

Fall 2024 Messina Mid-Year Survey

*Prepared by Sarah Lewis, Associate Director of Messina, selewis@loyola.edu
Loyola University Maryland*

Contents

| | |
|---|----|
| Executive Summary..... | 2 |
| Key Findings | 2 |
| Recommendations | 3 |
| Overview of Project Methodology | 3 |
| Detailed Findings | 4 |
| Course Pairing Survey Preference Rankings | 4 |
| Working Group Feedback | 7 |
| Common Text Feedback..... | 11 |
| Loyola Values Reflection | 13 |
| Living-Learning High Impact Practices..... | 15 |
| Reflection and Self-Assessment | 16 |
| Demographic Questions | 17 |
| Appendix A: Survey Instrument | 21 |
| Appendix B: Demographic Categories..... | 41 |

Executive Summary

This report reflects results from a mid-year assessment survey administered to all first-year students in Fall 2024 from December 3 – 20, 2024, where students were invited to reflect on their first semester at Loyola and provide feedback on the Messina program. A total of 950 students were invited to participate, with 250 students responding to at least one question. Of those, 212 students fully completed the survey, resulting in a response rate of 22.3%.

Most of the data presented in this report comes from students who fully completed the survey, although some results include responses from students who did not answer every question (indicated by higher sample sizes for those responses).

The survey addressed several areas, including feedback on the Working Groups, the Common Text, the Messina Theme experience, and rankings for Course Pairing Selection criteria. This survey also marks the beginning of a new assessment cycle for the Messina department. In this next phase, we plan to further explore aspects of our learning outcomes, focusing on high-impact practices, students' residential experiences (including theme integration and integrated learning), and reflection and discernment related to Loyola's core values.

Key Findings

- **Relationship with Working Groups:** As in previous years, students have continued to build positive relationships with Working Group members. Over 94% of students reported that Messina helped them “somewhat” or “a great deal” establish a positive relationship with their Evergreens, and 92% said the same about their relationships with Faculty. Responses for advisors were lower, with 78% of students responding “somewhat” or “a great deal,” however this is not uncommon given that Mentors typically spend less time with individual students than other Working Group members. A notable difference this year is that students rated their relationships

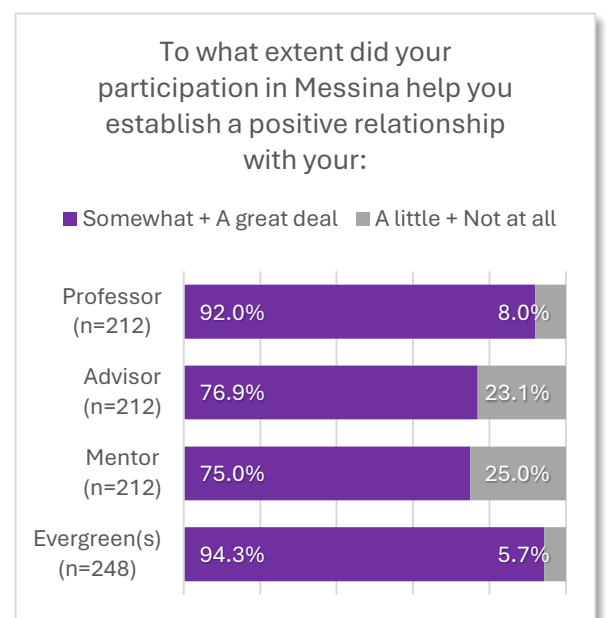


Figure 1. The majority of students find that they are “a great deal” or “somewhat” able to build a positive relationship with their Messina working group

with Advisors similarly to those with Mentors, with only 77% reporting they were able to “somewhat” or “a great deal” establish a positive relationship. Advisors usually receive scores similar to those of professors, so this may be an anomaly but will be monitored in the future.

- **Course Pairing Preferences:** Theme and Course Subject were the top two factors students considered when selecting their Messina course pairings. Additionally, this semester saw an increase in students engaging with their Messina theme in three or more ways.
- **High Impact Practices in Messina:** Student responses indicate that Messina provides more opportunities to participate in high-impact practices compared to non-Messina courses or residence halls. The highest rates of engagement were reported for opportunities to connect with resources, discuss topics of interest with peers, and build relationships with faculty.

Recommendations

- Continue to build and monitor the student experience of Messina elements within the residence halls. This may include collaborating with Residence Life & Housing on future assessment of those elements.
- Involve departments such as First-Gen and ALANA in survey marketing to ensure representation of all student demographics.
- Further assessment efforts may be valuable to understand trends in demographic differences related to students’ relationship to working groups, particularly for students who identify as LGBTQ+, and gender-related differences.

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 the common text, Not Too Late. The full survey instrument can be found in Appendix A.

Student responses have been analyzed for demographic differences. 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 Residential students.

Detailed Findings

Course Pairing Survey Preference Rankings

Students were asked to rank the factors that influenced their Messina course pairing preferences, which they had submitted in a separate survey in May/June 2024. Given the time gap between the submission of their course preferences and the completion of the Mid-Year Survey, there may be some potential for memory-based inaccuracies. However, these responses offer valuable insights into the factors that students consider important when selecting their Messina courses.

***Question:** Over the summer when you completed the Messina Preference Survey, what was most important to you in your selection process? Rank the factors below from most to least important. If you do not recall the process, you may select “I’m not sure” as your #1 rank.*

Options:

- *Choosing a pairing based on the **Messina theme** that interested me most*
- *Choosing a pairing based on a particular **course subject** that interested me most*
- *Choosing a pairing based on the **course content** as described on the Messina website*
- *Choosing a Messina theme that was the same as the person I wanted to be my **roommate***
- *I’m not sure*

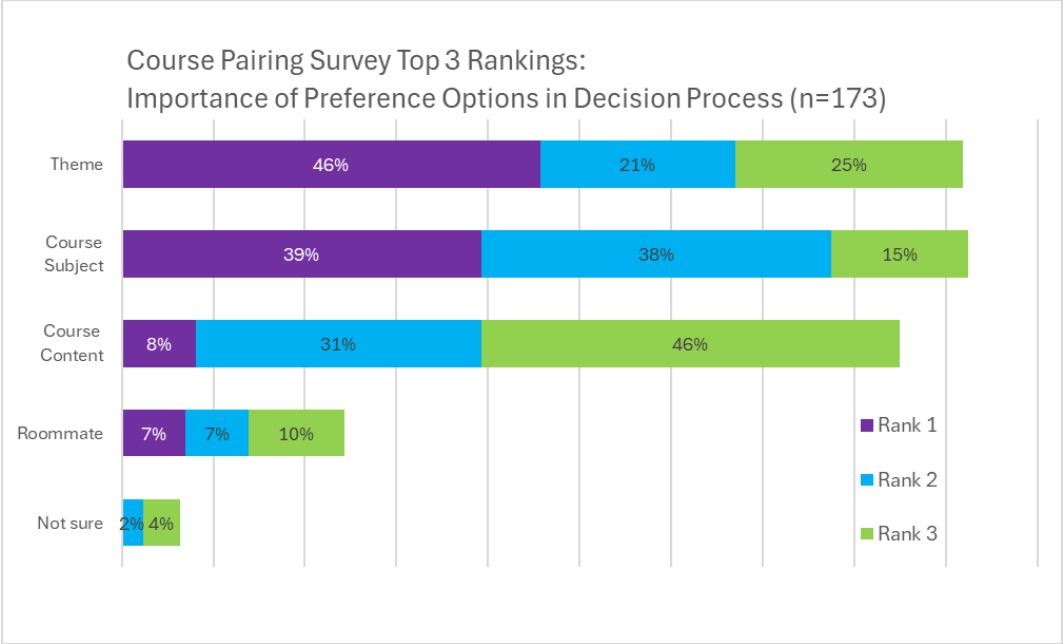


Figure 2. Visualization of Preference Option Rankings

A total of 245 students responded to this question, with 72 (29.4%) selecting “I’m not sure” as rank 1, suggesting that they may not recall their decision process. These responses were excluded from the analysis, leaving the responses of 173 students. A summary of these responses is shown in Figure 1, where "Theme" and "Course Subject" were the most frequently selected as Rank 1. Since these are the elements that are most often emphasized in information sessions, it is possible that this impacts the factors that students consider in their decision making. A more detailed comparison of student responses can be found in Table 1.

| n=173 | Theme | Course Subject | Course Content | Roommate | Unsure |
|---------------|-------------|----------------|----------------|--------------|--------------|
| Rank 1 | 79 45.7% | 68 39.3% | 14 8.1% | 12 6.9% | 0 0.0% |
| Rank 2 | 37 21.4% | 66 38.2% | 54 31.2% | 12 6.9% | 4 2.3% |
| Rank 3 | 43 24.9% | 26 15.0% | 79 45.7% | 18 10.4% | 7 4.0% |
| Rank 4 | 13 7.5% | 11 6.4% | 25 14.5% | 111 64.2% | 13 7.5% |
| Rank 5 | 1 0.6% | 2 1.2% | 1 0.6% | 20 11.6% | 149 86.1% |

Table 1. Student rankings -- adjusted to remove students who selected "I'm not sure" as Rank 1

This year marked a return to prioritizing Messina themes in the assignment of first-year housing. Based on student feedback received over the summer, it was expected that "Roommate" would rank highly in these responses. However, it was most often rated as the least important factor, with 64.2% of students placing it as Rank 4. Fewer than 7% of students selected "Roommate" as their first or second rank.

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

| | Percent (n=250) |
|------------------------|-----------------|
| Enrichment | 74.0% |
| Messina Course | 60.8% |
| Messina Events | 34.8% |
| Messina Classmates | 28.8% |
| Non-Messina Course(s) | 18.4% |
| Residence Hall | 16.4% |
| Non-Messina Classmates | 13.6% |
| None | 9.6% |
| RA-planned activities | 6.8% |
| Other | 0.4% |

Students primarily experienced the theme through Messina-related activities. As shown in Figure 3, the majority of students predictably selected Enrichment (74.0%) or their Messina Course (60.8%), followed by attending Messina events (34.8%), or engaging with Messina classmates outside of class (28.8%). Given the department's current emphasis on building our

relationship with Residence Life & Housing, "Residence Hall" and "RA-planned activities" were added as response options this year to establish a baseline, with the hope to see growth in these areas through the assessment cycle.

Table 2 shows a summary of how many options each student selected. While there was a slight increase this year in the number of students who reported not experiencing their theme (9.6%, up from 8% last year), more students overall reported experiencing their theme in multiple ways, particularly in the case of students who selected three or more options.

| Number of Responses (n=250) | FA24 | FA23 |
|---------------------------------------|-------|------|
| Never experienced their Messina theme | 9.6% | 8% |
| 1 option selected | 24.8% | 57% |
| 2 options selected | 19.2% | 19% |
| 3 options selected | 20.8% | 13% |
| 4 or more options selected | 25.6% | 11% |

Table 2. The percentage of students who indicated they experienced their theme in 3 or more ways roughly doubled over the past 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=62), examples included involvement with club sports and extracurricular activities, tutoring, and career services, noticing connections to non-Messina classes, and getting to know other students on campus.

Working Group Feedback

Question: *To what extent were you able to establish a positive relationship this semester with your:*

- *Messina Professor*
- *Messina Advisor*
- *Messina Mentor*
- *Evergreen*

The majority of students in Fall 2024 were able to establish positive relationships with members of their Messina working group, as shown in Figure 4. A higher percentage of students selected “A great deal” or “Somewhat” for their professors and Evergreens, which is consistent with past trends. However, this year saw a shift in students’ relationships with their advisors, with the percentage selecting “Not at all” or “A little” increasing from 0.4% and 5.5%, respectively, in 2023 to 11.8% and 11.3% in 2024. It is important to note that not all advisors are represented in this feedback, but this data will be monitored to verify whether it reflects an anomaly or a new trend.

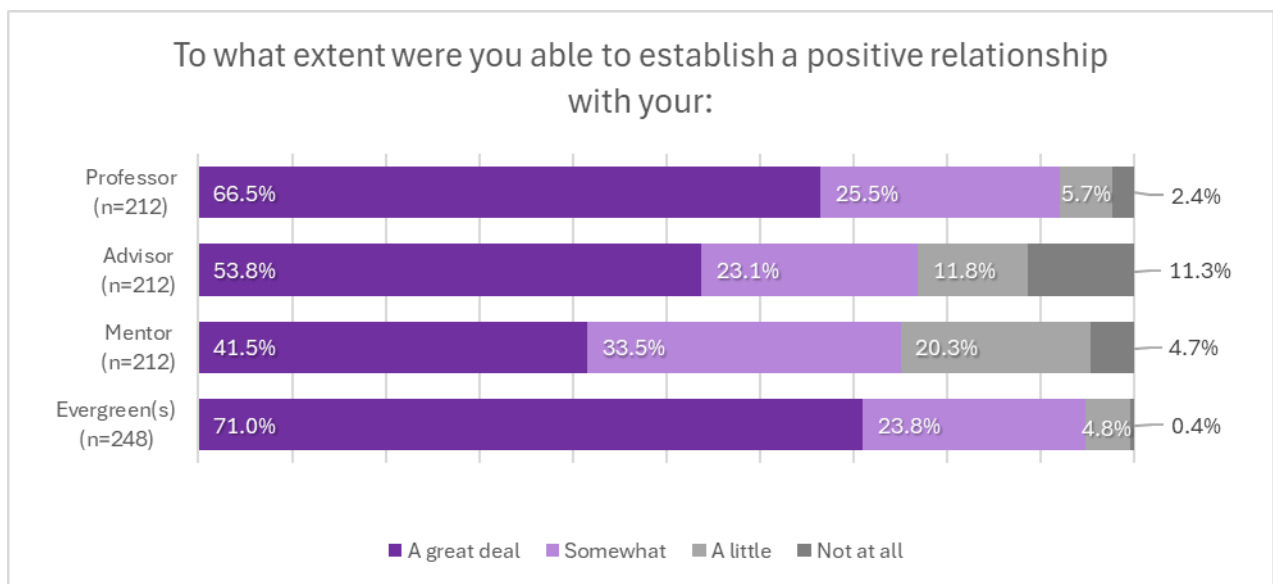


Figure 4. FA24 results show a change in responses for advisors, compared to the last assessment cycle

Chi-squared tests showed no statistically significant differences regarding demographic groups of interest (race, ethnicity, first-gen status, commuter status, gender identity, students who identify as LGBTQ+ or students who identify as non-Catholic/Christian). However, there are some interesting trends that may warrant further exploration. Table 2 below displays the mean response for each demographic group. Highlighted in purple are the values in the current year that are greater than the mean values for all students (row 1). Values in blue text indicate demographic groups which have continued to score higher than the mean for all students for a second year in a row, while values in orange text indicate those groups which have continued to score lower than the mean for all students during the same timeframe.

| | Professor | Advisor | Mentor | Evergreen |
|----------------------------|------------------|----------------|---------------|------------------|
| FA24 mean: ALL | 3.56 | 3.19 | 3.12 | 3.65 |
| LGBTQ+ | 3.45 | 3.00 | 3.03 | 3.52 |
| Catholic/Christian | 3.61 | 3.24 | 3.22 | 3.67 |
| Non-Catholic/Non-Christian | 3.46 | 3.10 | 2.92 | 3.57 |
| First-Gen | 3.76 | 3.21 | 3.21 | 3.82 |
| Non-First Gen | 3.53 | 3.19 | 3.10 | 3.60 |
| Commuter | 3.38 | 3.19 | 2.88 | 3.38 |
| Residential | 3.58 | 3.19 | 3.14 | 3.66 |
| White | 3.50 | 3.16 | 3.08 | 3.67 |
| Latinx | 3.68 | 3.32 | 3.34 | 3.68 |
| Asian | 3.77 | 3.46 | 3.23 | 3.62 |
| Black or African American | 3.57 | 3.43 | 3.14 | 3.29 |
| Biracial or Multiracial | 3.83 | 3.67 | 3.67 | 3.67 |
| Other Race/Ethnicity | 3.29 | 3.21 | 3.07 | 3.64 |
| Woman/Trans Woman | 3.53 | 3.25 | 3.25 | 3.69 |
| Man/Trans Man | 3.66 | 3.10 | 2.97 | 3.61 |
| Other Gender Identity | 3.25 | 3.08 | 2.83 | 3.33 |

Table 3. Comparison of mean values of responses
 Purple fill – greater or equal value than FA24 mean
 White fill – less than FA24 mean
 Blue text – higher value than collective mean for both FA23 and FA24
 Orange text – lower value than collective mean for both FA23 and FA24

Some possible trends to monitor include:

- **Students who identify as Catholic/Christian, and students who live on campus**
Both of these groups of students show higher mean responses for both years across all members of the working group.
- **Female-identifying vs. Male-identifying students**
Female-identifying students have displayed higher mean responses for all members of the working group except for the Professor, which has tended to be a lower mean value. Male-identifying students have shown nearly the opposite for the second year in a row.
- **Students who identify as LGBTQ+**
This group of students appears to show lower mean responses for both years across all members of the working group.

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?*
- *How have they helped you achieve your goals?*
- *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. Including incomplete responses, 220 students chose to provide comments related to their experience with their working group in Fall 2024. 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. 89.6% (198) of the responses were positive, only 2.3% (5) were negative, and 7.7% (17) were neutral.

Comments included themes such as opportunities to grow as both a student and as an individual, Messina as a positive environment for conversation and relationship building, the genuine care for students demonstrated by working group members, examples of different leadership styles and an appreciation of clear communication. Students also mentioned a desire for more interactive activities to help with team building.

Selected Fall 2024 Responses:

- “All of the staff members were wonderful! They were kind and caring and really showed a care for the whole person.”

- “I’ve never really had a stable support system, so being here in Messina and with everyone was a great help to my success, not only as a student but as a person. They helped me achieve my goals by believing in my abilities. I think everyone involved was a great help and a great friend so I do not think there is anything that needs improvement.”
- “Working in Messina groups has played a crucial role in fostering a positive environment for collaboration and for me liking the school better. They’ve always been supportive and communicative, which has helped build a strong sense of trust. One of the ways they’ve done this is by creating an open space for everyone to contribute ideas and share feedback, ensuring that all voices are heard. This has made me feel respected and valued as a team member.”

Question: Do you feel that your Messina professor provided you with regular feedback throughout the semester? (“Feedback” may include comments on assignments, in-person one-on-one conversations on course subject matter, etc.)

Question: Was the feedback you received helpful for improving academic skills or understanding?

As part of an ongoing exploration of elements of high impact practices in the Messina program, students were also asked to rate to what extent they felt they received feedback from their Messina professor and whether that feedback was helpful for improving their academic understanding. While student interpretation of “feedback” may vary, the responses to this question gives us a general sense that a majority of students do feel they are benefiting from feedback in their Messina courses, with 72.6% of students selecting that they receive a great deal of feedback, and 65.1% of students indicating that they found the feedback valuable (see Figure 5 below).

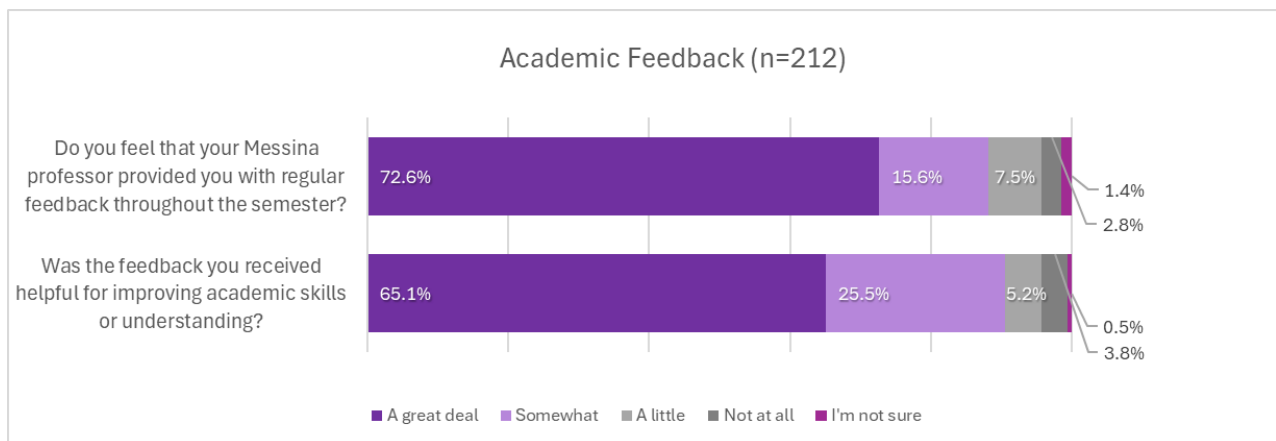


Figure 5. Student perceptions of feedback from Messina faculty

Additionally, as shown in Table 4, there appears to be a relationship between whether a student feels they received regular feedback and whether they feel they were able to build a positive relationship with their professor. However, it is unclear which variable is influencing the other: for instance, whether a positive relationship with the professor helps the student seek or receive feedback, or whether the feedback helps build this positive relationship.

| | | Received regular feedback | | | | |
|--------------------------------------|------------|---------------------------|------------|----------|----------|------------|
| | | Not sure | Not at all | A little | Somewhat | Great deal |
| Positive relationship with Professor | Not at all | 0.0% | 0.3% | 0.4% | 0.0% | 0.0% |
| | A little | 0.0% | 0.8% | 1.3% | 0.8% | 0.3% |
| | Some | 0.0% | 0.4% | 2.4% | 7.2% | 11.5% |
| | Great deal | 1.6% | 0.0% | 1.1% | 6.4% | 65.7% |

Table 4. Exploration between student perceptions of feedback and whether they feel they have a positive relationship with their Messina professor

Common Text Feedback

The common text for the 2024-2025 academic year was the non-fiction collection of essays *Not Too Late*, edited by Rebecca Solnit and Thelma Young-Lutunatabua, a work which “challenge[s] all community members to examine our relationship with our shared planet and our responsibilities to each other and future generations, while considering societal issues such as consumption, resource management, environmental justice, systemic racism, and more.”¹ 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 provided feedback and suggestions for future topics.

Question: *I read the 2024 Common Text, Not Too Late.*

Question: *Not Too Late was a topic in my Messina class and/or enrichment session during the fall semester other than the discussion held during Fall Welcome Weekend.*

Table 4 below presents the results from the 2024 survey, along with comparison data from 2023 and average results from previous assessment cycles. (Note: Before 2023, students were only asked to answer yes or no to the question of whether they read the common

¹ Description of text from Messina’s Common Text webpage, retrieved February 2025: <https://www.loyola.edu/departments/messina/common-text/>

text.) This year, 83.2% of students reported reading some or all of the text, which is on the lower end of the range observed in previous cycles.

62.8% of students selected “no” or “not sure” when asked if the common text was a topic in their enrichment sessions after Fall Welcome Weekend. During Messina’s January Workshop at the beginning of spring semester, working groups were provided with additional resources and ideas for incorporating the common text, and the Spring Common Text Keynote proves to be a popular event for many groups so we are hopeful engagement with the common text will continue to increase through the end of the academic year.

| Year | Text | I read the Common Text | | | The Common Text was a topic in Enrichment | | |
|--------------------|---------------------------------|--|--------------|--------------|---|--------------|--------------|
| | | Yes | Portion | No | Yes | No | Not Sure |
| 2024 | Not Too Late (n=212) | 41.2% | 42.0% | 16.8% | 37.2% | 46.9% | 15.9% |
| 2023 | What the Eyes Don’t See (n=273) | 48.4% | 40.7% | 11.0% | 49.8% | 50.2% | - |
| 2014 – 2022 | Average | 90.2% read the common text (Range: 84.5-96.5) | | | 60.5% cover topic in enrichment (Range: 41.1-89.8) | | |

Table 5. A summary of Common Text engagement for students and working groups

Students were asked to briefly share what they liked or disliked about the Common Text, or, if applicable, why they did not read it. A total of 203 students provided comments, which were categorized as positive, negative, or neutral. Of these comments, 71.5% were either positive or neutral. Common themes included students appreciating the text’s relevance to current events and its positive approach to the subject matter. Opinions on the essay format were mixed. While some students enjoyed the variety of perspectives, others preferred books with a more straightforward plot or storyline. Negative feedback often highlighted the book’s repetitive nature and some student discomfort with its perceived political content, echoing similar concerns from previous years. These critiques provide an opportunity for working groups to model critical thinking and engagement with academic texts, regardless of their subject matter.

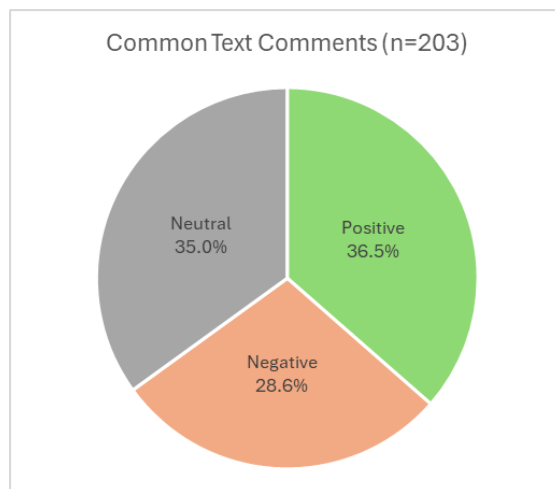


Figure 6. Sentiment of common text comments

Question: *Are there any topics that you think should be explored in a future common text?*

The list below is a summary of topics that students identified as areas of interest for future common texts. Several students indicated that they would be interested in works of literature that explore these topics, rather than non-fiction.

- Capitalism, fast fashion
- College life tips: social skills, problem solving, time management, building healthy relationships, mental health, sleep hygiene
- Identity, inclusion, living in community
- Immigration, language barriers and language learning
- Neurodivergence, disability
- Religion
- Social justice: racism, racial justice, gender equality, trans and LGBTQ rights, Loyola/Jesuit connection to slavery
- Social media, identity as it relates to technology
- World hunger, poverty

Loyola Values Reflection

Question: *Think about Loyola's ten core Ignatian values, and consider how they have shown up in your first semester at Loyola:*

| | |
|------------------------------|--------------------------------------|
| <i>Academic Excellence</i> | <i>Focus on the Whole Person</i> |
| <i>Integrity and Honesty</i> | <i>Diversity</i> |
| <i>Community</i> | <i>Justice</i> |
| <i>Service</i> | <i>Leadership</i> |
| <i>Discernment</i> | <i>Constant Challenge to Improve</i> |

*At this time, which Loyola core value is most important to you?
Write 1-2 sentences about why this value speaks to you.*

Students were asked to reflect on the Loyola core value that currently resonates most with them. This served as a follow-up to a similar question asked within the reflection activity administered to all first-year students during Fall Welcome Weekend (FWW).

Figure 7 shows the distribution of responses, where Community, Focus on the Whole Person, Academic Excellence, and Constant Challenge to Improve remain the highest ranked core values. The number of students who selected Academic Excellence increased dramatically from FWW. This may be a result of students being the midst of the academic year (and likely preparing for finals), but may also be a reflection of the particular group that completed the mid-year survey, since a smaller number of students completed the mid-year survey in comparison to the FWW reflection, and the responses by student have not

yet been matched. This question will be repeated once more in the end-of-year survey, with the aim to view changes to student responses.

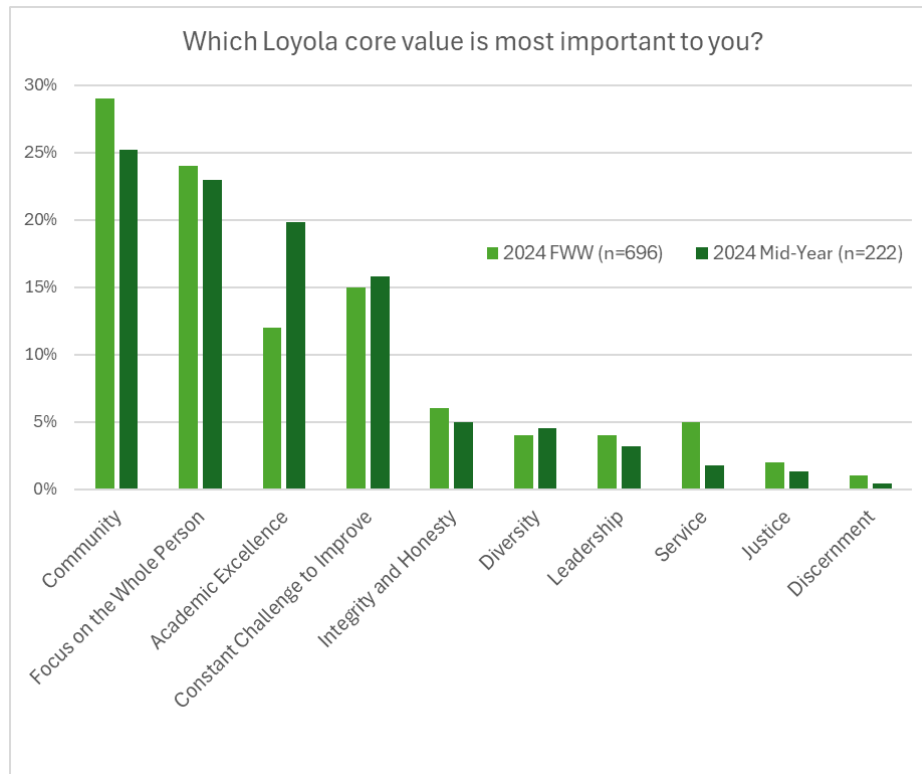


Figure 7. Comparison of Loyola Core Values between FWW and the end of first semester

Students were able to write a short description of why the value they selected appeals to them. Student responses for the most commonly chosen values included some of the following themes:

- **Community:** Comfort, support, belonging; achieving goals and overcoming challenges
- **Focus on the Whole Person:** Value of being well-rounded; empathy and connection to others; mental health and finding balance
- **Academic Excellence:** Family valuing education; academic success as a stepping stone to future achievement
- **Constant Challenge to Improve:** Resilience and cultivating incremental growth; challenging oneself, becoming a better version of oneself over time

Living-Learning High Impact Practices

With the aim of collecting information to better inform our progress towards better integration of Messina into the residence halls, this semester we asked questions related to elements of Living-Learning High Impact Practices, in order to compare student experience in Messina, the residence halls, and how they perceive the differences between those and their non-Messina classes and activities.

Students were able to select all applicable responses to the following:

Question: *Which of the following did you take part in:*

- *in your residence hall*
- *during Messina-related activities (such as class and enrichment)*
- *during non-Messina classes and activities*

Response options included:

- *Activities that provide the opportunity to connect with faculty*
- *Activities where I can have conversations with my peers about topics that interest me*
- *Activities that encouraged me to make connections between disciplines*
- *Activities that encouraged me to connect what I learn in class with my own knowledge and experience*
- *Activities that connect me with resources on campus*
- *Activities that connect with my Messina courses*
- *Activities that provided opportunities for reflection*
- *Activities that provided opportunities to learn about diverse perspectives*
- *None of the above*
- *Not applicable (I am a commuter student) (only for the Residence Hall option)*

A summary of results is illustrated in Figure 8. The results point towards students experiencing high impact practices through Messina at rates consistently higher than non-Messina courses. The areas of improvement in terms of the residential experience are not unexpected, given that our collaboration with the department is in earlier stages. Areas such as connection to theme, connection to resources, diverse perspectives, and reflection may be some interesting starting points for this collaboration, and progress will be monitored through this assessment cycle.

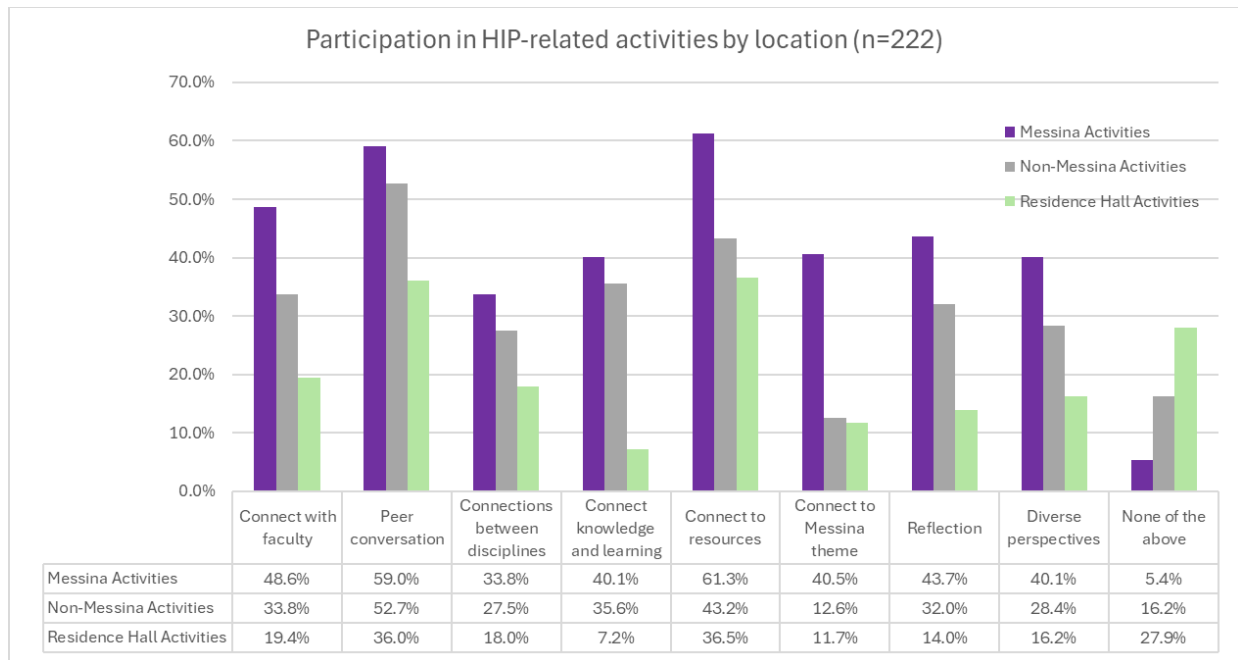


Figure 8. Messina shows higher rates of engagement with high-impact practices

Reflection and Self-Assessment

Question: In terms of academics, what is one aspect of your first semester in which you were successful? Why is this area important to you? (1-2 sentences)

Question: In terms of academics, what is one aspect that you would like to improve for next semester? Why is this area important to you? (1-2 sentences)

Students were asked to briefly reflect on their first semester, which was intended to both be a continuation of the FWW reflection activity, and provide Messina with insights that may help us provide relevant resources to students and Working Group members.

With regards to areas of success, students mentioned time management, participation in class, usage of campus resources, and establishing their own student routine. Time management was also frequently cited as an area of improvement, along with organization, connecting with professors and classmates, and finding balance between academics and a social life. These responses will be more thoroughly analyzed following the end-of-year survey, which will also include a similar brief reflection.

Demographic Questions

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. This year, information regarding PELL eligibility was not collected or included in any analysis. Below are the responses for each self-disclosed identity, in order of most common response. Appendix B includes a description of each demographic category used in this report.

Question: *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"*

- *Spiritual/Faith Identity*
- *Race/Ethnic Identity*
- *Gender Identity*
- *Sexual Identity*
- *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.*

| | Count | Percentage |
|---|-------|------------|
| All Student Responses | n=212 | |
| Intended Major | | |
| Natural and Applied Sciences | 62 | 29.2% |
| Business | 50 | 23.6% |
| Social Sciences | 40 | 18.9% |
| Humanities | 32 | 15.1% |
| Education | 15 | 7.1% |
| Undecided | 13 | 6.1% |
| Faith Background | | |
| Catholic | 101 | 47.6% |
| Christian, Non-Denominational, Protestant | 43 | 20.3% |
| Agnostic | 20 | 9.4% |
| Prefer not to answer | 18 | 8.5% |
| Atheist | 16 | 7.5% |
| Spiritual but not religious | 12 | 5.7% |
| Questioning | 11 | 5.2% |
| Not otherwise listed (if desired, please specify) | 8 | 3.8% |

| | | |
|------------------------------|---|------|
| Baptist | 3 | 1.4% |
| Buddhist | 2 | 0.9% |
| Jewish | 2 | 0.9% |
| Hindu | 1 | 0.5% |
| Baha'i | 0 | 0.0% |
| Muslim | 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 | 141 | 66.5% |
| Latinx, Latina/o, Hispanic | 41 | 19.3% |
| African, African American | 24 | 11.3% |
| Asian or Asian American | 13 | 6.1% |
| Black | 11 | 5.2% |
| Caribbean, Caribbean American | 9 | 4.2% |
| Prefer not to answer | 7 | 3.3% |
| Biracial or multiracial | 6 | 2.8% |
| Native American, Alaska Native, Indigenous, First Nations | 2 | 0.9% |
| Arab, Middle Eastern | 2 | 0.9% |
| Native Hawaiian, Pacific Islander | 2 | 0.9% |
| Not otherwise listed (if desired, please specify) | 0 | 0.0% |

Gender Identity

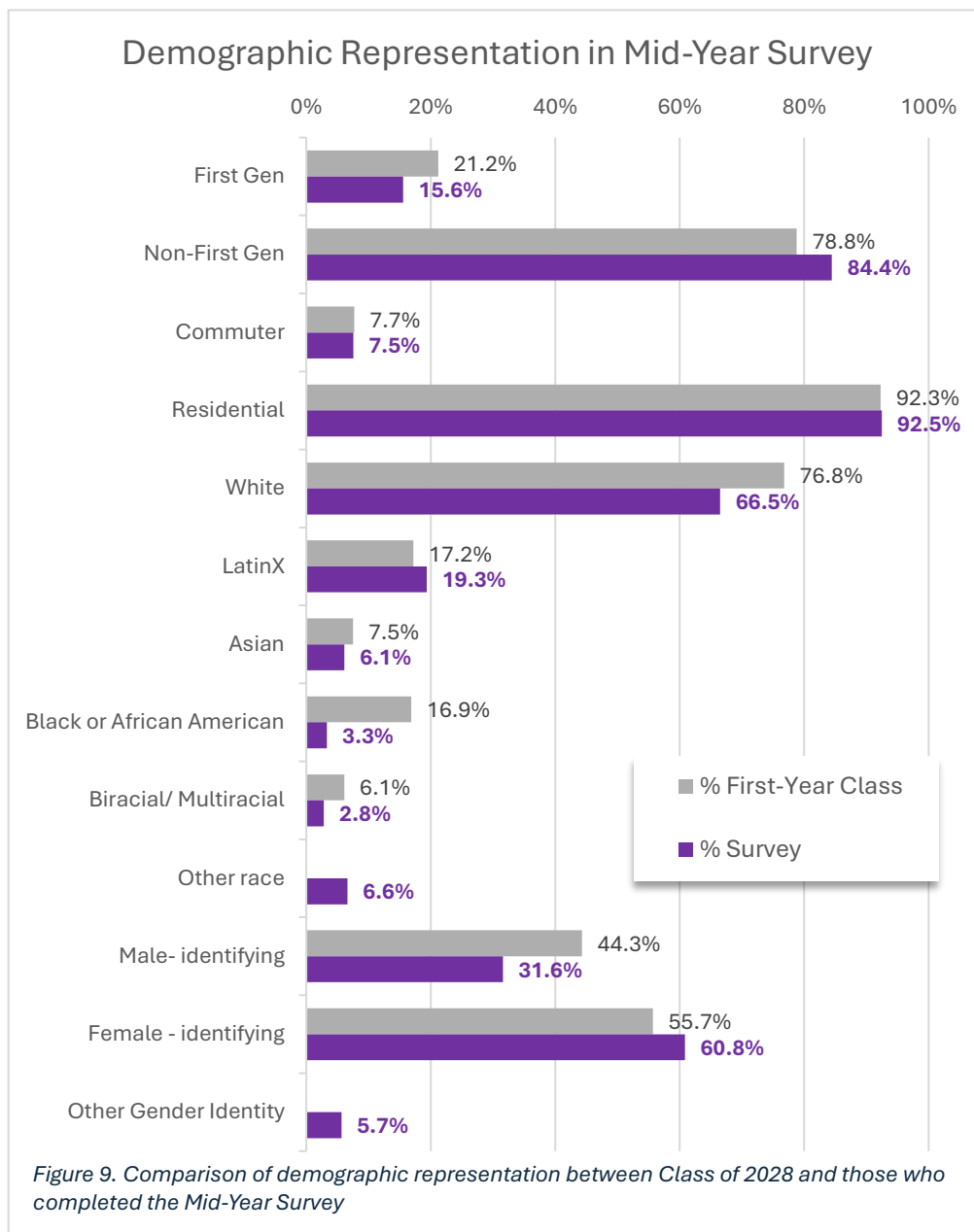
| | | |
|---|-----|-------|
| Woman | 129 | 60.8% |
| Man | 67 | 31.6% |
| Prefer not to answer | 8 | 3.8% |
| Gender Fluid or Genderqueer | 5 | 2.4% |
| I am currently questioning my gender identity | 3 | 1.4% |
| Non-binary | 2 | 0.9% |
| Not otherwise listed (if desired, please specify) | 2 | 0.9% |
| Agender | 1 | 0.5% |
| Trans Man | 1 | 0.5% |
| Trans Woman | 0 | 0.0% |

Sexual Orientation

| | | |
|------------------------|-----|-------|
| Straight/ Heterosexual | 156 | 73.6% |
| Bisexual | 25 | 11.8% |
| Prefer not to answer | 16 | 7.5% |
| Lesbian | 7 | 3.3% |
| Asexual | 6 | 2.8% |
| Queer | 4 | 1.9% |

| | | |
|---|---|------|
| I am currently questioning my sexuality | 3 | 1.4% |
| Pansexual | 2 | 0.9% |
| Gay | 1 | 0.5% |
| Not otherwise listed (if desired, please specify) | 1 | 0.5% |
| Fluid | 0 | 0.0% |

Figure 9 below includes a demographic comparison of students who completed the survey versus the full first-year class (based on Loyola demographic records). Students who identify as First Generation, Black or African American, or Male responded to the survey at



slightly lower rates, however Residential/Commuter students appear to be well-represented.

Appendix A: Survey Instrument

Fall 2024 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 minutes to complete. To begin the survey, please enter your Loyola email. 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. **Messina classes with response rates of at least 35% will be entered into a raffle to receive \$150 in additional funds added to your spring budget.** Thank you for your participation in this survey!

End of Block: Introduction

Start of Block: Messina Theme

Q2.1 Over the summer when you completed the Messina Preference Survey, what was most important to you in your selection process? Rank the factors below from **MOST to**

LEAST important, with the most important factors at the top. If you do not recall the process, you may select “I’m not sure” as your #1 rank.

- _____ Choosing a pairing based on the Messina theme that interested me most
 - _____ Choosing a pairing based on a particular course subject that interested me most
 - _____ Choosing a pairing based on the course content as described on the Messina website
 - _____ Choosing the same Messina theme as the person I wanted to request as my roommate
 - _____ I'm not sure
-

Q2.2 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 and activities during my regular Messina class meeting time (i.e. not during enrichment)
 - Through conversations and activities during my weekly Messina enrichment session (Professor, Mentor, Evergreen)
 - Through conversations and activities during classes not connected to Messina
 - Through conversations and activities with other students in my residence hall
 - Through RA-planned activities and programs in my residence hall
 - Through attendance at Messina events and programs
 - On my own with students from my Messina class
 - On my own with students not in my Messina class
 - I did not experience my Messina theme
 - Other (please specify) _____
-

Q2.3 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

Q3.1 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%2024%20Faculty}](#)

Messina Core Advisor: [\\${e://Field/Active%20Advisor\(s\)}](#)

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

Messina Evergreen 1: [\\${e://Field/EG1}](#)

Messina Evergreen 2 (if applicable): [\\${e://Field/EG2}](#)

Page Break



Q3.2 To what extent were you able to establish a positive relationship with your **Messina Professor** ([\\${e://Field/FA%2024%20Faculty}](#))?

- Not at all
 - A little
 - Somewhat
 - A great deal
-

Q3.3 Do you feel that your **Messina professor** provided you with regular feedback throughout the semester? (“Feedback” may include comments on assignments, grades, in-person one-on-one conversations on course subject matter, etc.)

- Not at all
 - A little
 - Somewhat
 - A great deal
 - I'm not sure
-

Q3.4 Was the feedback you received helpful for improving academic skills or understanding?

- Not at all
 - A little
 - Somewhat
 - A great deal
 - I'm not sure
-



Q3.5 To what extent were you able to establish a positive relationship with your **Core Advisor** ([\\${e://Field/Active%20Advisor\(s\)}](#))?

- Not at all
 - A little
 - Somewhat
 - A great deal
-



Q3.6 To what extent were you able to establish a positive relationship with your **Messina Mentor** ([\\${e://Field/Mentor}](#))?

- Not at all
 - A little
 - Somewhat
 - A great deal
-



Q3.7 To what extent were you able to establish a positive relationship with your **Messina Evergreen** ([\\${e://Field/EG1}](#))?

- Not at all
 - A little
 - Somewhat
 - A great deal
-



Q3.8 To what extent were you able to establish a positive relationship with your **Messina Evergreen** ([\\${e://Field/EG2}](#))?

- Not at all
 - A little
 - Somewhat
 - A great deal
-

Q3.9 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? How have they helped you achieve your goals? 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

Q4.1 I read the 2024-2025 Common Text, *Not Too Late*

- Yes, I read the text in full.
- Yes, I read a portion of the text.
- No, I did not read the common text.

Q4.2 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.

Q4.3 *Not Too Late* 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
- No
- I'm not sure



Q4.4 Are there any **topics** that you think should be explored in a future common text? (If you have specific book recommendations, please complete the form on our Common Text Website.)

End of Block: Common Text

Start of Block: Loyola Values Reflection

Q5.1 Think about Loyola’s ten core Ignatian values, and consider how they have shown up in your first semester at Loyola. At this time, which Loyola core value is most important to you?

▼ Academic Excellence ... Constant Challenge to Improve

Q5.2 Write 1-2 sentences about why this value speaks to you.

End of Block: Loyola Values Reflection

Start of Block: Living-Learning

Q6.1 Which of the following did you take part in **in your residence hall** this semester (select all that apply):

- Not applicable (I am a commuter student)
 - Activities that provide the opportunity to connect with faculty
 - Activities where I can have conversations with my peers about topics that interest me
 - Activities that encouraged me to make connections between disciplines
 - Activities that encouraged me to connect what I learn in class with my own knowledge and experience
 - Activities that connect me with resources on campus
 - Activities that connect with my Messina theme
 - Activities that provided opportunities for reflection
 - Activities that provided opportunities to learn about diverse perspectives
 - None of the above
-

Q6.2 Which of the following did you take part in **during Messina-related activities (such as during your Messina class or enrichment)** this semester (select all that apply):

- Activities that provide the opportunity to connect with faculty
 - Activities where I can have conversations with my peers about topics that interest me
 - Activities that encouraged me to make connections between disciplines
 - Activities that encouraged me to connect what I learn in class with my own knowledge and experience
 - Activities that connect me with resources on campus
 - Activities that connect with my Messina theme
 - Activities that provided opportunities for reflection
 - Activities that provided opportunities to learn about diverse perspectives
 - None of the above
-

Q6.3 Which of the following did you take part in **during non-Messina classes and activities** this semester (select all that apply):

- Activities that provide the opportunity to connect with faculty
- Activities where I can have conversations with my peers about topics that interest me
- Activities that encouraged me to make connections between disciplines
- Activities that encouraged me to connect what I learn in class with my own knowledge and experience
- Activities that connect me with resources on campus
- Activities that connect with my Messina theme
- Activities that provided opportunities for reflection
- Activities that provided opportunities to learn about diverse perspectives
- None of the above

Q6.4 In terms of academics, what is one aspect of your first semester in which you were **successful**? Why is this area important to you? (1-2 sentences)

Q6.5 What is one aspect that you **would like to improve** for next semester? Why is this area important to you? (1-2 sentences)

End of Block: Living-Learning

Start of Block: Demographic Questions

Q7.1 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**"



Q7.2 Spiritual/ Faith Identity

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

- Agnostic
- Atheist
- Baha'i
- Baptist
- Buddhist
- Catholic
- Christian, Non-Denominational, Protestant
- Hindu
- Jewish
- Muslim
- Native American Spirituality
- Questioning
- Rastafari
- Sikh
- Spiritual but not religious
- Unitarian Universalist

Not otherwise listed (if desired, please specify)

Prefer not to answer

Page Break



Q7.3

Race/ Ethnic Identity

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

- African, African American
- Biracial or multiracial
- Native American, Alaska Native, Indigenous, First Nations
- Arab, Middle Eastern
- Asian or Asian American
- Black
- Caribbean, Caribbean American
- Latinx, Latina/o, Hispanic
- Native Hawaiian, Pacific Islander
- White, European, European American
- Not otherwise listed (if desired, please specify)

- Prefer not to answer

Page Break



Q7.4 Gender Identity

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

- Agender
- Gender Fluid or Genderqueer
- I am currently questioning my gender identity
- Man
- Non-binary
- Trans Man
- Trans Woman
- Woman
- Not otherwise listed (if desired, please specify)

- Prefer not to answer

Page Break



Q7.5 Sexual Identity

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

- Asexual
- Bisexual
- Fluid
- Gay
- I am currently questioning my sexuality
- Lesbian
- Pansexual
- Queer
- Straight/ Heterosexual
- Not otherwise listed (if desired, please specify)

- Prefer not to answer

Page Break



Q7.6 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
- Business- includes Accounting, Economics, Finance, International Business, Information Systems, Management, Marketing, Sustainability Management
- Elementary Education
- Humanities- includes Classics, Communications, English, Fine Arts, Global Studies, History, Modern Languages and Literatures, Philosophy, Writing
- Natural and Applied Sciences- includes Biology, Chemistry, Computer Science, Engineering, Mathematics, Statistics, Physics, Data Science, Forensic Studies
- Social Sciences- includes Global Studies, Political Science, Psychology, Sociology, Speech-Language Hearing Sciences

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, On-campus Residential status, 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.

| 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 |