

FALL 2023 MESSINA MID-YEAR SURVEY FINDINGS

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Executive Summary

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This report reflects results from a mid-year assessment survey administered to all first-year students in Fall 2023 from December 4, 2023-January 5, 2024. The survey was administered to 1118 students with 357 students starting the survey. 273 students fully answered every question in the survey for a response rate of 24.4%—these results are included in this document.

Due to the administration of the National Survey for Student Engagement (NSSE) to first-year students in Spring 2024, in addition to the completion of an assessment cycle in spring of 2023, Messina conducted an abbreviated version of our mid-year assessment, focusing only on the sections related to Experience of Theme, the Common Text, and Working Group Feedback. The instrument included questions from previous Messina student surveys that addressed these areas. Due to this shortened survey, this report also explored survey completion rates over the last cycle in order to provide recommendations for the next cycle.

Key Findings

The move into a new assessment cycle presented an opportunity to review completion rates over time. This year's completion rate was slightly lower than in the past, although it is unclear at this time whether this is part of a pattern. As shown in Figure 1, over the last five years (FA2019-FA2023) the Mid-Year Survey response rate has ranged from 24.4% to 45.1%. (45.1% was likely an outlier, as it was reached during the 2020-2021 academic year.) The average response rate in this five-year time period was 32.7%. Removing the FA2020 outlier from consideration results in an average rate of 29.6%.

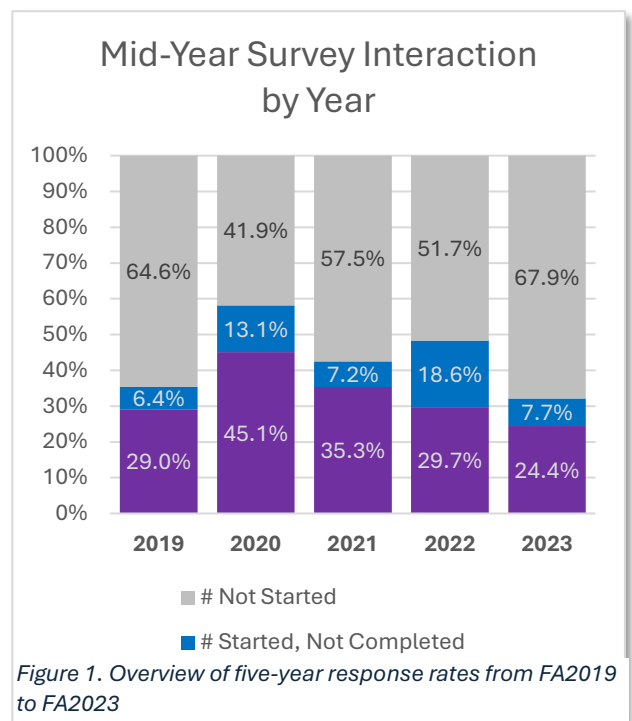


Figure 1. Overview of five-year response rates from FA2019 to FA2023

The five-year average rate of students who started the survey but did not complete it was 10.6%. Years with higher completion rates do not always appear to have a higher percentage of incomplete surveys, so this does not seem to be a predictor.

Figure 2 shows the number of completed surveys per day for Fall 2023, as compared to the responses for Fall 2022. Dots marked in blue indicate days that reminder emails were sent from the Messina office. The plots show that the majority of our responses are received in the first week of the survey going live, and there is very little effect from reminder emails sent after winter break which may suggest that efforts to improve response rates should be focused on the end of fall semester, rather than increasing reminders over the break or into spring semester.

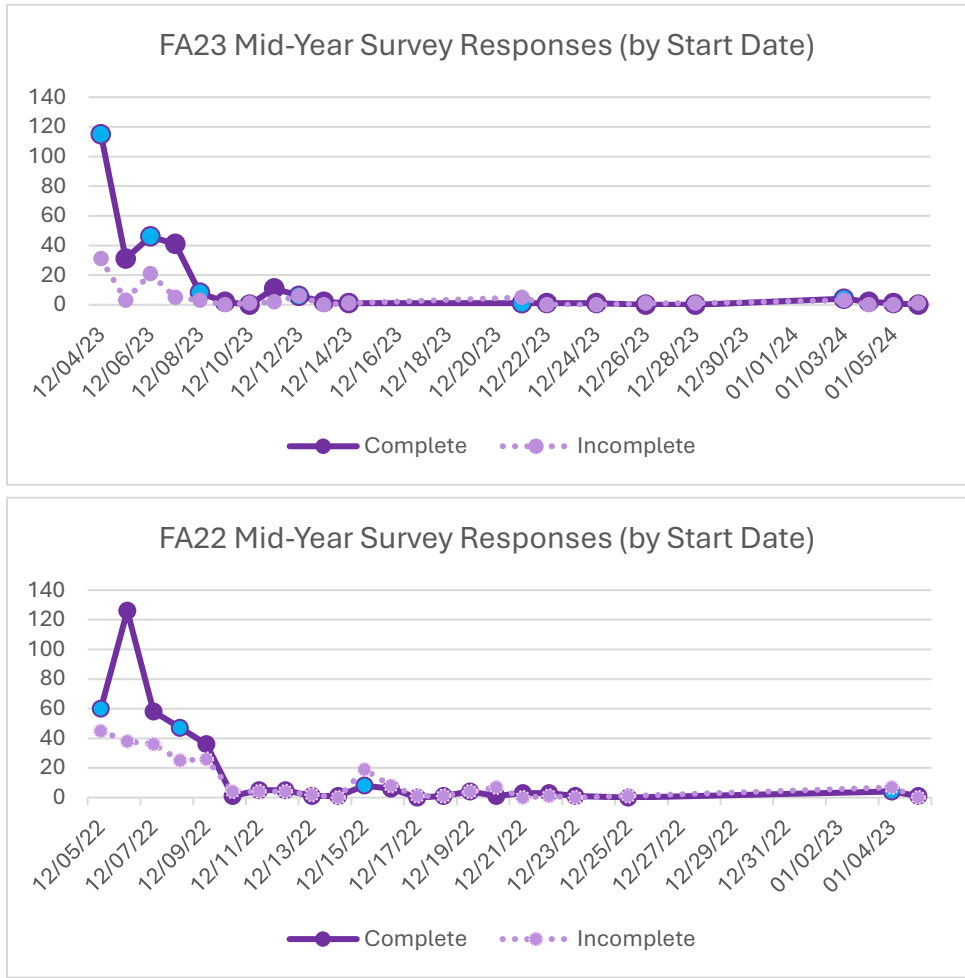


Figure 2. Comparison of responses over time for FA22 and FA23. Blue dots indicate days that reminder emails were sent from the Messina office.

Other factors related to completion rates may include whether working groups are aware of the survey and are encouraging participation and/or allowing time for students to complete the survey, which is explored by way of Messina Section Completion Rates in Figure 3.

In fall 2023, only six Messina sections achieved rates of greater than 65%, which are evident in the chart as outliers. In fall of 2022, only nine sections achieved this level of response. This year, the median response rate per section was approximately 18%, and an increase of one or two students per section would greatly increase this rate. Therefore, focusing on collaboration with working groups and completion rates per section may be a strategy for increasing rates overall in the future.

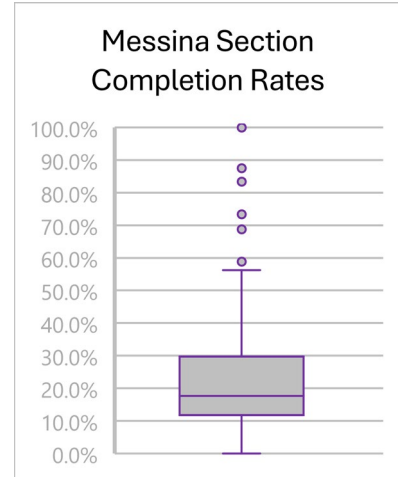


Figure 3. Distribution of FA23 Mid-Year Survey responses per Messina section

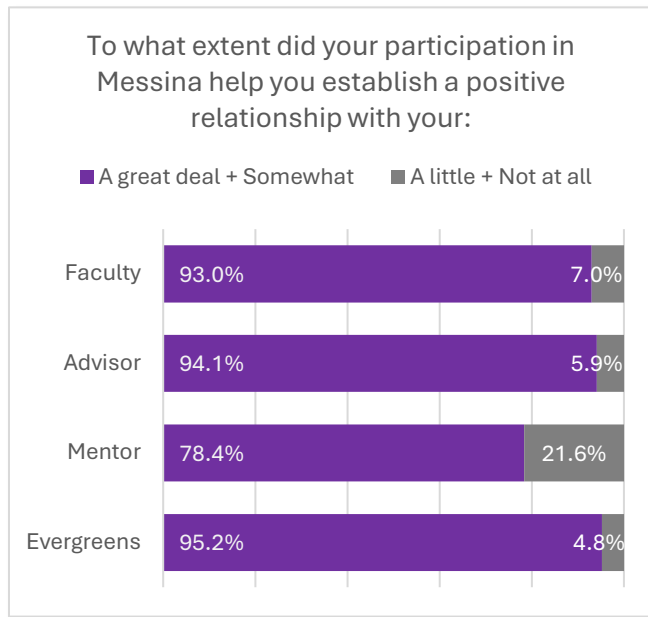


Figure 4. Working Group - Student Relationships

As in previous years, students continue to build positive relationships with Working Group members. Over 95% of students indicated that Messina helped them Somewhat or A Great Deal in establishing a positive relationship with their Evergreens, with 93% and 94% saying the same for Faculty and Advisors, respectively. Mentors were a slightly lower number (78%), but this is not uncommon, as Mentors spend the least amount of time with individual students compared to other working group members.

Recommendations

- Focus on a strategy of coordinating with working groups to increase completion rates per section in order to improve numbers overall.
- More exploration may be valuable in order to better understand the students' rationale of their course preferences, possibly as part of the placement survey.

- In the future, it may be helpful to rephrase the theme-related questions in order to better understand the student definition/experience of the theme. It is possible that students select the Messina-related options because it seems like the obvious answer, rather than a reflection of their understanding and experience. This will be particularly valuable as we start to collaborate more deeply with the Residence Life & Housing department in regards to housing theme and theme-related programming.
- Common Text: Students expressed concern regarding their own comfort levels with reading about “political topics” and voiced criticisms that the text was repetitive and contained a lot of data that was difficult to digest. These ideas should be taken into consideration when choosing future common texts and when preparing the Reading Guide and other common-text related programming.

Overview of Project Methodology

Assessment measures were based on previous surveys measuring similar areas. The finalized survey included a variety of Likert and open-ended questions related to the Messina experience, and exploration of the common text, What the Eyes Don't See. The full survey instrument can be found in Appendix A.

Student responses have been analyzed for demographic differences in most cases unless otherwise noted. 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 and PELL eligible students.

Detailed Findings

Messina Theme

Students were asked to provide feedback on their experience with their Messina theme.

Question:

Over the summer when you completed the Messina pairing preference survey, how important were the Messina themes in your selections?

As a reminder, the themes are: The Good Life, Visionary, Self and Other, and Stories We Tell.

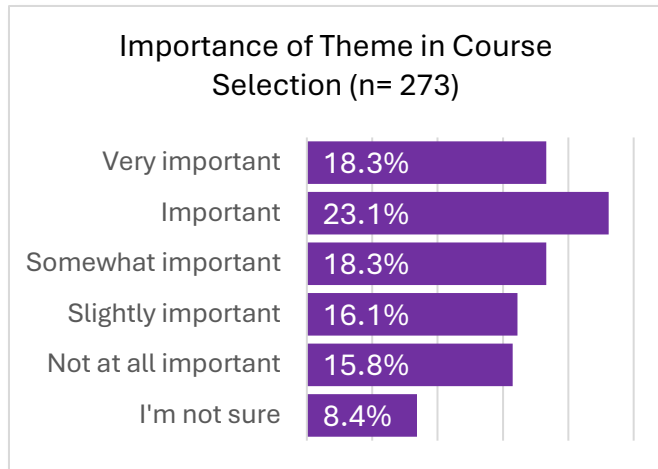


Figure 5. Students vary in how they view the importance of Messina theme in course selection

As shown in Figure 5, 41.4% of students indicated that theme was “Very Important” or “Important.” 24.2% of students indicated they were not sure or that theme was not at all important. 34.4% of students indicated that theme was somewhat or slightly important. This indicates that theme does matter to a significant portion of students in their Messina course selection, however two thirds of our students may be considering other aspects of the program or courses when making their selection. More exploration may be valuable in order to better understand what the students value about the theme, as well as the students’ rationale of their course preferences.

Question:

Your Messina theme this semester was: $\{e://Field/Theme\}$

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

Experience Category	Percentage
Enrichment	74.7%
Messina Course	37.7%
Messina Events	27.5%
With Messina classmates outside of class	20.5%
Activities outside of Messina	13.2%
With non-Messina classmates outside of class	7.0%
I did not experience my Messina theme	8.1%
Other (please specify)	1.1%

Figure 6. Student experience of theme

As one might expect, students mostly experienced the theme through Messina-related activities, such as participating in enrichment, events, their course materials, or with Messina classmates (see Figure 6). In addition, as shown in Table 1, most (57%) students selected only one option as to how they experienced their theme. However, 43% of students experienced their theme in multiple ways.

Number of Responses	Percent	Count
Never experienced their Messina theme	8%	21
1 option selected	57%	154
2 options selected	19%	52
3 options selected	13%	34
4 or more options selected	11%	32

Table 1. Most students indicate that they experienced their theme in one way during the semester

This year, students were also asked to offer an example if they selected that they experienced the theme outside of Messina, so that we could better understand their answers and how they understand “experiencing the theme.” Of students who experienced the theme outside of Messina (n=45), examples included involvement with

student organizations such as ALANA, HAP, CCSJ; connections to other classes; and spending time with friends. Examples of student comments include:

- “I experienced my theme outside of Messina with the new friends I made and my focus on my future with the hard work I am putting in.”
- “I find that I read books and watch movies with a slightly new perspective.”
- “Just hearing all about the stories my friends tell me about back home and how their high school was and how different we all grew up.”

Figure 7 shows a comparison between a student’s residential status and their experience of the Messina theme. The lines between commuter and residential for Messina-related activities and not experiencing the theme run roughly parallel, suggesting that there is likely not an interaction between a student’s residential status and their responses in these areas. However, a difference may exist between a student’s experience of the theme outside of Messina, in non-Messina activities, as shown in the slight divergence of the line. More investigation would need to be conducted to better understand this relationship.

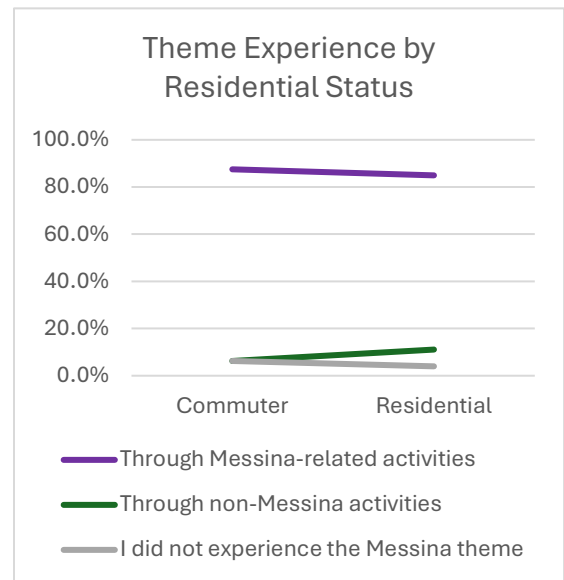


Figure 7. Possible relationship between experiencing the theme outside of Messina and residential status

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 _____?

As previously noted, the majority of students in Fall 2024 were able to establish positive relationships with members of their Messina working group, as detailed in Figure 8. Using chi-squared tests, no statistically significant differences were found between groups of interest (race, ethnicity, first-gen status, etc.)(Table 2). However there are some interesting trends that are worth exploring further in the future. For example, first-gen and students who do not identify as white showed slightly lower rates of relationship building with their advisors than the average of all students (75.90% and 78.63% respectively), while Latinx students showed slightly higher rates (87.04%). This reflects findings in the past that reflect higher sense of belonging in Latinx students compared to other races and ethnicities.

Figure 9 shows the responses for this question for the last assessment cycle. In this figure, the pandemic coincides with a noticeable dip in students responding that they were able to build relationships with working group members, which may be expected given the difficulty in building relationships in online courses. Since then, it appears that more students were able to build positive relationships, particularly with core advisors, increasing even above pre-pandemic levels, possibly indicating improvements in working groups’ abilities to connect with first-year students. It would be interesting to see if this trend continues in the next cycle.

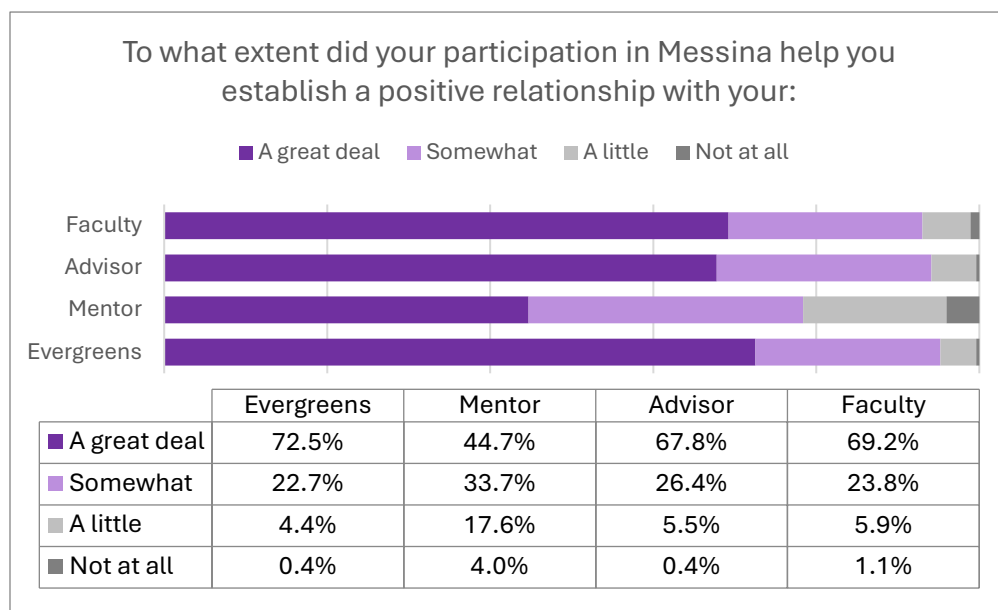


Figure 8. Most students were able to establish positive relationships with working group members

	FA23 Demographic differences of students selecting “somewhat” or “a great deal”
Messina Professor (n=273)	93.0% by all student responses No statistically significant differences between demographic groups of interest.
Messina Core Advisor (n=273)	94.1% by all student responses 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%).
Messina Mentor (n=273)	78.4% by all student responses No statistically significant differences between demographic groups of interest.
Messina Evergreens (n=273)²	95.2% by all student responses No statistically significant differences between demographic groups of interest.

Table 2. Demographic differences in responses

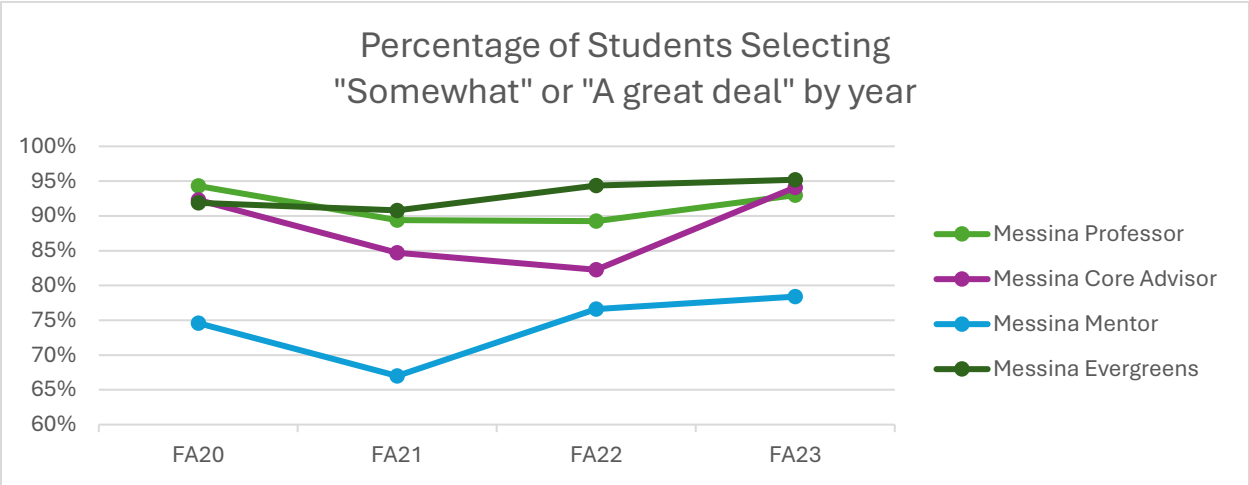
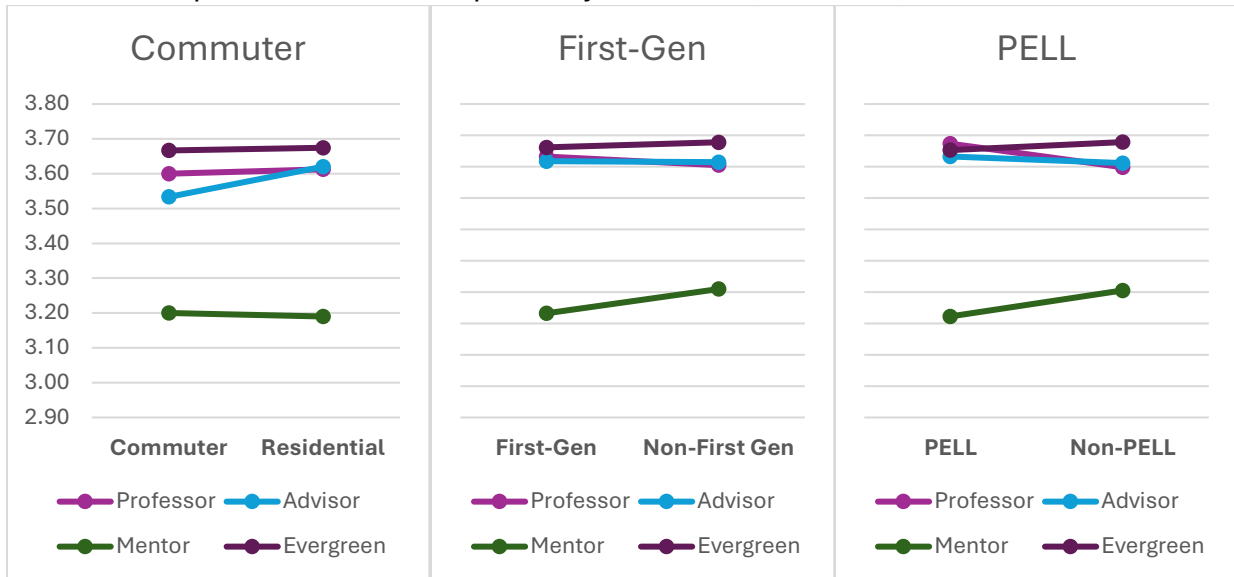


Figure 9. Variations in the past assessment cycle

Comparison of Mean Response by Commuter, First-Gen, and PELL status



Although no significant differences were found between demographic groups, the charts above indicate that there may be some relationship to explore between a student’s status as a commuter, first-gen student, or PELL eligibility and their relationship with particular working group members. For Commuter vs. Residential students, positive relationships with the advisor and mentor may have a relationship with residential status. Similarly, a student’s status as First-Gen or PELL eligibility appears to have a relationship with how the students connect to all working group members, particularly their mentor.

	Professor	Advisor	Mentor	Evergreen
ALL	3.61	3.62	3.19	3.67
LGBTQ+	3.56	3.56	3.00	3.63
Catholic/Christian	3.64	3.62	3.25	3.67
Non-Catholic/ Non-Christian	3.55	3.61	3.08	3.69
First-Gen	3.63	3.62	3.13	3.66
Non-First Gen	3.60	3.61	3.21	3.68
PELL	3.67	3.63	3.12	3.65
Non-PELL	3.60	3.61	3.21	3.68
Commuter	3.60	3.53	3.20	3.67
Residential	3.61	3.62	3.19	3.67
White	3.64	3.62	3.16	3.68
Latinx	3.57	3.67	3.40	3.71
Asian	3.79	3.71	3.07	3.50
Black or African American	3.40	3.63	3.40	3.73
Biracial or Multiracial	3.50	3.50	2.75	3.50

Other Race/Ethnicity	3.59	3.71	3.29	3.65
Woman/Trans Woman	3.60	3.62	3.19	3.71
Man/Trans Man	3.63	3.59	3.24	3.63
Other Gender Identity	3.83	3.67	2.83	3.33
Business	3.63	3.53	3.18	3.63
Education	3.33	3.40	2.40	3.53
Humanities	3.38	3.58	3.46	3.88
Natural and Applied Sciences	3.66	3.64	3.17	3.66
Social Sciences	3.66	3.70	3.28	3.67
Undecided	3.68	3.68	3.27	3.68

Table 3. Average responses by demographic

Table 3 above shows the average responses to this question by demographic. Highlighted values indicate that the mean for that demographic group is greater than or equal to the mean score for all students. The results for commuter, PELL, and first-gen students seem to echo the results of the comparison charts above.

Question:

Please comment on the choices you selected in the above questions about your Messina working group.

For example, in what ways has your working group fostered a positive relationship with you? Is there anything that your working group could improve for the spring semester?

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.

Only 10 students chose not to provide comments related to their experience with their working group in Fall 2023. For exploratory purposes, open-ended responses were coded as positive, negative, or neutral. Neutral responses in some cases included those which contained a balance of positive and negative statements. 85% (n=223) of the responses were positive, only 3% (n=9) were negative, and 12% (n=31) were neutral.

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 generally wanting to connect more with other students in their class, and having activities that were relevant to the students.

Selected Fall 2023 Responses:

- My working group has always been there for me when I needed them and I have been able to build a relationship in which I feel safe opening up and I know who to talk to if I need help with anything on campus, academically and emotionally
- I feel comfortable with all members of the Messina group, and it has allowed me for an easier transition to Loyola. I feel like after Messina, I still have people I can go to/reach out to if I need help with anything.
- My working group allowed my class to explore Baltimore, and make new friends within this messina and others. They did a great job during enrichment showing us cool places we could visit and make new friends :)
- [Faculty] always directed me to other people if he didn't have answer to my questions, but he made sure they got answered. So I am grateful for that. My mentor and evergreen worked as a wonderful team who always made enrichment lively and were always happy to help me when I had questions.

Common Text

The common text for the 2023-2024 academic year was the non-fiction novel *What the Eyes Don't See*, by Dr. Mona Hanna-Attisha, which discussed Dr. Hanna-Attisha's experience with uncovering the Flint water crisis. 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. Starting this year, Messina also asked students to specify if they had read the full text or only part of the text, along with more detailed feedback on the student's impression of the book. Table 4 below shows results from the 2023 survey, along with comparison results from previous years. For the purposes of comparison, students who indicated that they read a portion of the text were counted as "Yes." 89.0% of student who responded read all or a portion of the text. 11.0% reported not reading the test. This is similar to the rate for recent texts, including *The Vanishing Half* and *The Master Plan*. However, only half of students reported that the text was a topic in enrichment sessions, the lowest amount since 2019.

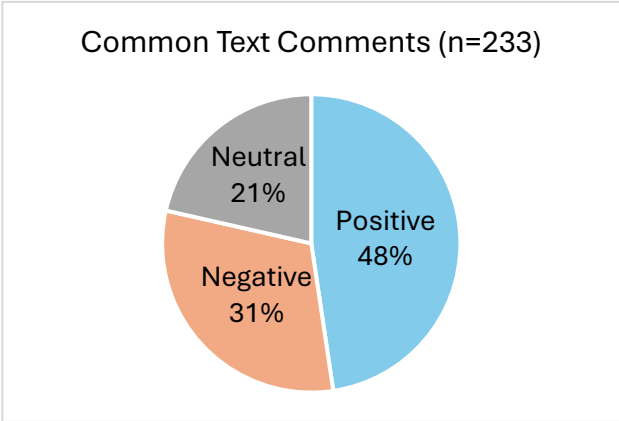
Common Text responses since 2014 show that numbers of students who have read the common text have remained relatively consistent since the beginning of the program. In addition, the number of students who have experienced the common text as a part of enrichment appears to be increasing over time, presumably 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. More specific assessment of the common text program would be helpful to explore this further.

Year	Text	I read the Common Text			The Common Text was a topic in Enrichment		
		No	Yes	Mean	No	Yes	Mean
2023	What the Eyes Don't See (n=273)	30	243	1.89	137	136	1.50
		11.0%	89.0%		49.8%	50.2%	
2022	<i>The Vanishing Half (n=372)</i>	38	334	1.90	118	254	1.68
		10.2%	89.8%		31.7%	68.3%	
2021	<i>The Master Plan (n=339)</i>	38	301	1.89	90	249	1.73
		11.2%	88.8%		26.6%	73.5%	
2020	<i>Dear America (n=452)</i>	16	436	1.96	46	406	1.90
		3.5%	96.5%		10.2%	89.8%	
2019	<i>Heartland (n=307)</i>	43	264	1.86	162	145	1.47
		14.0%	86.0%		52.8%	47.2%	
2018	<i>The Fire Next Time (n=348)</i>	54	294	1.84	173	175	1.50
		15.5%	84.5%		50%	50%	
2017	<i>Just Mercy (n=328)</i>	29	299	1.91	133	195	1.59
		8.8%	91.2%		40.6%	59.5%	
2016	<i>How to Win an Election (n=364)</i>	27	337	1.93	208	145	1.41
		7.4%	92.6%		58.9%	41.1%	
2015	<i>Clybourne Park (n=348)</i>	28	320	1.92	142	206	1.59
		8.1%	92.0%		40.8%	59.2%	
2014	<i>The Bluest Eye (n=277)</i>	26	251	1.91	123	154	1.56
		9.4%	90.6%		44.4%	55.6%	

Table 4. Common Text responses over time

Student Feedback on the Common Text:

The student comments were coded as positive, negative, or neutral. Comments were only given one label, and comments which contained both positive and negative statements were generally given the neutral label.



Themes:

- Students appreciated the relevance to current topics, and the opportunity to view a current event more holistically and intersectionally.
- Students expressed concern regarding their own comfort levels with reading about “political topics” and voiced criticisms that the text was repetitive and contained a

lot of data that was difficult to digest. These ideas should be taken into consideration when choosing future common texts and when preparing the Reading Guide and other common-text related programming.

Question:

*What the Eyes Don't See contributed to my further understanding of the following areas:
(please check all that apply)*

n=273	Count	Percentage
Public Health	197	72.2%
Environmental Justice	170	62.3%
Social Justice	151	55.3%
Activism	142	52.0%
Corruption	141	51.6%
Environmental Racism	138	50.5%
Business Regulation and Oversight	65	23.8%
Immigration	40	14.7%
None	33	12.1%
Other	0	0.0%

For this question, students could select multiple responses. Students most commonly selected that the text contributed to their understanding of Public Health, Environmental Justice, and Social Justice.

Table 5. Topic areas of the common text

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 B includes the breakdown of all demographic data descriptions and *n* used in this report.

	Count	Percentage
All Student Responses	n=273	
Intended Major		
Undecided	92	33.7%
Education	61	22.3%
Business	57	20.9%
Humanities	26	9.5%
Natural and Applied Sciences	22	8.1%
Social Sciences	15	5.5%
Faith Background		
Catholic	141	51.6%
Christian, Non-Denominational, Protestant	42	15.4%
Agnostic	26	9.5%
Prefer not to answer	22	8.1%
Atheist	15	5.5%
Spiritual but not religious	13	4.8%
Not otherwise listed	11	4.0%
Questioning	10	3.7%
Jewish	6	2.2%
Muslim	5	1.8%
Baptist	3	1.1%
Buddhist	1	<1%
Hindu	0	0.0%
Baha'i	0	0.0%
Native American Spirituality	0	0.0%
Rastafari	0	0.0%
Sikh	0	0.0%
Unitarian Universalist	0	0.0%

Race/ Ethnicity

White, European, European American	190	69.6%
Latinx, Latina/o, Hispanic	42	15.4%
African, African American	25	9.2%
Asian or Asian American	14	5.1%
Black	10	3.7%
Caribbean, Caribbean American	10	3.7%
Prefer not to say	6	2.2%
Arab, Middle Eastern	6	2.2%
Biracial or multiracial	4	1.5%
Native American, Alaska Native, Indigenous, First Nations	1	<1%
Native Hawaiian, Pacific Islander	1	<1%
Not otherwise listed	1	<1%

Gender Identity

Woman	189	69.2%
Man	74	27.1%
Prefer not to say	3	1.1%
Non-binary	3	1.1%
Gender Fluid or Genderqueer	2	<1%
I am currently questioning my gender identity	1	<1%
Trans Man	1	<1%
Not otherwise listed	1	<1%
Agender	0	0.0%
Trans Woman	0	0.0%

Sexual Orientation

Straight/ Heterosexual	205	75.1%
Bisexual	24	8.8%
Prefer not to answer	17	6.2%
Queer	8	2.9%
I am currently questioning my sexuality	6	2.2%
Pansexual	5	1.8%
Gay	5	1.8%
Lesbian	4	1.5%
Not otherwise listed	4	1.5%
Asexual	4	1.5%
Fluid	0	0.0%

Appendix A: Survey Instrument

Fall 2023 Mid-Year Student Survey

Start of Block: Introduction

Q1.1 Each year, Messina asks all first-year students to provide feedback regarding their experience in their first semester, including questions about their Messina experience.

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.

The survey takes about 10-15 minutes to complete. If you need to pause at any time, just "x" out of the survey screen. The original survey link you received can be used to 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 two winners of either a Loyola fleece blanket or a pair of Loyola branded sweatpants.

Thank you for your participation in this survey!

End of Block: Introduction

Start of Block: Messina Theme

Q29 Over the summer when you completed the Messina pairing preference survey, how important were the Messina themes in your selections?

As a reminder, the themes are: The Good Life, Visionary, Self and Other, and Stories We Tell.

- Very important (1)
 - Somewhat important (2)
 - Important (3)
 - Slightly important (4)
 - Not at all important (5)
 - I'm not sure (6)
-

Q8.1 Your Messina theme this semester was: $\{e://Field/Theme\}$

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

- Through conversations/activities during my Messina class (just with my Professor) (1)
 - Through conversations/activities during my weekly Messina enrichment session (Professor, Mentor, Evergreen) (2)
 - Through conversations/activities during classes not connected to Messina (3)
 - Through attendance at Messina theme events (4)
 - On my own with students from my Messina class (5)
 - On my own with students not in my Messina class (6)
 - I did not experience my Messina theme (7)
 - Other (please specify) (8)
-

Display This Question:

*If Your Messina theme this semester was: $\{e://Field/Theme\}$ How did you experience your Messina th...
= Through conversations/activities during classes not connected to Messina*

*Or Your Messina theme this semester was: $\{e://Field/Theme\}$ How did you experience your Messina th...
= On my own with students not in my Messina class*

Q30 If you experienced your theme outside of Messina, please provide a brief example:

End of Block: Messina Theme

Start of Block: Messina Working Group Feedback

Q7.1 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 questions.

Your Working Group members were:

Messina Professor: [\\${e://Field/FA%2023%20Faculty}](#)

Messina Core Advisor: [\\${e://Field/Advisor}](#)

Messina Mentor: [\\${e://Field/Mentor}](#)

Messina Evergreen 1: [\\${e://Field/Evergreen1}](#)

Messina Evergreen 2 (if applicable): [\\${e://Field/Evergreen2}](#)

Page Break



Q7.2 To what extent were you able to establish a positive relationship with your **Messina Professor** [\\${e://Field/FA%2023%20Faculty}](#)?

- Not at all (1)
 - A little (2)
 - Somewhat (3)
 - A great deal (4)
-



Q7.3 To what extent were you able to establish a positive relationship with your **Core Advisor** [\\${e://Field/Advisor}](#)?

- Not at all (1)
 - A little (2)
 - Somewhat (3)
 - A great deal (4)
-



Q7.4 To what extent were you able to establish a positive relationship with your **Messina Mentor** $\{e://Field/Mentor\}$?

- Not at all (1)
 - A little (2)
 - Somewhat (3)
 - A great deal (4)
-



Q7.5 To what extent were you able to establish a positive relationship with your **Messina Evergreen** $\{e://Field/Evergreen1\}$?

- Not at all (1)
 - A little (2)
 - Somewhat (3)
 - A great deal (4)
-

Display This Question:

If Evergreen 2 Is Not Empty



Q7.6 To what extent were you able to establish a positive relationship with your **Messina Evergreen** $\{e://Field/Evergreen2\}$?

- Not at all (1)
- A little (2)
- Somewhat (3)
- A great deal (4)

Q7.7 Please comment on the choices you selected in the above questions about your Messina working group.

For example, in what ways has your working group fostered a positive relationship with you? Is there anything that your working group could improve for the spring semester?

End of Block: Messina Working Group Feedback

Start of Block: Common Text

Q6.1 I read the 2023-2024 Common Text, *What the Eyes Don't See*

- Yes, I read the text in full. (2)
 - Yes, I read a portion of the text. (1)
 - No, I did not read the common text. (4)
-

Q31 Please briefly share what you liked or did not like about the Common Text. If you did not read the text, you may share a reason why.

Q6.2 *What the Eyes Don't See* was a topic in my Messina class and/or enrichment session during the fall semester other than the discussion held during Fall Welcome Weekend.

- Yes (2)
 - No (1)
-



Q6.3 *What the Eyes Don't See* contributed to my further understanding of the following area(s) (please check all that apply).

- Environmental Justice (1)
 - Environmental Racism (3)
 - Immigration (4)
 - Social Justice (5)
 - Corruption (6)
 - Business Regulation and Oversight (10)
 - Public Health (7)
 - Activism (9)
 - None (11)
 - Other (please briefly specify) (8)
-

End of Block: Common Text

Start of Block: Demographic Questions

Q9.1 This final set of questions is to collect demographic information. We ask these questions to have a better understanding of who is represented in these survey responses and how the Loyola student experience is similar or different for different groups of students. If you prefer not to answer one or more of these questions, please select "**Prefer not to answer**"



Q9.2 Spiritual/ Faith Identity

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

- Agnostic (1)
- Atheist (2)
- Baha'i (3)
- Baptist (4)
- Buddhist (5)
- Catholic (6)
- Christian, Non-Denominational, Protestant (7)
- Hindu (8)
- Jewish (9)
- Muslim (10)
- Native American Spirituality (11)
- Questioning (13)
- Rastafari (14)
- Sikh (15)
- Spiritual but not religious (16)
- Unitarian Universalist (17)

Not otherwise listed (if desired, please specify) (12)

Prefer not to answer (18)

Page Break



Q9.3

Race/ Ethnic Identity

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

- African, African American (1)
 - Biracial or multiracial (4)
 - Native American, Alaska Native, Indigenous, First Nations (8)
 - Arab, Middle Eastern (2)
 - Asian or Asian American (3)
 - Black (5)
 - Caribbean, Caribbean American (6)
 - Latinx, Latina/o, Hispanic (7)
 - Native Hawaiian, Pacific Islander (9)
 - White, European, European American (11)
 - Not otherwise listed (if desired, please specify) (10)
-
- Prefer not to answer (12)

Page Break



Q9.4 Gender Identity

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

- Agender (1)
- Gender Fluid or Genderqueer (2)
- I am currently questioning my gender identity (3)
- Man (4)
- Non-binary (5)
- Trans Man (7)
- Trans Woman (8)
- Woman (9)
- Not otherwise listed (if desired, please specify) (6)

- Prefer not to answer (10)

Page Break



Q9.5 Sexual Identity

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

- Asexual (1)
 - Bisexual (2)
 - Fluid (3)
 - Gay (4)
 - I am currently questioning my sexuality (5)
 - Lesbian (6)
 - Pansexual (8)
 - Queer (9)
 - Straight/ Heterosexual (10)
 - Not otherwise listed (if desired, please specify) (7)
-
- Prefer not to answer (11)

Page Break



Q9.6 At this moment in time, which area best describes your future major choice? If you are still undecided, that is totally fine! There is an option for that below.

- Undecided (6)
- Business- includes Accounting, Economics, Finance, International Business, Information Systems, Management, Marketing, Sustainability Management (1)
- Elementary Education (2)
- Humanities- includes Classics, Communications, English, Fine Arts, Global Studies, History, Modern Languages and Literatures, Philosophy, Writing (3)
- Natural and Applied Sciences- includes Biology, Chemistry, Computer Science, Engineering, Mathematics, Statistics, Physics, Data Science, Forensic Studies (4)
- Social Sciences- includes Global Studies, Political Science, Psychology, Sociology, Speech-Language Hearing Sciences (5)

Page Break

Q9.7 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.

- No (1)
- Yes (2)
- Prefer not to answer (3)

End of Block: Demographic Questions

Appendix B: Demographic Categories

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	How Category Was Established
All Responses	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+	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	This represents any student that selected heterosexual to the question related to Sexual Identity.
Non-Catholic/ Non-Christian	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	This represents any student that selected Catholic or Christian, Non-Denominational, Protestant to the question related to faith identity.
First Gen	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	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	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	This represents any student that selected White/ European/ European American to the question related to Race/Ethnic Identity.
LatinX	This represents any student that selected Latinx/ Latina/o or Hispanic to the question related to Race/Ethnic Identity.
Asian	This represents any student that selected Asian/ Asian American to the question related to Race/Ethnic Identity.
Black or African American	This represents any student that selected Black or African/ African American to the question related to Race/Ethnic Identity.
Biracial/ Multiracial	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	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	This represents any student that selected Man or trans-man to the question related to Gender Identity
Female - identifying	This represents any student that selected Woman or trans-woman to the question related to Gender Identity
Other Gender Identity	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
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