

AY24-25 Messina End-of-Year Survey

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

Contents

Executive Summary.....	2
Purpose	2
Participation	2
Key Findings	3
Recommendations	4
Overview of Project Methodology.....	4
Detailed Findings	4
Messina Theme	4
Working Group Feedback	5
Loyola Values Reflection	10
Living-Learning High Impact Practices.....	13
Demographic Questions	16
Appendix A: Survey Instrument	19
Appendix B: Demographic Categories.....	30

Executive Summary

Purpose

This report presents findings from the Messina End-of-Year Survey, administered to all first-year students in Spring 2025. The purpose of the survey is to pilot a new approach to assessing Messina's learning outcomes of Jesuit Mission and Values, and Integrated Learning, building on prior assessment initiatives in these areas. The survey gathered feedback on several key components, including students' perceptions of Messina Working Groups and the relevance of their assigned themes. It also extended an initiative begun in the Fall Mid-Year Survey by examining students' engagement with high-impact practices and their reflections on Loyola's core values as part of a larger effort to help first-year students start to build habits of Jesuit reflection and discernment.

Over the past semester, the Messina department underwent a program review and a minor restructuring, which may impact the planned departmental assessment cycle. The results of this report may be useful when determining how to respond to the program review recommendations and when planning the department's assessment strategy and areas of focus for the new cycle.

Participation

The survey was administered during the period of April 28-May 13, 2025. Of the 921 students invited to participate, 188 opened the survey, and 115 completed it in full, resulting in a response rate of 12.5%. The timing of the survey, at the end of the spring semester, likely contributed to the lower participation, as students may have had competing priorities. This response rate is lower than that of the Mid-Year Survey and may limit the generalizability of the findings.

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).

In addition to the End-of-Year Survey, this report incorporates some data from the following:

- Messina Mid-Year Survey
Administered December 2024. Findings are detailed in the Mid-Year Survey Report.
- Fall Welcome Week Reflection Activity
Administered during Fall 2024 Welcome Weekend. Individual responses were shared with students' Working Group members.

Key Findings

- **Relationship with Working Groups:**

Students reported generally positive relationships with Working Group members. Over 87% indicated that Messina helped them “somewhat” or “a great deal” in establishing a positive relationship with their Evergreens, and 82% said the same regarding Faculty and Advisors. Reported connection with Mentors was lower, with 72% of students selecting “somewhat” or “a great deal,” which is consistent with expectations given that Mentors typically spend less time with individual students than other Working Group members. While these results remain positive overall, they reflect a decline compared to the fall semester for all Working Group members except Advisors, as shown in Figure 1. Several factors may explain this shift: students may feel that they already established these relationships in the fall and interpreted the question as referring to new connections; students may also naturally be more independent in the spring, and start to seek support from connections they made in the fall; and the smaller spring sample size may limit the generalizability of these findings. Further investigation into these trends may be beneficial.

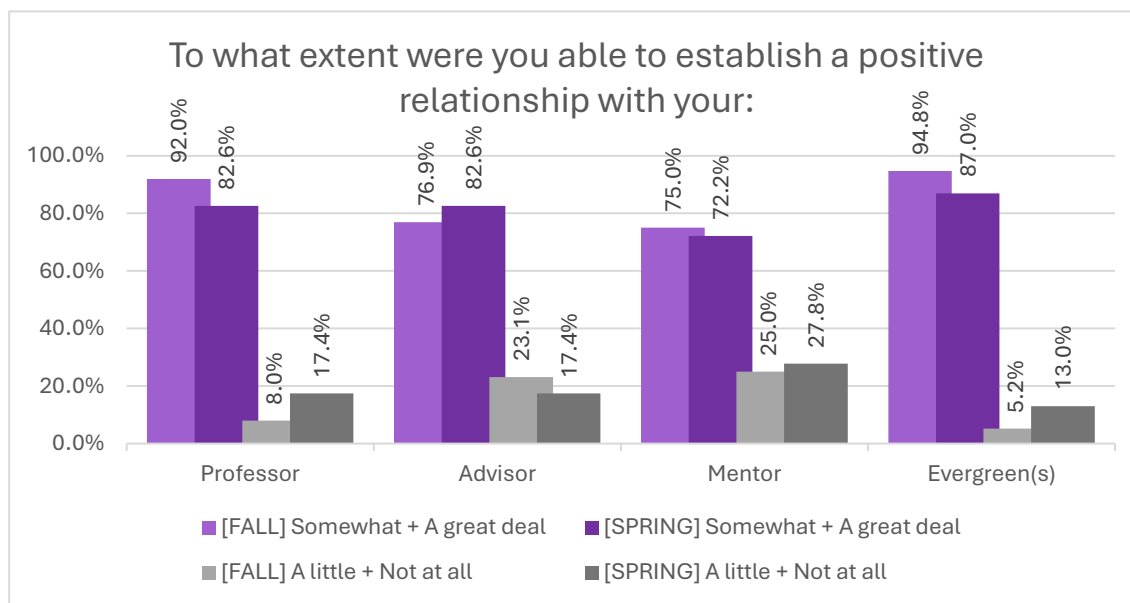


Figure 1. Comparison of responses between Fall and Spring semester

- **High Impact Practices in Messina:** Student responses in both fall and spring semester 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, similar to the responses in fall semester.

- **Student Experience of Theme:** Responses reflect a continuation of a Fall 2024 trend that reflected an increased percentage of students reporting that they experienced the theme through multiple avenues.

Recommendations

- **Clarify survey language to improve the accuracy of student responses:** Terms like “establish a positive relationship” and “sense of belonging” may be too broad or open to interpretation. Additionally, students often confuse the Messina course with enrichment activities, and may not clearly distinguish between a faculty member and a mentor. While definitions for these terms are currently included in the survey, they may need to be repeated, emphasized, or presented more clearly to ensure consistent understanding.

Overview of Project Methodology

Assessment measures were based on previous surveys measuring similar areas. The survey, administered via Qualtrics, included a variety of Likert and open-ended questions related to the Messina experience. The full survey instrument can be found in Appendix A.

Student responses to questions about their relationship with working group members 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, with the exception of First-Generation and Residential demographic categories.

Detailed Findings

Messina Theme

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

As expected, students primarily experienced the theme through Messina-related activities. As shown in Table 1, the majority of students selected Enrichment (77.0%) or their Messina Course (58.2%), followed by attending Messina events (36.4%), or engaging with Messina classmates outside of class (27.3%) as the avenue through which they experience their theme. This pattern is consistent with response trends from the fall semester and offers a useful baseline for continued analysis.

Student Experience of Messina Theme	
	Percent (n=250)
Enrichment	77.0%
Messina Course	58.2%
Messina Events	36.4%
Messina Classmates	27.3%
Non-Messina Course(s)	19.4%
Non-Messina Classmates	17.6%
Residence Hall	11.5%
RA-planned activities	7.9%
None	5.5%
Other	0.6%

Table 1. Messina continues to see increased student awareness of themes

Table 2 summarizes the number of theme-related experiences each student reported. Notably, there was a sharp decrease in the percentage of students who indicated they did not experience their theme, dropping from 9.6% in the fall to 3.6% in the spring. This may suggest increased awareness or engagement with the theme over the course of the academic year. Responses also reflect a continuation of a Fall 2024 trend that reflected an increased percentage of students reporting that they experienced the theme through multiple avenues.

	FA23	FA24 (n=250)	SP25 (n=165)
Never experienced their Messina theme	8%	9.6%	3.6%
1 option selected	57%	24.8%	30.9%
2 options selected	19%	19.2%	24.2%
3 options selected	13%	20.8%	15.8%
4 or more options selected	11%	25.6%	25.5%

Table 2. The percentage of students who indicated they experienced their theme in multiple ways has increased along with awareness

Students who indicated that they experienced the theme outside of Messina (29.7%) were invited to provide an example to help clarify how they interpreted “experiencing the theme.” Examples centered around social interactions such as time with friends or roommates, involvement in clubs, or exploring Baltimore. A few students also mentioned specific connections to a philosophy class or volunteer activities.

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

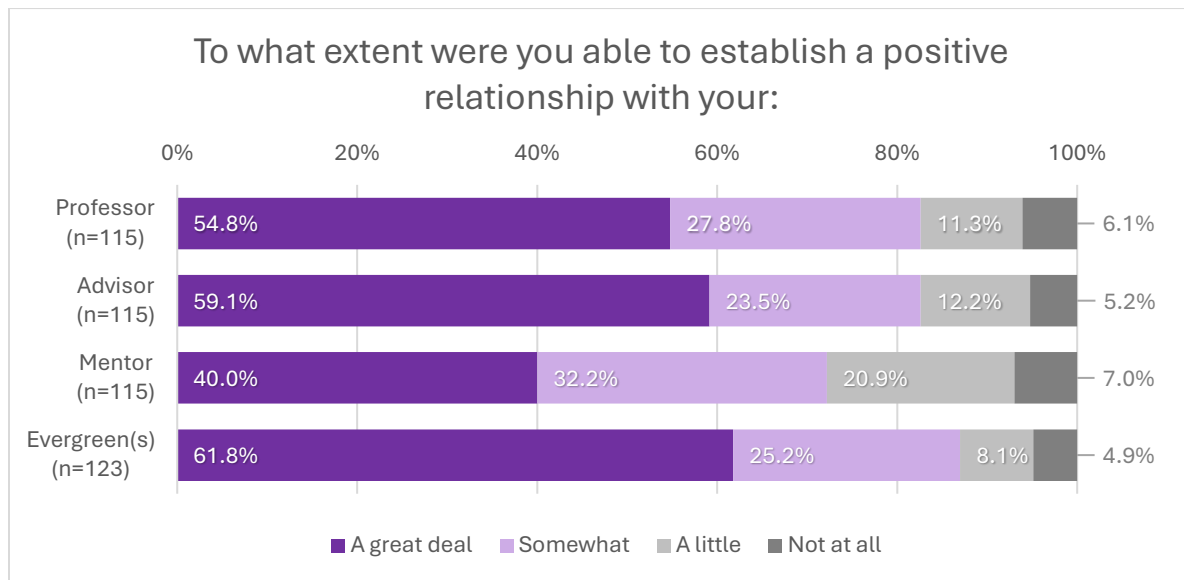


Figure 2. Students continue to show positive relationships with working group members

The majority of students in Spring 2025 were able to establish positive relationships with members of their Messina working group, as shown in Figure 2.

A higher percentage of students selected “A great deal” or “Somewhat” for their professors and Evergreens, which is consistent with past trends. While these results remain positive overall, they reflect a small decline compared to the fall semester for all Working Group members except Advisors. Several factors may explain this shift: students may feel that they already established these relationships in the fall and interpreted the question as referring to new connections; students may also naturally be more independent in the spring, and start to seek support from connections they made in the fall; and the smaller spring sample size may limit the generalizability of these findings. Further investigation into these trends may be beneficial.

Table 3 displays the mean responses for each demographic group based on a Likert scale ranging from 1 to 4, where:

- 4 = “A great deal”
- 3 = “Somewhat”
- 2 = “A little”
- 1 = “Not at all”

Values highlighted in orange indicate instances in the current year where a demographic group scored below the overall student average (shown in row 1).

	<i>Professor</i>	<i>Advisor</i>	<i>Mentor</i>	<i>Evergreen</i>
ALL	3.44	3.28	3.08	3.48
White	3.45	3.26*	3.05*	3.60
Latinx	3.47	3.40	3.12	3.44
Asian ^s	3.25	3.37	2.98	3.43*
Black or African American	3.59	3.31	3.07	3.19*
Biracial or Multiracial ^s	3.25	3.33	3.50	3.50
Other Race/Ethnicity	3.25*	3.22	3.15	3.32*
Catholic/Christian	3.51	3.28	3.13	3.55
Non-Catholic/Non-Christian	3.28*	3.27*	2.98*	3.50
LGBTQ+	3.27*	3.25*	3.08*	3.49
Woman/Trans Woman	3.44	3.31	3.17	3.56
Man/Trans Man	3.44	3.18*	2.91*	3.54
Other Gender Identity ^s	3.19*	3.29	2.98*	3.33*
First-Gen	3.65	3.38	3.15	3.70
Commuter	3.22*	3.06*	2.79*	3.16*

Table 3. This table presents the average responses from each demographic group on a 4-point Likert scale measuring levels of connection and engagement. Orange-highlighted cells indicate areas where a group's average response is lower than the overall student average, suggesting potential disparities in experience or perception.

*Areas that continue to rate lower than the mean for all students since Fall 2024

^sPopulation has a small sample size that may impact generalizability

Possible Trends to Monitor:

- **First-Generation Students:** First-generation students appear to report a stronger sense of connection with members of their working group, a pattern that continues from the fall semester.
- **Commuter Students:** Commuter students tend to report weaker connections with their working group members. This is often reflected in qualitative feedback expressing frustration about the difficulty of fitting Messina activities into their schedules.
- **Gender Identity (Female-identifying vs. Male-identifying Students):** Male-identifying students continue to report weaker relationships with working group members, a trend that also extends to their connections with advisors and mentors.
- **Students Identifying as LGBTQ+ or Non-Catholic/Non-Christian:** Students in this group consistently report lower mean responses across both years in relation to all members of the working group, except for the Evergreen.

These trends highlight the importance of intersectional identities in understanding factors that may account for these differences.

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 Messina could improve for next year?

Students were given the option to elaborate and provide additional comments related to their experience with their working group. Including incomplete responses, 126 students chose to provide comments related to their experience with their working group in Spring 2025. 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. 69.8% (88) of the responses were positive, 20.6% (26) were neutral, and 9.5% (12) were negative. While this represents a decrease in the percentage of positive comments compared to the fall, the lower response rate may contribute to this variation.

Common themes among the comments included appreciation for a positive environment that encouraged conversation and relationship-building, the genuine care demonstrated by Working Group members, and the value students placed on the social aspects of Messina. Several students also expressed interest in having more opportunities to connect across Messina sections. In addition, a few commuter and non-traditional students noted challenges in fully participating in Working Group activities.

Selected Spring 2025 Responses:

- “Messina was often the number one place I learned about events happening on campus or in Baltimore that I wouldn’t otherwise be aware of, and gave me an opportunity to hang out with other students easily as someone who struggles with independent socialization”
- “My Messina core advisor, mentor, and evergreen have helped me achieve my personal goals. Teaching me that it is okay to take life slowly and what it means to really connect with your professors in ways that could help me in the future. I know I can reach out to any of them and feel like I’m in a safe space.”
- “Group activities fostered a positive relationship as well as coming together to express feelings on certain topics so we didn’t feel alone. This helped to achieve my goals by showing teamwork and communication, skills needed for the workforce. Messina could incorporate fun, more hands on activities to get active rather than talking nearly every meeting.”

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 60.9% of students selecting that they receive a great deal of feedback, and 56.5% of students indicating that they found the feedback valuable as shown in Table 4 below. Although there is a decrease from fall in the number of students who feel they received a great deal of feedback, overall 85.2% of students selected “a great deal” or “somewhat”, which is only a decrease in 3% from fall. Since this is the first year that we have explored this area, it may be helpful to monitor this to determine if it is a pattern or an anomaly.

	<i>Do you feel that your Messina professor provided you with regular feedback throughout the semester?</i>		<i>Was the feedback you received helpful for improving academic skills or understanding?</i>	
	<i>FALL (n=212)</i>	<i>SPRING (n=116)</i>	<i>FALL (n=212)</i>	<i>SPRING (n=116)</i>
A great deal	72.6%	60.9%	65.1%	56.5%
Somewhat	15.6%	24.3%	25.5%	23.5%
A little	7.5%	10.4%	5.2%	9.6%
Not at all	2.8%	4.3%	3.8%	8.7%
I'm not sure	1.4%	0.0%	0.5%	1.7%

Table 4. Student perception of feedback received from Messina professors

Question: Did you notice connections between your fall and spring Messina courses?

Question: If yes/not sure, please provide a brief example or explanation of your response.

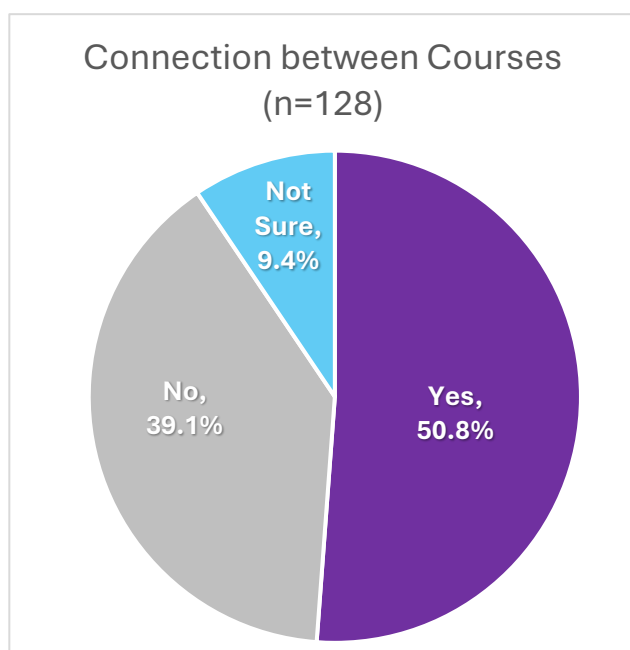


Figure 3. Just over half of students noticed a connection between Messina courses, however qualitative responses indicate that students may need clarification as to the difference between the course and enrichment hour

Just over 50% of students indicated that they noticed a connection between their Messina courses. Some responses referenced connections made during the enrichment hour, particularly from fall to spring, suggesting a need to clarify in future assessments what is meant by “Messina course.” Other students highlighted special sections such as Honors or Speech-Language-Hearing Sciences where both courses are part of the same program, making connections more apparent. Additional examples included overlapping texts or themes explored from different disciplinary perspectives, and students appeared to value this sense of continuity. Further exploration of this topic may help

strengthen the integration between fall and spring academic courses and make the connections more clear for students.

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:

Academic Excellence

Integrity and Honesty

Community

Service

Discernment

Focus on the Whole Person

Diversity

Justice

Leadership

Constant Challenge to Improve

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 question served as a follow-up to similar prompts included in the reflection activity during Fall Welcome Weekend (FWW) and the Mid-Year Survey.

Table 5 displays the distribution of responses, with Community, Focus on the Whole Person, Academic Excellence, and Constant Challenge to Improve consistently ranking among the most selected values. Although student responses varied across the three surveys, the top five core values remained the same. Figure 4 illustrates the variation in rankings among these top five values over time.

Exploring how students’ connection to Loyola’s core values evolves throughout their undergraduate experience could offer valuable insights for future programming and assessment.

Core Value	2024 FWW (n=696)	2024 Fall (n=222)	2025 Spring (n=116)
Community	29%	25%	23%
Focus on the Whole Person	24%	23%	31%
Academic Excellence	12%	20%	20%
Constant Challenge to Improve	15%	16%	13%
Integrity and Honesty	6%	5%	0%
Diversity	4%	5%	4%
Leadership	4%	3%	3%
Service	5%	2%	1%
Justice	2%	1%	3%
Discernment	1%	0%	2%

Table 5. This table shows the percentage of students selecting each Loyola core value in response to the end-of-year survey question. The most frequently selected values of Community, Focus on the Whole Person, Academic Excellence, and Constant Challenge to Improve remained consistent with responses from previous surveys.

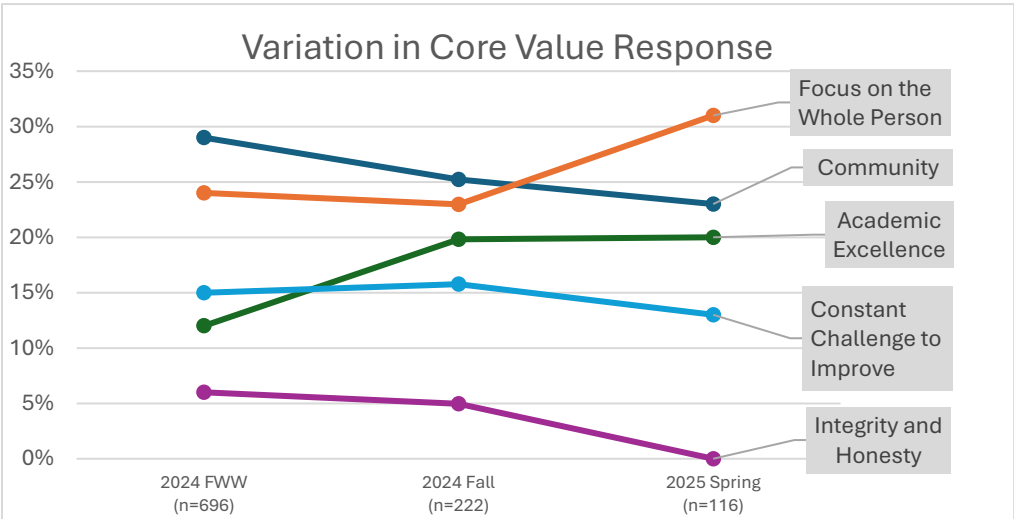


Figure 4. This figure illustrates changes in student selection of the top five Loyola core values over three key moments in the academic year: Fall Welcome Weekend, the Mid-Year Survey, and the End-of-Year Survey.

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, many of which were repeated from fall semester:

- **Community:** Support system; Sharing success; Welcoming and feeling at home
- **Focus on the Whole Person:** Value of being well-rounded; empathy and connection to others; mental health and self-care
- **Academic Excellence:** Good grades and the importance of education; Academic success as a stepping stone to future achievement
- **Constant Challenge to Improve:** Experiencing failure or challenges in the first semester leading to appreciation of this value

***Question:** In terms of academics, what is one aspect of your first year in which you were successful and/or noticed improvement? Why is this area important to you? (1-2 sentences)?*

***Question:** 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 year, 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 achieving good grades, building positive study habits/ test preparedness, and successfully balancing academic and social life. Areas of improvement included time management/ procrastination, improvements in study skills and note taking, and getting more involved on campus.

***Question:** What is one thing you wish you knew last fall as a new student at Loyola?*

Students also submitted responses as to what they wish they would have known as a new student at Loyola. Responses were very reflective, with students sharing advice ranging from campus resources, to practical knowledge about Boulder 2.0 dining offerings, to the necessity of allowing time to build connections. Below are selected responses from a range of topics:

- “One thing I wish I knew last fall as a new student at Loyola is how valuable campus resources, like tutoring and office hours, can be. Building a relationship with my professors also helped me feel more confident and comfortable in the course, and

I've learned that reaching out for help earlier can greatly improve both academic performance and personal growth."

- "I wish I knew how fast the year would fly by, and to take more time to just enjoy the moment."
- "I wish that I didn't listen to people who talk about how hard certain courses were because everyone's thoughts are so subjective and not necessarily true."
- "I wish I knew that with time opportunities come and you will meet people like you. You can not rush into everything."
- "I wish I had known the amount of resources I have available to me at any moment. I also wish I had better time management as I had mentioned, since it has improved for me greatly during spring semester."

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, starting in fall 2024 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 Spring 2025 results is presented in Figure 5. These findings indicate that students continue to engage in high-impact practices through Messina at consistently higher rates than in non-Messina courses, a pattern that was also observed in the fall survey. Messina continues to perform strongly in areas such as faculty connection, access to campus resources, and meaningful peer conversations. Any areas for improvement related to students' residential experience are not unexpected, as collaboration with the residential life department is still in its early stages.

Figure 6 offers a comparison of fall and spring responses by activity type. Nearly all high-impact categories show growth over the academic year, which aligns with what might be expected as students settle into campus life and engage more intentionally with available opportunities.

Since the fall survey, Messina has shifted away from the Living-Learning model and is now emphasizing the first-year residential experience as an Intentional Learning Community. Despite this transition, the current results provide a valuable baseline as the Residence Life collaboration efforts and first-year curriculum develops. These findings may also help narrow down future priorities for assessment and programming partnerships.

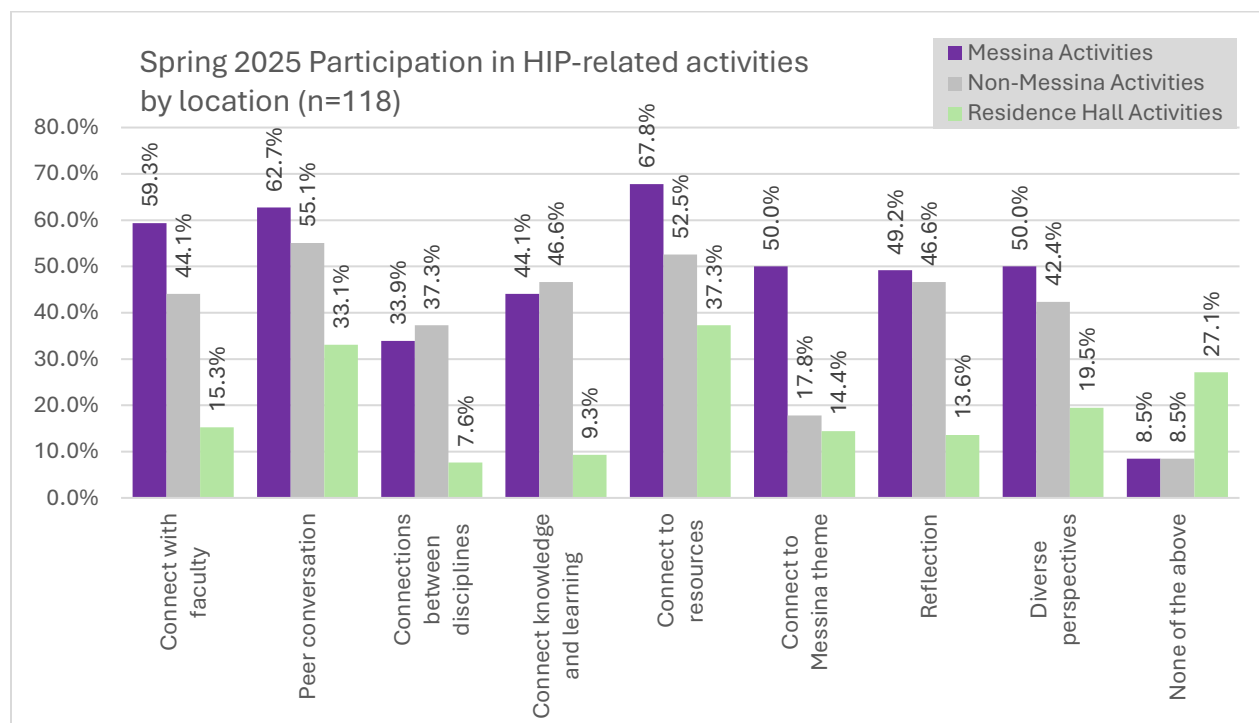


Figure 5. This figure illustrates the percentage of students reporting engagement in high-impact practices across Messina and non-Messina courses. Messina consistently outperforms non-Messina courses in fostering practices such as faculty interaction and connection to resources.

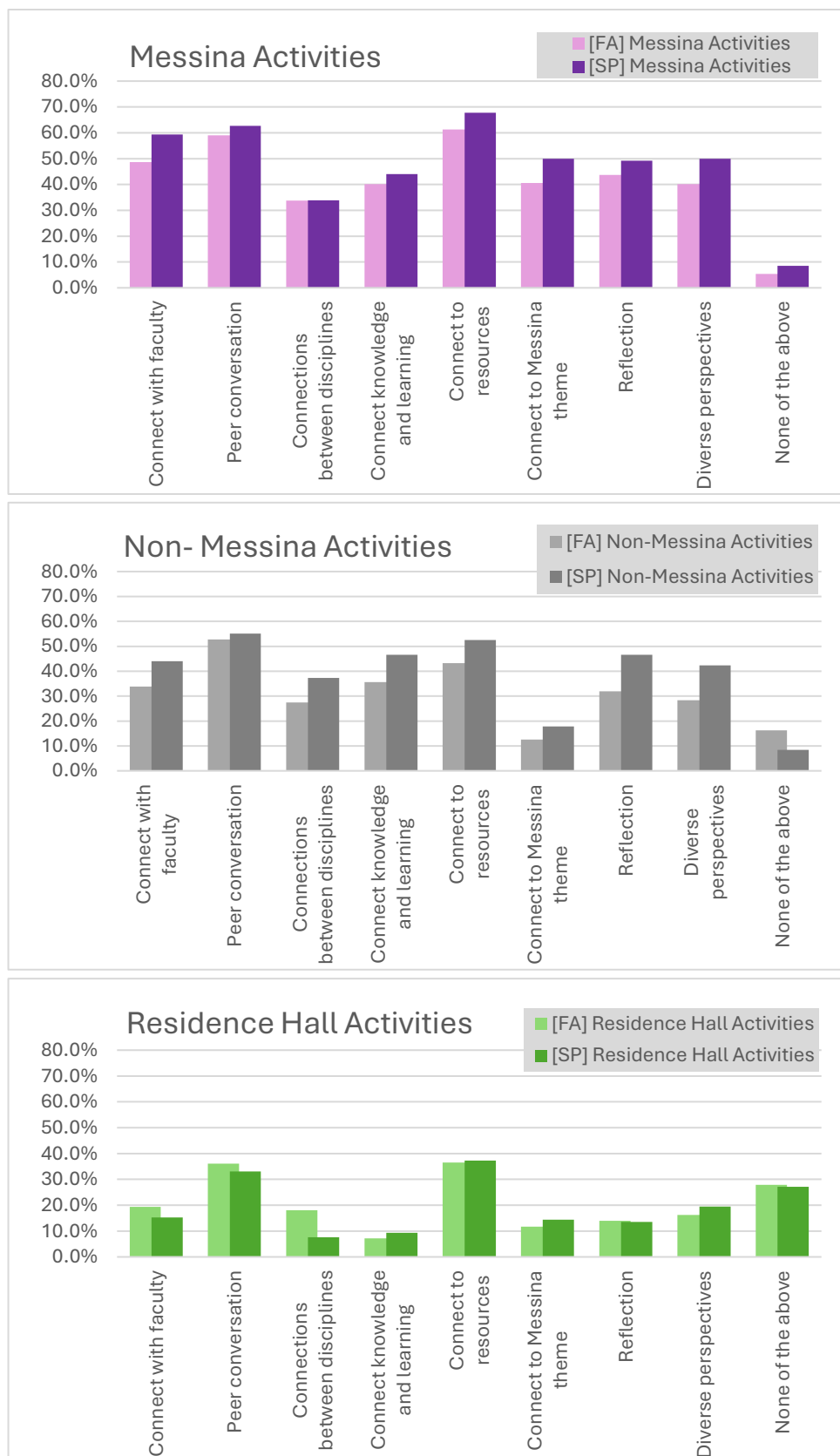


Figure 6. Changes in reported participation in high-impact activities from fall to spring among first-year students. Most categories show an increase, suggesting that students become more engaged and connected to campus life over time.

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=115	
Intended Major		
Natural and Applied Sciences	38	33.0%
Business	30	26.1%
Social Sciences	26	22.6%
Humanities	13	11.3%
Undecided	4	3.5%
Education	3	2.6%
Faith Background		
Catholic	52	45.2%
Christian, Non-Denominational, Protestant	25	21.7%
Agnostic	12	10.4%
Prefer not to answer	7	6.1%
Atheist	5	4.3%
Spiritual but not religious	5	4.3%
Baptist	3	2.6%
Buddhist	3	2.6%

Questioning	3	2.6%
Not otherwise listed (if desired, please specify)	3	2.6%
Muslim	2	1.7%
Hindu	1	0.9%
Baha'i	0	0.0%
Jewish	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	72	62.6%
Latinx, Latina/o, Hispanic	20	17.4%
Asian or Asian American	11	9.6%
African, African American	9	7.8%
Caribbean, Caribbean American	6	5.2%
Prefer not to answer	4	3.5%
Biracial or multiracial	3	2.6%
Not otherwise listed (if desired, please specify)	2	1.7%
Arab, Middle Eastern	1	0.9%
Black	1	0.9%
Native American, Alaska Native, Indigenous, First Nations	0	0.0%
Native Hawaiian, Pacific Islander	0	0.0%

Gender Identity

Woman	78	67.8%
Man	28	24.3%
Gender Fluid or Genderqueer	4	3.5%
Prefer not to answer	4	3.5%
Non-binary	1	0.9%
Trans Woman	1	0.9%
Agender	0	0.0%
I am currently questioning my gender identity	0	0.0%
Trans Man	0	0.0%
Not otherwise listed (if desired, please specify)	0	0.0%

Sexual Orientation

Straight/ Heterosexual	84	73.0%
Bisexual	14	12.2%
Prefer not to answer	8	7.0%
Asexual	3	2.6%
Lesbian	3	2.6%

Pansexual	3	2.6%
Queer	3	2.6%
Fluid	0	0.0%
Gay	0	0.0%
I am currently questioning my sexuality	0	0.0%
Not otherwise listed (if desired, please specify)	0	0.0%

Table 6. Detailed breakdown of self-reported demographics for students who responded to the End-of-Year Survey

Figure 7 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 Black or African American, or Male responded to the survey at slightly lower rates, however Residential/Commuter and First-Gen students appear to be well-represented.

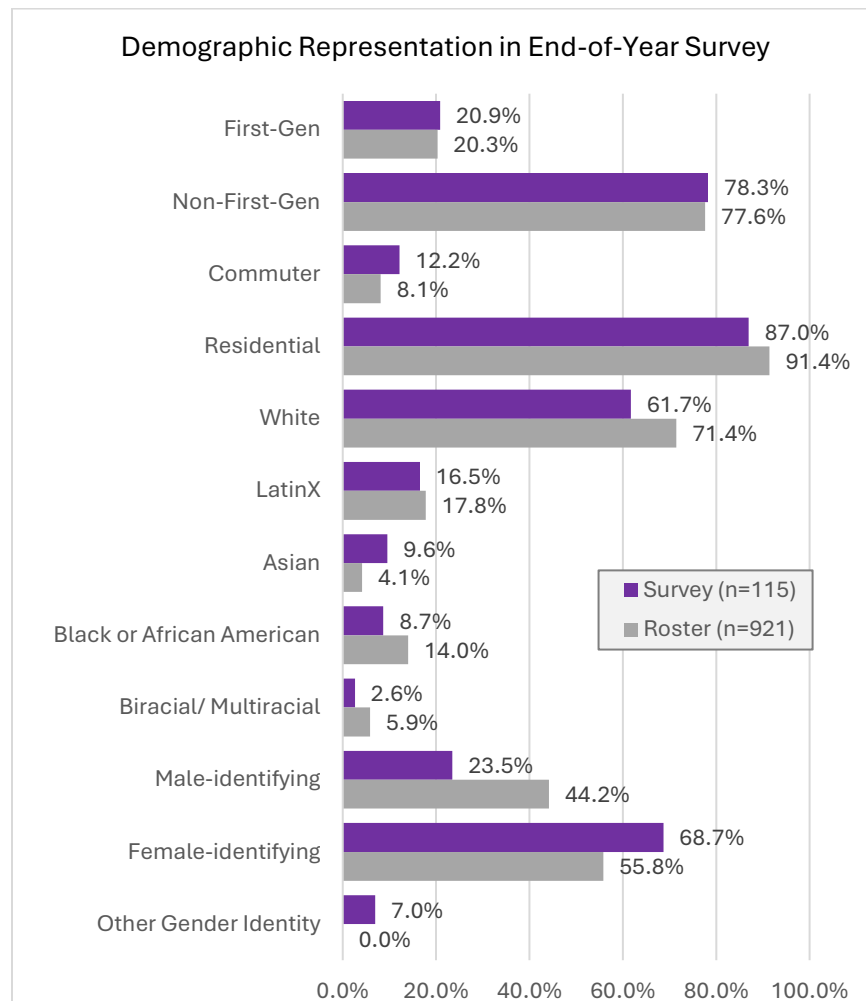


Figure 7. Comparison of demographic representation between Class of 2028 and those who completed the Mid-Year Survey

Appendix A: Survey Instrument

Spring 2025 Messina End-of-Year Student Survey

Start of Block: Introduction

Q1.1 Each year, Messina asks all first-year students to provide feedback regarding their first year at Loyola, 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. All students who **fully complete the survey** will be entered into a raffle for **one of five \$50 Amazon Gift Cards!** Thank you for your participation in this survey!

End of Block: Introduction

Start of Block: Messina Theme

Q2.1 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 and activities during my regular Messina class meeting time (i.e. not during enrichment) (1)
- Through conversations and activities during my weekly Messina enrichment session (Professor, Mentor, Evergreen) (2)
- Through conversations and activities during classes not connected to Messina (3)
- Through conversations and activities with other students in my residence hall (9)
- Through RA-planned activities and programs in my residence hall (10)
- Through attendance at Messina events and programs (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) _____

Q2.2 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/SP%2025%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 **Spring Messina Professor** (\${e://Field/SP%2025%20Faculty})?

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

Q3.3 Do you feel that your **Spring 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 (1)
 - A little (2)
 - Somewhat (3)
 - A great deal (4)
 - I'm not sure (5)
-

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

- Not at all (1)
 - A little (2)
 - Somewhat (3)
 - A great deal (4)
 - I'm not sure (5)
-

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

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

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

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

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

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

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

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

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 Messina could improve for next year?

Q3.10 Did you notice connections between your fall and spring Messina courses?

- Yes (1)
 - No (2)
 - I'm not sure (3)
-

Q3.11 If yes/not sure, please provide a brief example or explanation of your response (1-2 sentences)

End of Block: Messina Working Group Feedback

Start of Block: Loyola Values Reflection

Q4.1 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 (1)
- Focus on the Whole Person (2)
- Integrity and Honesty (3)
- Diversity (4)
- Community (5)
- Justice (6)
- Service (7)
- Leadership (8)
- Discernment (9)
- Constant Challenge to Improve (10)

Q4.2 Write 1-2 sentences about why this value speaks to you.

Q4.3 In terms of academics, what is one aspect of your first year in which you were **successful** and/or noticed improvement? Why is this area important to you? (1-2 sentences)

Q4.4 What is one aspect that you **would like to improve** for next semester? Why is this area important to you? (1-2 sentences)

Q4.5 What is **one thing** you wish you knew last fall as a new student at Loyola?

End of Block: Loyola Values Reflection

Start of Block: Living-Learning

Q5.1 Which of the following did you take part in **in your residence hall** this semester (select all that apply):

Q5.2 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):

Q5.3 Which of the following did you take part in **during non-Messina classes and activities** this semester (select all that apply):

- Not applicable (I am a commuter student) (10)
- Activities that provide the opportunity to connect with faculty (1)
- Activities where I can have conversations with my peers about topics that interest me (2)
- Activities that encouraged me to make connections between disciplines (3)
- Activities that encouraged me to connect what I learn in class with my own knowledge and experience (4)
- Activities that connect me with resources on campus (5)
- Activities that connect with my Messina theme (6)
- Activities that provided opportunities for reflection (7)
- Activities that provided opportunities to learn about diverse perspectives (8)
- None of the above (9)

End of Block: Living-Learning

Start of Block: Demographic Questions

Q6.1 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**"

Q6.2 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

Q6.3

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

Q6.4 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

Q6.5 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

Q6.6 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)

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.

