great deal”</b>
<b>Messina Professor (n=372)</b>	240 64.52%	92 24.73%	24 6.45%	16 4.30%	<b>89.25% by all student responses</b> No statistically significant differences between demographic groups of interest.
<b>Messina Core Advisor (n=372)</b>	215 57.80%	91 24.46%	46 12.37%	20 5.38%	<b>82.26% by all student responses</b> No statistically significant differences between demographic groups of interest. However, first-gen and students who do not identify as white showed slightly lower rates than the average of all students (↓75.90% and ↓78.63% respectively), while Latinx students showed slightly higher rates (87.04%).

<sup>1</sup> This number is 14, not 21 as displayed in the previous chart because five students selected this option along with other item(s). In this chart, those seven student responses have been factored into the having selected between 1-6 items, and not also included in those students indicating never having experienced their Messina theme.

<b>Messina Mentor (n=372)</b>	179 48.12%	106 28.49%	69 18.55%	18 4.84%	<b>76.61% by all student responses</b> No statistically significant differences between demographic groups of interest.
<b>Messina Evergreens (n=383)<sup>2</sup></b>	273 73.39%	78 20.97%	23 6.18%	9 2.42%	<b>94.36% by all student responses</b>

Students were given the option to elaborate and provide additional comments related to their experience with their working group. Below are some sample responses, with identifiable information redacted. Other than this, the sample responses are direct quotations from student responses and have not been edited in any way.

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

45 students chose to provide comments related to their experience with their working group in Fall 2022. For exploratory purposes, the open-ended responses were coded as positive, negative, or neutral. Neutral responses included those which contained a balance of positive and negative comments. 75.6% of the responses were positive, 17.8% percent were neutral, and 6.7% responses were negative. Positive comments included themes such as strong connections and relationships with working group members, working group collaboration, Messina as a support network, and the positive personal qualities of the individual working group members. The few negative comments included references to imbalances in working groups, or generally wanting to connect more with other students in their class, and these constructive comments were shared with Messina working groups during the 2023 January Workshop.

*Selected Fall 2022 Responses:*

- I really enjoyed all of what everyone in my Messina did to make sure that we learned a lot from the Messina, as well as enjoying our time there. This Messina was really fun to be part of. Really appreciate it!
- I was able to really connect with my Messina group because of [my working group]. They were really welcoming and it wasn't hard for me to feel comfortable with them.
- My evergreen and Messina advisor are amazing people that's [sic] always are willing to help out any student in need.
- My Messina Evergreen when [sic] to great lengths to build heartfelt relationships and a sense of community within our Messina enrichment hours and other outside of class activities. Her warmth, help and support, and capacity to teach has helped create a very positive relationship.
- With all of the above people, I have been able to establish a positive relationship with each of them. Around campus, if I were to see one of them, they would definitely approach me and see how I am doing and start a conversation. Great people.

---

<sup>2</sup> This is a higher n because students were able to individually evaluate each Evergreen paired with their section. Some sections have two Evergreens.

- All of the members of my Messina group were very helpful to me having a good transition to college living. I am very appreciative of all the support they offer to us.

## COMMON TEXT

The common text for the 2022-2023 academic year was the fiction novel *The Vanishing Half*, by Brit Bennett, which examined themes of social justice and colorism. Students answered questions based on whether they read the common text, whether the text was a topic in their enrichment sessions in the fall, and if the text contributed to any new understanding of related topics. The table below shows results from the 2022 survey, along with comparison results from previous years.

The visualizations of the Common Text responses since 2014 (Figure 1 and 2) show that numbers of students who have read the common text has remained relatively constant since the beginning of the program. In addition, the number of students who have experienced the common text as a part of enrichment appears to be increasing over time, presumably as the common text program itself has become more of a University tradition. However, the incorporation of the text into enrichment varies by year, and there is still some room for improvement in encouraging discussion of common text-related topics.

In future reports, enrichment plan submissions and enrichment audits may be useful in conjunction with student responses to further examine how groups are discussing the common text, in addition to exploration of whether theme is related to whether a class has covered more common text topics.

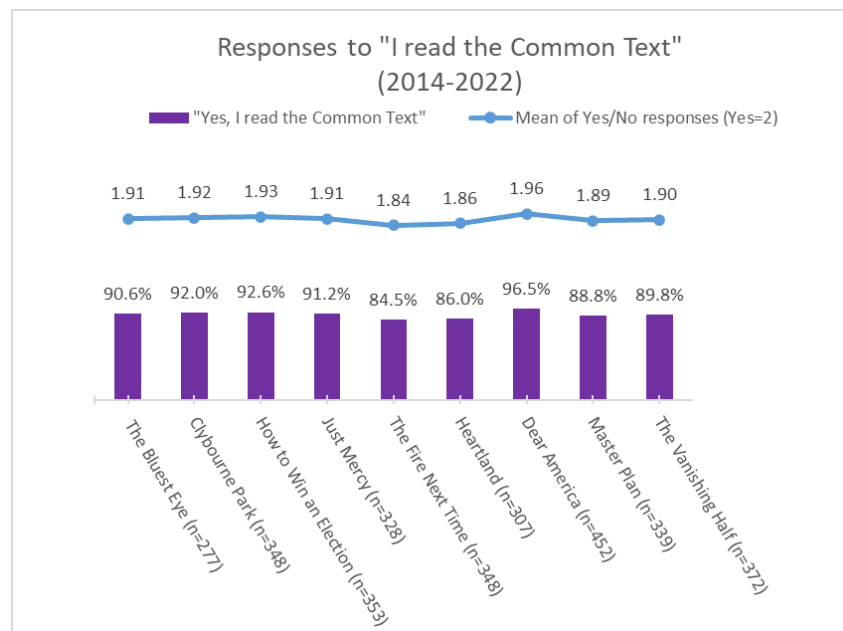
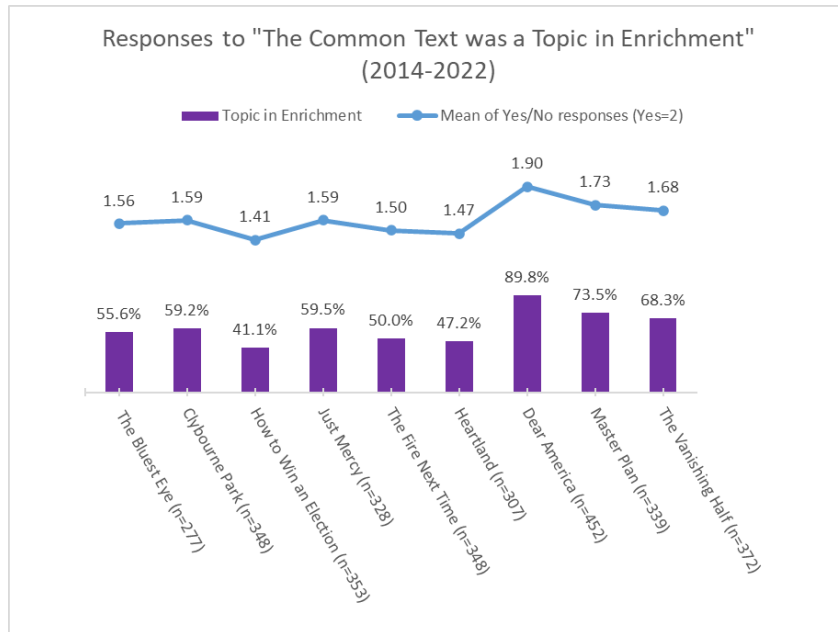


Figure 1. Affirmative responses to the question regarding whether students have read the Common Text.

Year	Text	I read the Common Text			The Common Text was a topic in Enrichment		
		No	Yes	Mean	No	Yes	Mean
2022	<i>The Vanishing Half</i> (n=372)	38	334	1.90	118	254	1.68
		10.2%	89.8%		31.7%	68.3%	
2021	<i>The Master Plan</i> (n=339)	38	301	1.89	90	249	1.73
		11.2%	88.8%		26.6%	73.5%	
2020	<i>Dear America</i> (n=452)	16	436	1.96	46	406	1.90
		3.5%	96.5%		10.2%	89.8%	
2019	<i>Heartland</i> (n=307)	43	264	1.86	162	145	1.47
		14.0%	86.0%		52.8%	47.2%	
2018	<i>The Fire Next Time</i> (n=348)	54	294	1.84	173	175	1.50
		15.5%	84.5%		50%	50%	
2017	<i>Just Mercy</i> (n=328)	29	299	1.91	133	195	1.59
		8.8%	91.2%		40.6%	59.5%	
2016	<i>How to Win an Election</i> (n=364)	27	337	1.93	208	145	1.41
		7.4%	92.6%		58.9%	41.1%	
2015	<i>Clybourne Park</i> (n=348)	28	320	1.92	142	206	1.59
		8.1%	92.0%		40.8%	59.2%	
2014	<i>The Bluest Eye</i> (n=277)	26	251	1.91	123	154	1.56
		9.4%	90.6%		44.4%	55.6%	



**Figure 2. Affirmative responses to whether the students experienced the Common Text as a topic in Messina enrichment sessions.**

*Question: The Vanishing Half* contributed to my further understanding of the following areas: (please check all that apply)

Area (n=372)	Count
Identity	248
Privilege	244
Racism	161
Anti-Racism	161
LGBTQ issues	145
None	3
Other	3

#### DEMOGRAPHIC INFORMATION

While embedded data was included in the survey for further aggregate analysis, in some areas the self-disclosed data was utilized in creating these reports. The following areas from the Loyola demographic records were used: First-Generation, On-Campus Resident, and Messina Section. The following areas were gathered from self-identification: intended major, faith, race and ethnicity, gender identity, and sexual orientation. Below are the responses for each self-disclosed identity, in order of most common response. Appendix D includes the breakdown of all demographic data descriptions and *n* used in this report.



	<b>Count</b>	<b>Percentage</b>
All Student Responses	n=372	
<b>Intended Major</b>		
Natural and Applied Sciences	110	29.6%
Business	87	23.4%
Social Sciences	86	23.1%
Humanities	37	10.0%
Undecided	32	8.6%
Education	20	5.4%
<b>Faith Background</b>		
Catholic	179	48.1%
Christian, Non-Denominational, Protestant	62	16.7%
Agnostic	31	8.3%
Prefer not to answer	31	8.3%
Atheist	19	5.1%
Spiritual but not religious	19	5.1%
Not otherwise listed	16	4.3%
Questioning	13	3.5%
Baptist	9	2.4%
Jewish	7	1.9%
Buddhist	5	1.3%
Hindu	4	1.1%
Muslim	2	<1%
Baha'i	1	<1%
Native American Spirituality	1	<1%
Rastafari	1	<1%
Sikh	0	0%
Unitarian Universalist	0	0%
<b>Race/ Ethnicity</b>		
White, European, European American	255	68.5%
Latinx, Latina/o, Hispanic	54	14.5%
African, African American	45	12.1%
Asian or Asian American	37	9.9%

Black	18	4.8%
Biracial or multiracial	11	3.0%
Caribbean, Caribbean American	10	2.7%
Prefer not to answer	10	2.7%
Native American, Alaska Native, Indigenous, First Nations	6	1.6%
Native Hawaiian, Pacific Islander	6	1.6%
Arab, Middle Eastern	2	<1%
Not otherwise listed	0	0%

#### **Gender Identity**

Woman	225	68.5%
Man	125	33.6%
Prefer not to answer	11	3.0%
Non-binary	8	2.2%
I am currently questioning my gender identity	7	1.9%
Agender	5	1.3%
Gender Fluid or Genderqueer	4	1.1%
Trans Man	4	1.1%
Not otherwise listed	3	<1%
Trans Woman	2	<1%

#### **Sexual Orientation**

Straight/ Heterosexual	277	74.5%
Prefer not to answer	29	7.8%
Bisexual	26	7.0%
Asexual	18	4.8%
Queer	16	4.3%
Pansexual	10	2.7%
I am currently questioning my sexuality	8	2.2%
Lesbian	5	1.3%
Not otherwise listed	5	1.3%
Gay	4	1.1%
Fluid	2	<1%

APPENDIX A: AAC&U VALUE RUBRIC FOR INTEGRATED LEARNING

# INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact [nahc@aacu.org](mailto:nahc@aacu.org)



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

## Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

## Framing Language

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students' capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today's global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit...but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.

Assignments to foster such connections and understanding could include, for example, composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and require written analysis to explain the implications and limitations of the mathematical treatment, or art history presentations that demonstrate aesthetic connections between selected paintings and novels. In this regard, some majors (e.g., interdisciplinary majors or problem-based field studies) seem to inherently evoke characteristics of integrative learning and result in work samples or collections of work that significantly demonstrate this outcome. However, fields of study that require accumulation of extensive and high-consensus content knowledge (such as accounting, engineering, or chemistry) also involve the kinds of complex and integrative constructions (e.g., ethical dilemmas and social consciousness) that seem to be highlighted so extensively in self reflection in arts and humanities, but they may be embedded in individual performances and less evident. The key in the development of such work samples or collections of work will be in designing structures that include artifacts and reflective writing or feedback that support students' examination of their learning and give evidence that, as graduates, they will extend their integrative abilities into the challenges of personal, professional, and civic life.

## Glossary

***The definitions that follow were developed to clarify terms and concepts used in this rubric only.***

- 10 Academic knowledge: Disciplinary learning; learning from academic study, texts, etc.
- 10 Content: The information conveyed in the work samples or collections of work.
- 10 Contexts: A actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- 10 Co-curriculum: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- 10 Experience: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- 10 Form: The external frameworks in which information and evidence are presented, ranging from choices for particular work sample or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the portfolio.
- 10 Performance: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.
- 10 Reflection: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- 10 Self Assessment: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning

# INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact [valuel@aacu.org](mailto:valuel@aacu.org)



## Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	3	Milestones 2	Benchmark 1
<b>Connections to Experience</b> <i>Connects relevant experience and academic knowledge</i>	Meaningfully <b>synthesizes</b> connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to <b>deepen understanding</b> of fields of study and to broaden own points of view.	Effectively <b>selects and develops</b> examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to <b>illuminate</b> concepts/theories/ frameworks of fields of study.	<b>Compares</b> life experiences and academic knowledge to infer differences, as well as similarities, and <b>acknowledge perspectives</b> other than own.	<b>Identifies</b> connections between life experiences and those academic texts and ideas <b>perceived as similar and related</b> to own interests.
<b>Connections to Discipline</b> <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
<b>Transfer</b> <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to <b>solve difficult problems or explore complex issues in original ways.</b>	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to <b>solve problems or explore issues.</b>	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to <b>contribute to understanding of problems or issues.</b>	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a <b>new situation.</b>
<b>Integrated Communication</b>	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that <b>enhance meaning</b> , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to <b>explicitly connect content and form</b> , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that <b>connects in a basic way</b> what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an <b>appropriate form.</b>
<b>Reflection and Self-Assessment</b> <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	E rvisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

**Fall 2022 Mid-Year Student Survey**

**SECTION 1: Fall 2021 Messina Student Survey Introduction**

**2022-23 Messina Assessment Learning Outcome: Integrated Learning  
Introduction**

Each year, Messina asks all first-year students to provide feedback regarding their experience in their first semester, including questions about their Messina experience as it relates to one of our learning outcomes. This year, we are focusing on the learning outcome related to **Integrated Learning**, which is defined as **making connections between multiple sources of knowledge** that help you think in new or deeper ways. **Sources of knowledge** can include personal reflections, readings from your classes or from your own choice, experiences both inside and outside of the classrooms, etc. The results of this survey will help us understand how students' ability to integrate their learning develops over time.

Please think about your experiences with formal learning up to this point. Consider how you usually approach learning. Based on what is the most typical for you, answer each of the following questions honestly. There are no right or wrong answers. Go with your first impression as to what best describes you.

Your participation in this survey is completely voluntary and your responses will be held in the strictest confidence. All results will be analyzed in two ways: the aggregate (all total responses) and aggregate breakdowns by demographic groups of all students completing this survey. **Your responses will not be individually linked back to you in any reporting or analysis shared with University constituents.**

Below when we reference "**residential life**" we are referring to your **on-campus** housing community/ experience.

The survey takes about 15-20 minutes to complete. If you need to pause at any time, just "x" out of the survey screen. The survey link will ask for your Loyola ID number again and then take you back to the section of the survey where you left off.

You are encouraged to participate to enter the raffle to be one of **five winners** of a **\$50.00 Amazon Gift Card**.

Thank you for your participation in this survey.

**SECTION 2: Questions Related to AAC&U Integrative Learning VALUE Rubric Area: Connection to Experience**

1. I have been asked or prompted to connect ideas and/or assignments learned in class to life experiences encountered outside of class (e.g., to family life, friends, residential life, extracurricular, social, and political activities).
2. Even when not asked or prompted to do so, I connect ideas and/or assignments learned in class to similar life experiences outside of class.
3. Even when not asked or prompted to do so, I notice differences between what I am learning in class and my life experiences outside of class.
4. Even when not asked or prompted to do so, I compare what I learn in the classroom to my life experiences in order to determine my own perspective on issues.

5. Even when not asked or prompted to do so, I use knowledge gained from my experience in residential life (e.g., things I learn from my RA, fellow residents, or living on campus) in other areas of life.
6. Even when not asked or prompted to do so, I adapt knowledge gained from my experience in residential life (e.g., things I learn from my RA, fellow residents, or living on campus) in other areas of life.
7. Even when not asked or prompted to do so, I use knowledge gained from my experience in Messina (e.g., things I learn from my Evergreen, peers, or enrichment sessions) in other areas of life.
8. Even when not asked or prompted to do so, I adapt knowledge gained from my experience in Messina (e.g., things I learn from my Evergreen, peers, or enrichment sessions) in other areas of life.
9. Even when not asked or prompted to do so, I can tell on my own when I am succeeding in a class.
10. Even when not asked or prompted to do so, I can tell on my own when I am struggling in a class.
11. What level of influence did your participation in Messina have in connecting your experience to relevant academic knowledge?

**SECTION 3: Questions Related to AAC&U Integrative Learning VALUE Rubric Area: Connection to Discipline**

1. I have been asked or prompted to connect information learned in one class to another class from a different discipline (e.g., a biology class to an art class).
2. Even when not asked or prompted to do so, I am able to provide examples, facts, and/or theories learned in one class in another class from a different discipline (e.g., biology class to an art class).
3. Even when not asked or prompted to do so, I apply examples, facts, and/or theories from one class to another class from a different discipline (e.g., biology class to an art class).
4. What level of influence did your participation in Messina have in relation to making connections across disciplines?

**SECTION 4: Questions Related to AAC&U Integrative Learning VALUE Rubric Area: Transfer**

1. Even when not asked or prompted to do so, I connect knowledge gained as part of my residential life experience in other areas of my life.
2. Even when not asked or prompted to do so, I think about how classroom learning connects with my life outside of class.
3. Even when not asked or prompted to do so, I adapt and/or apply what I learned in one life situation in order to understand different situations / issues in my life.
4. Even when not asked or prompted to do so, I adapt and/or apply what I learned in one life situation in order to respond to different situations / issues in my life.
5. Even when not asked or prompted to do so, I bring together different ideas, perspectives, theories, etc. to inform my point of view.
6. What level of influence did your participation in Messina have in relation to you adapting and applying skills, abilities, theories, or methodologies gained in one situation to new situations?

**SECTION 5: Questions Related to AAC&U Integrative Learning VALUE Rubric Area: Reflection and Self-Assessment**

1. When evaluating my learning, I consider information beyond the grade I receive on an assignment or in a class.
2. When evaluating my learning, I consider feedback from my faculty on an assignment or in a class.

3. When evaluating my learning, I consider feedback from my peers on an assignment or in a class.
4. When evaluating my learning, I use specific information about what I did well in order to use it to improve the next time.
5. When evaluating my learning, I use specific information about what challenged me in order to use it to improve the next time.
6. When evaluating my learning, I am able to see growth in my learning over time.
7. When evaluating my learning, I can explain how I have improved compared to prior experiences.
8. When evaluating my learning, I take steps to revise my educational plans for how I will approach learning in the future.
9. What level of influence did your participation in Messina have in relation to developing your sense of self as a learner?

### **SECTION 6: Other questions**

#### **Messina Theme**

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

#### **Messina working Group Feedback**

1. To what extent did your participation in Messina help you to establish a positive relationship with your Messina Professor [name]
2. To what extent did your participation in Messina help you to establish a positive relationship with your Core Advisor [name]
3. To what extent did your participation in Messina help you to establish a positive relationship with your Messina Mentor [name]
4. To what extent did your participation in Messina help you to establish a positive relationship with your Messina Evergreen [name]
5. If interested, please comment on the choices you selected in the above questions about your Messina working group.

#### **Common text**

1. I read the 2022 Common Text, The Vanishing Half
2. The Vanishing Half was a topic in my Messina class and/or enrichment session during the fall semester other than the discussion held during Fall Welcome Weekend
3. The Vanishing Half contributed to my further understanding of the following area(s) (please check all that apply).

#### **Demographic Questions**

1. Spiritual/Faith Identity
2. Race/Ethnicity
3. Gender Identity
4. Sexual Identity
5. At this moment in time, which area best describes your future major choice?
6. Do you identify as multilingual\*?

\*A multilingual person is able to use (speak and/or understand) more than one language. Please note: this excludes those who have only formally studied a foreign language in the U.S.

#### **End of survey message**

Thank you for completing the Fall 2022 Messina Student Survey! 😊

We really appreciate your participation! Winners of the five \$50.00 Amazon Gift Cards will be notified via email the week of January 5, 2023.



If you have made a positive connection to your Messina faculty member, mentor, or Evergreen please consider nominating one or more of these individuals for our Messina Awards. For more information about how to nominate an individual, please visit our [Messina Awards Website](#).

## APPENDIX C: MESSINA LEARNING OUTCOMES

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 D: DEMOGRAPHIC DESCRIPTIONS

While additional embedded data was included in the survey for further aggregate analysis, in some areas the self-disclosed data was utilized in creating these reports. The following areas from the Loyola demographic records were used: First-Generation, PELL eligible, and Messina Section. The following areas were gathered from self-identification: race and ethnicity, gender identity, and sexual orientation. Below is the breakdown of all demographic data descriptions and *n* used in this report.

Category	<i>n</i> =	How Category Was Established
All Responses	372	This represents all students that responded to the final question of the survey. Any student who partially completed the survey was considered void in this dataset.
LGBTQ+	98	This represents any student that did not select heterosexual to the question 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. If a student selected Heterosexual along with another selection, they were counted as LGBTQ+.
Heterosexual	274	This represents any student that selected heterosexual to the question related to Sexual Identity.
Non-Catholic/ Non-Christian	148	This represents any student that did not select Catholic or Christian, Non-Denominational, Protestant to the question 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.
Catholic/ Christian	224	This represents any student that selected Catholic or Christian, Non-Denominational, Protestant to the question related to faith identity.
First Gen	83	This was not asked as a demographical question but instead included as embedded data in the contact list for this survey and would have been provided from Loyola student records. This represents First-Generation students.
Non-First Gen	289	This was not asked as a demographical question but instead included as embedded data in the contact list for this survey and would have been provided from Loyola student records. This represents Non- First-Generation students.
Commuter	36	This was not asked as a demographical question but instead included as embedded data in the contact list for this survey and would have been provided from Loyola student records. This represents students who do not live on campus.
White	255	This represents any student that selected White/ European/ European American to the question related to Race/Ethnic Identity.
LatinX	54	This represents any student that selected Latinx/ Latina/o or Hispanic to the question related to Race/Ethnic Identity.
Asian	37	This represents any student that selected Asian/ Asian American to the question related to Race/Ethnic Identity.
Black or African American	51	This represents any student that selected Black or African/ African American to the question related to Race/Ethnic Identity.
Biracial/ Multiracial	11	This represents any student that selected Biracial or multiracial to the question related to Race/Ethnic Identity. Responses that may include this selection are also counted in other populations.
Other race	21	This represents any student that selected one of the following to the question related to Race/Ethnic Identity: Native American/ Alaska Native/ Indigenous/ First Nations, Arab/ Middle Eastern, Caribbean/ Caribbean American, Native Hawaiian/ Pacific Islander, Not otherwise listed (if desired, please specify). This does not include any student that selected Prefer not to answer.
Male- identifying	122	This represents any student that selected Man or trans-man to the question related to Gender Identity
Female - identifying	219	This represents any student that selected Woman or trans-woman to the question related to Gender Identity
Other Gender Identity	31	This represents any student that did not select man, trans-man, woman, or trans-woman to the question related to Gender Identity. This includes: Agender, Gender Fluid or Genderqueer, Gender variant/non-conforming, Intersex, I am currently questioning my gender identity, Non-binary/ third gender, Not otherwise listed (if desired, please specify). This does not include any student that selected Prefer not to answer

