

Messina

Messina Mid-Year Survey Findings

January 30, 2014

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Overview

358 students participating in Messina during the Fall 2013 semester were invited to participate in a web survey to assess their first-year experience and how they experienced Messina during the fall semester. The survey was developed in consultation with the Messina Advisory Board and was reviewed by the Messina Student Advisory Board. In addition, the survey was submitted for Institutional Review Board for approval (FWA00013527) before it was sent to students. Questions were designed to correspond to the four main areas of Messina learning outcomes – Discernment, Critical Thinking, Community and Integrated Learning (see Appendix A for complete list of Learning Outcomes).

The survey was conducted from December 16, 2013 – January 6, 2014. As of January 7, 2014, 152 students began the survey and 109 students fully completed the survey. All 26 sections of Messina were represented in the survey- at least three students in each section responded. Data represents the following themes and identities:

- 49 (44.95%) respondents represented Self and Other, 36 (33.02%) respondents represented Stories We Tell, 24 (22.01%) respondents represented The Visionary.
- 25 (22.93%) respondents identified as men, 84 (77.06%) respondents identified as women.

At particular points of the survey, students were reminded of the following components of the Messina experience:

- The enrichment hour is the time you spend with your Evergreen, Mentor, and/or Professor
- The Messina class is the time you spend with just your Professor

Summary of Findings (*n=109*)

Students were asked a variety of quantitative questions related to the following two areas: fall semester experience and Messina experience. In questions related to the Fall Semester Experience, students were asked to rank how often they engaged in or thought about a variety of personal, academic, and social activities during their first semester.¹ Students also responded to a follow-up question regarding the level of importance each area was to them.² A second set of questions related to belonging at Loyola, both within and beyond Messina.³ In questions related to the Messina Experience, students were asked to respond to how much their participation in Messina helped them to do or think about different areas during their first semester.⁴

- **Jesuit Mission and Values**
 - 45 (41.28%) students indicated that they spent quiet time in reflection “often (monthly) or very often (weekly);” however, 90 (82.56%) students indicated this is an area that is “somewhat to very important” to them.
 - 94 (86.23%) students indicated that they “Agree or Strongly Agree” with the statement that they examined values and principles involved in their own decision-making processes.
 - While students place value on opportunities for reflection and discernment, when asked if they understand the role that reflection and discernment plays in making more informed, contemplative, and sound academic and personal decisions, responses were mixed.

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

² Students selected one of the following three choices: “Not At All Important, Somewhat Important, or Very Important.”

³ Students selected one of the following four choices: “Strongly Disagree, Disagree, Agree, or Strongly Agree.”

⁴ Students selected one of the following four choices: “Not At All, A Little, Somewhat, or A Great Deal.”

- **Critical Understanding**

- 77 (70.64%) students responded that they think about their choice of major and 75 (68.80%) students responded that they think about their possible career choices “often (monthly) or very often (weekly).” In both areas, 107 (98.16%) students indicated that these are “somewhat to very important” to them.
- Students did not seek tutoring services as regularly- 42 (38.53%) respondents “never” sought tutoring and 30 (27.52%) sought tutoring either 67 (61.46%) students sought tutoring “often (monthly) or very often (weekly).” However, this is still an area that was “somewhat to very important” to them.
- Students value study groups with their peers- 89 (81.65%) respondents did this at least once during the fall semester. Additionally, 101 (92.66%) respondents found additional resources for course assignments at least once during the fall semester.

- **Connections to Loyola Community**

- 99 (90.82%) students “agreed or strongly agreed” that they felt that they belonged at Loyola.
- 103 (94.49%) students “agreed or strongly agreed” that Loyola has provided a healthy and positive environment for them to attend college.
- 100 (91.74%) students “agreed or strongly agreed” that since being at Loyola, they have participated in campus activities (including clubs, organizations, sports and service.)
- 90 (82.56%) students responded that they “somewhat to a great deal” felt that they have found a balance among academics, family, friends, leisure time, and work. However, qualitative responses indicated that students want a spring semester enrichment hour session on time/stress/wellness management.

- **Integrated Learning**

- 103 (94.49%) students attended at least one campus lecture as a part of their Messina class. Additionally, 64 (58.71%) students attended at least one campus lecture on their own this semester, not a part of a class requirement.
- Student experience was mixed in regards to how much they discussed their Messina theme with others outside of class. The majority of students either never discussed their theme or discussed it 1-2 times during the semester beyond their class. 54 (49.54%) students “agreed or strongly agreed” that they considered their Messina theme more deeply on their own and in private.
- 80 (73.39%) students “agreed or strongly agreed” with the statement that they identified connections between coursework and enrichment hour conversations and activities. 89 (81.65%) students “agreed or strongly agreed” with the statement that they “used knowledge and skills discussed or developed in classes to contribute to their understanding of content in other classes.

Other Observations:

- Some of the qualitative and quantitative data suggests that students indicated not necessarily feeling connected to their theme and that this was not always an area that was discussed. This is an area to further explore.
- Students valued time during enrichment hours for reflection, particularly in creative ways such as journaling, outdoor activities, and vision boards. Areas to continue to develop are exploring concepts of reflection and discernment on a deeper level.
- Students that had the opportunity to experience aspects of Baltimore during their enrichment hours highly valued that experience, particularly those excursions that had a cultural component or a follow up class

discussion after the excursion. Students who may not have had the same opportunities desire more chances to explore the city together in the spring. Qualitative responses indicated that tied to this piece area are ways to become familiar with public transportation in the Baltimore area.

III Qualitative Responses

Students also shared a variety of qualitative comments regarding their Messina experience. The following is a subset of the responses:

Biggest lessons learned during the first semester:

- “Messina helped me break out of my shell a little by giving me a group of friends and a mentor to talk to within the first days of college. These are people I still am close with and probably will remain friends with. It helped me adapt to the vast changes college brought with it.”
- “Your surrounding really make an impact. Living outside of flannery when you participate in Messina really divides you from the group.”
- “That it's good to communicate with your professors and get to know them. It eases the tension when asking questions and just getting used to a new school/environment.”
- “Appreciate people who are different from you because they can sometimes make the best friends. Also be friends with the people you learn with it makes it way more fun and studying in a group is always better (for me at least). Open yourself up to others and be open-minded. I really think the diversity of my Messina class is the best thing about our group.”
- “The most important lesson I learned by participating in / Messina is that the conversation continues onwards. IT was awesome to live in the same building as people in my class because we could discussed the Messina events and topics outside the classroom.”
- “Through Messina, I was thought to open my eyes and connect with people I otherwise wouldn't have taken the time to know. My Messina group is filled with variety of personalities, and it has allowed me to get to know students with interests who are very different from mine. In doing so, I have become friends with interesting people who I would not have known otherwise.”

What topic(s) do you wish would have been covered during the enrichment hours this fall? What are two topics or conversations that you would like to see take place during the spring semester during your enrichment hour sessions?

- “More about the area in which we live - I liked learning about what kind of a community surrounds Loyola and learning more about that could be helpful”
- “I'd also like to see us try to tackle more in regards to the world and not just our own Loyola life. We talk a lot about how we feel on campus, but I feel as though it would be good to acknowledge and discuss what is going on outside our happy go lucky bubble.”
- “I wish they would have covered more about getting involved. For example, I know that a friend of mine's Messina group went to CCSJ and they had a session covering what kind of service you can get involved in on campus.”
- “Topics about how to get around Baltimore and using transportation. Also maybe budgeting your money.”
- “I wish topics on relationships with friends and loved ones at home would have been covered, and how to keep those old friends and transition into new. I wish there were more creative enrichment hours as in exploring baltimore and knowing what it has to offer.”

What should next year's first year students know in advance of signing up for Messina? What advice do you have for next year's first-year class?

- "Messina was one of the best parts of my first year so far. It easily helped me assimilate into the Loyola community and made me more comfortable in my transition to college. I would want to tell a first year next year that even though I did not live in Flannery I still got the most out of the program, and that housing is not the whole part of the experience to the slightest. I have learned so much about myself and made lifelong friends, connections with advisory, faculty and my evergreen."
- "Messina is an amazing program that, at least for me, had no mistakes with it. I know people who have less receptive Messina groups that they don't enjoy but they're rare. Try to talk to as many people as you can in the first few days, because even if you're scared you have to remember that everyone else is just as terrified and lost as you are."
- "Messina involves getting very close and familiar with your class and professor. In addition, there are many activities and opportunities Messina students have a chance to experience. Within these activities, you not only become closer with your classmates, but students from other Messina classes."
- "You will have to put in extra work and you should chose a pairing you are genuinely interested in. Make sure you are willing to be open to enrichment hour and participate because that makes it all the better."
- "Messina is not just a way to live in nice housing, or to have something else to put on your resume, but it is something that truly can change you if you let it. It is a class, at the core, but it also teaches community, diversity, how to love and understand Loyola and Baltimore, and how to embrace the Jesuit values such as cura personalis."
- "Messina is a great experience because it allows you to form close relationships with people in one of your classes. I feel comfortable with everyone in my Messina class, but in some of my other classes I don't even know the names of half my other classmates, so Messina is a nice opportunity to connect with other freshman."

Detailed Findings

First-Year Fall Semester Experience:

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

Follow up Question: Please indicate the amount of importance this area is for you.

Question (n=109)	Never (1)	Sometimes (1-2 times) (2)	Often (monthly) (3)	Very Often (weekly) (4)	Mean	Somewhat to Very Important
Spent quiet time in reflection	15	49	28	17	2.43	90
	13.76%	44.95%	25.68%	15.59%		82.56%
Thought about your choice of major	3	29	44	33	2.98	107
	2.75%	26.60%	40.36%	30.27%		98.16%
Thought about your possible career choices	14	20	47	28	2.82	107
	12.84%	18.34%	43.11%	25.68%		98.16%
Discussed topics related to diversity and multiculturalism	10	39	29	31	2.74	94
	9.17%	35.77%	26.60%	28.44%		86.23%
Sought tutoring service	42	37	19	11	1.99	86
	38.53%	33.94%	17.43%	10.09%		78.89%
Found additional resources for course assignments	8	46	34	21	2.62	101
	7.33%	42.20%	31.19%	19.26%		92.66%
Developed study groups with peers to learn class material	20	35	45	9	2.39	95
	18.34%	32.11%	41.28%	8.25%		87.15%
Participated in college-sponsored events and activities not associated with Messina	7	31	54	17	2.74	99
	6.42%	28.44%	49.54%	15.59%		90.82%
Attended campus lectures as a requirement for a Messina class	6	40	55	8	2.60	85
	5.50%	36.69%	50.45%	7.33%		77.98%
Attended campus lectures on your own, not as a part of a class requirement	45	35	25	4	2.11	78
	41.28%	32.11%	22.93%	3.66%		71.55%
Discussed your Messina theme with friends or classmates outside of class	36	41	16	16	2.11	57
	33.02%	37.61%	14.67%	14.67%		52.29%

First-Year Fall Semester Experience:

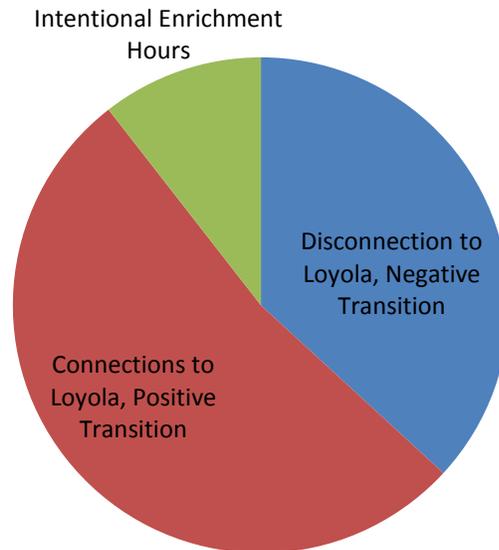
Question: Please respond to the following statements regarding your fall semester experience.

Question (n=109)	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Mean
Examined values and principles involved in your own decision-making processes	5	10	70	24	3.04
	4.58%	9.17%	64.22%	22.01%	
Established a positive relationship with your Messina Evergreen	4	4	37	64	3.48
	3.66%	3.66%	33.94%	58.71%	
Established a positive relationship with your Messina faculty member	3	10	52	44	3.26
	2.75%	9.17%	47.70%	40.36%	
Established a positive relationship with your Messina mentor (administrator)	2	14	53	40	3.20
	1.83%	12.84%	48.62%	36.69%	
Established positive relationships with your peers/classmates	3	5	36	65	3.50
	2.75%	4.58%	33.02%	59.63%	
Felt that you belonged at Loyola	5	5	44	55	3.37
	4.58%	4.58%	40.36%	50.45%	
Felt that Loyola provided a healthy and positive environment for you to attend college	2	4	38	65	3.52
	1.83%	3.66%	34.86%	59.63%	
Felt that you had support in regards to your academic coursework	2	1	43	63	3.53
	1.83%	0.91%	39.44%	57.79%	
Felt that you had support in regards to becoming a part of the Loyola community	2	4	53	50	3.39
	1.83%	3.66%	48.62%	45.87%	
Became familiar with Baltimore	3	13	56	37	3.17
	2.75%	11.92%	51.37%	33.94%	
Considered your Messina theme more deeply on your own and in private	16	39	38	16	2.50
	14.67%	35.77%	34.86%	14.67%	
Identified connections between coursework and enrichment hour conversations and activities	7	22	57	23	2.88
	6.42%	20.18%	52.29%	21.10%	
Used knowledge and skills discussed or developed in classes to contribute to your understanding of content in other classes	5	15	58	31	3.06
	4.58%	13.76%	53.21%	28.44%	
Participated in campus activities (including clubs, organizations, sports and service)	2	7	55	45	3.31
	1.83%	6.42%	50.45%	41.28%	
Look forward to the spring semester and future years at Loyola	6	5	31	67	3.46
	5.50%	4.58%	28.44%	61.46%	

Question: Please comment on any responses you made in the previous question.

Previous Question: Please respond to the following statements regarding your fall semester experience.

Recurring Themes in Comments Regarding the Fall Semester



Examples of Responses:

Intentional Enrichment Hours:

- “I wish we had explored Baltimore more and that our enrichment hours were more meaningful.”
- “I liked my enrichment hour usually, but alot of information was repeated from orientation and some hours were used for continuing our English Class. They enrichment hours did not usually connect to the class and did not allow the class to get to know one another better.”

Connections to Loyola, Positive Transition:

- “I couldn't have asked for a better experience through Messina. My group is like a family with our evergreen being our older sister and professor & advisor being our role models.”
- “The Messina program provided me with my first "family" at Loyola. I was able to instantly bond with my classmates and have made lasting friendships. My advisor as well as my evergreen became great leadership figures and provided me with the guidance I needed to succeed in my first semester. The program was probably the greatest decision I made during my first year at Loyola!”

Disconnection to Loyola, Negative Transition:

- “I feel like it is very hard to make friends at Loyola.”
- “I had a decent time in my Messina course but I did not enjoy my time with my group for the most part. I usually dreaded going to my Messina class to be with my peers and administrator and that feeling made me very uncomfortable throughout my first semester. There was nothing wrong with any of the people in my Messina group but for some reason, I don't think that I fit in with everyone as well as I would have like to.”

Messina Fall Semester Experience:

Question: The following set of questions relates to your participation in Messina and how your class and enrichment hour experience contributed to the following areas. Some of the following questions specifically mention "enrichment hour" and "Messina" class...To what extent did your participation in the first semester of Messina help you to...

Question (n=109)	Not at All (1)	A Little (2)	Somewhat (3)	A Great Deal (4)	Mean
Dedicate time to reflection, meditation, deep contemplation, or prayer	16 14.67%	51 46.78%	32 29.35%	10 9.17%	2.33
Understand the role that the Jesuit tradition of discernment plays in making more informed, contemplative and sound academic and personal decisions	13 11.92%	38 34.86%	33 30.27%	25 22.93%	2.64
Understand the role that the Jesuit tradition of reflection plays in making more informed, contemplative and sound academic and personal decisions	13 11.92%	28 25.68%	46 42.20%	22 20.18%	2.71
Examine issues of your ethical conduct	14 12.84%	27 24.77%	42 38.53%	26 23.85%	2.73
Discuss topics related to diversity and multiculturalism during your Messina class	14 12.84%	28 25.68%	35 32.11%	32 29.35%	2.78
Discuss topics related to diversity and multiculturalism during your Enrichment Hour	15 13.76%	28 25.68%	41 37.61%	25 22.93%	2.70
Understand the learning strategies that are most effective for you	8 7.33%	25 22.93%	50 45.87%	26 23.85%	2.86
Become a better writer	10 9.17%	21 19.26%	46 42.20%	32 29.35%	2.92
Understand expectations of your professors	3 2.75%	13 11.92%	36 33.02%	57 52.29%	3.35
Critically examine the content of what you read	4 3.66%	8 7.33%	43 39.44%	54 49.54%	3.35
Express your own opinions when they are in the minority of opinions	5 4.58%	22 20.18%	39 35.77%	43 39.44%	3.10
Express your own opinions when they are in the majority of opinions	3 2.75%	16 14.67%	41 37.61%	49 44.95%	3.25
Find a balance among academics, family, friends, leisure time, and work	2 1.83%	17 15.59%	47 43.11%	43 39.44%	3.20
Work effectively with others	2 1.83%	8 7.33%	44 40.36%	55 50.45%	3.39
Learn how to resolve conflicts in a timely and satisfactory fashion	6 5.50%	11 10.09%	50 45.87%	42 38.53%	3.17
Meet people in your residence hall	11 10.09%	17 15.59%	33 30.27%	48 44.03%	3.08
Develop close (meaningful) relationships with others in your residence hall	17 15.59%	18 16.51%	22 20.18%	52 47.70%	3.00
Develop close (meaningful) relationships with at least one other student at Loyola	5 4.58%	13 11.92%	11 10.09%	80 73.39%	3.52
Develop mutually respectful and beneficial relationships with your peers	3 2.75%	9 8.25%	26 23.85%	71 65.13%	3.51
Feel part of a community that benefits your learning	5 4.58%	9 8.25%	32 29.35%	63 57.79%	3.40
Feel that you contributed to your peers' learning	5 4.58%	15 13.76%	46 42.20%	43 39.44%	3.17

Actively participate in enrichment hour discussions	8	21	35	45	3.07
	7.33%	19.26%	32.11%	41.28%	
Actively participate in class discussions	5	21	25	58	3.25
	4.58%	19.26%	22.93%	53.21%	

How Students Experienced Their Messina Theme:

Students were asked to check off all of the ways they experienced their Messina theme this year. n=370

Answer	Response	%
Through conversations/activities during my weekly Messina enrichment hour (Professor, Mentor, Evergreen)	87	23.51%
Through conversations/activities during my Messina class (just with my Professor)	83	22.43%
Through attendance at Messina theme events	58	15.67%
On my own with students from my Messina class	51	13.78%
Through conversations/activities during classes not connected to Messina	39	10.54%
On my own with students not in my Messina class	34	9.18%
Through conversations/activities coordinated by my RA	13	3.51%
Other (please specify)	5	1.35%

"Other" Responses:

- "I did not experience my Messina theme. I didn't know what it was or how it connected to anything, to be honest."
- "Searching online"
- "Eating as many cupcakes as much as humanely possible."
- "In my philosophy class (entitled "self and other")"
- "In my other classes as well because I was able to apply what I learned in my Messina class to all my other courses."

Fall Enrichment Hours Review:

Students were asked to provide what they thought were the top 2 fall enrichment hours. Responses were coded into the following 12 topic areas.

Question 1: Please describe the topic of the enrichment hour session that was of most value to you.

Question 2: Please describe the topic of the next enrichment hour session that was of most value to you.

Enrichment Hour Topic Area	Total Mention (n=211)	% (n=211)
Campus Resources	36	17.06%
Selecting Classes/ Understanding Core Requirements	28	13.27%
Off-campus Travel	28	13.27%
Diversity	25	11.84%
Discernment/Reflection	23	10.90%
First-Year Transition Topics	19	9.00%
Strengths/Values	17	8.05%
Stress Management	12	5.68%
Course-related sessions	10	4.73%
Other (different topics or not enough description)	9	4.26%
Nothing	3	1.42%
Service	1	0.47%

Examples of responses:

Campus Resources:

- “The top enrichment hour session was a tie between the relaxation session with the counseling center and picking our class schedules for next semester. The relaxation session was really helpful for me because I can become very stressed and it really helped me learn how to deal with stress. I thought going over how to pick classes and what classes to take was really beneficial because it helped to hear what others are taking and how others are planning their years at Loyola.”

Selecting Classes/Understanding Core Requirements:

- “I really liked the enrichment hour that went over all of our course requirements as there are many core requirements and major requirements that it was nice to have someone thoroughly explain it to us.”
- “The enrichment hour session that was most valuable to me was the one where we discussed registration. It was helpful to have our evergreen, our mentor, and the professor assist us in the process of deciding how and when to register for classes.”

Off-campus Travel:

- “Learning more about Baltimore, there are hidden places in Baltimore that make the city even better. In my enrichment hour we discovered the hidden places that Baltimore has to offer.”
- “The enrichment hour that we went to watch the play; it was very enlightening yet interesting. It allowed the class to learn of different human conditions such as dementia other brain disorders as well as personal relationships.”
- “For our Messina class, we were partnered with one other person in the class and we went to a place in Baltimore that was considered “off the beaten path” and then in class, we presented the places to our class. I

thought it was interesting to hear about the other places, although it would have been nice to have more time to complete the project.”

Diversity:

- “The topic of the enrichment hour session that meant the most to me was the one for stereotyping. I felt that I had gained sufficient insight on the amount of stereotyping that actually occurs in the world that I hadn't realized before.”

Discernment/Reflection:

- “Working on the collages where we picked certain phrases, words, or pictures that had to do with what we wanted to do or be like spring semester of freshman year. I thought it helped me to reflect upon my first semester and made me think about what I want to change for the next semester.”
- “The enrichment hour session that was of the most value to me was when we met with our evergreen and had a reflection session. We reflected on our time at Loyola so far and what went well and what had not gone well (academically and socially speaking). We discussed our struggles and fears and it truly helped to listen to how everyone else has been feeling and share how I personally had been feeling. It was also a good time to reflect on what I wanted to change in the weeks leading up to the end of the semester as well as what I wanted to change for next semester.”

First-Year Transition Topics:

- “The enrichment hour towards the beginning of the year where we talked about adjusting to college was of the most value to me because it made me realize that we are all going through the same thing and we made schedules to help us keep organized.”

Strengths/Values:

- “We took a test online that gave us a report of our five top strengths. This activity helped me better understand myself and my classmates upon discussing which strengths we identified with.”
- “The strengths and type of learner we were. It was during this session that we really got to know each other and were surprised at how accurate the personality traits or strengths were to each member of our class. It helped us all to see how different we were from each other and how each of us brought so much to the table. I really loved learning about myself through others, it applied perfectly to our theme.”

Stress Management:

- “When we went to the FAC and did BodyFlow and discussed care of the whole person with exercise and quiet down time.”
- “We had a discussion just about how we felt about the transition to Loyola and how to manage stress. It was particularly helpful to have an Evergreen there.”

Course-related sessions:

- “We went to Sherwood Gardens in trying to better understand the teachings of Emerson. We were told to just walk and think by ourselves and see if it made a difference just being quiet with nature for a while. Since then I have been back to the gardens and have made more time for my own personal reflection.”

- “Dr. Walsh had a session on writing skills after we had gotten our first paper back and it was really encouraging and helped me evaluate my own writing.”
- “I loved our class discussion on the namesake because I found it peeps ally to be a fantastic book. Dr. Pandey had some personal insight on the topic that I found to be so interesting and really made me think about our class' theme. I loved it.”

Other:

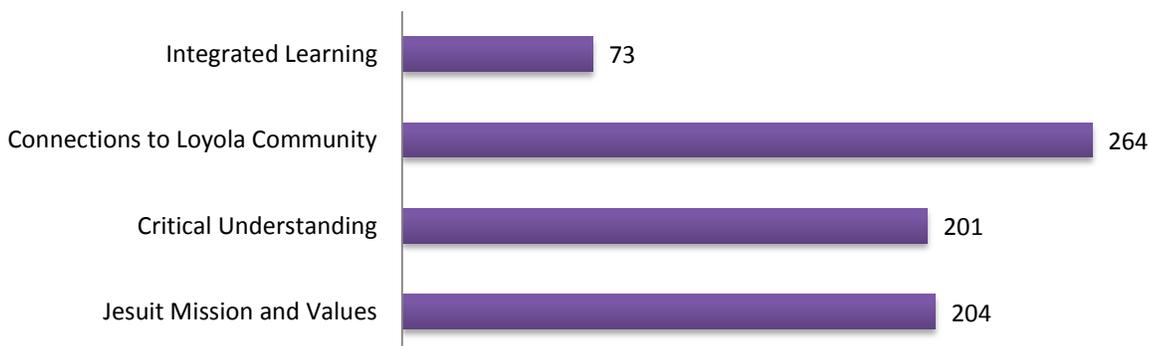
- “Helped with Best Buddies Halloween for the other part of Self and Other.”
- “The next enrichment hour that was of most value to me was the one where our class discussed poverty in America. We took a test on line to see whether we would make an executive decisions based in the money we had.”

Students were asked to select which Messina learning outcomes they felt the enrichment hour supported.

Question: For the enrichment hour sessions you just listed, please check the box(es) next to the Messina learning outcomes you believe this enrichment hour supported. (please check all that apply)

Messina Learning Outcomes	Total Mention
Develop habits of discernment and reflection in the Ignatian tradition.	90
Explore and articulate values and principles involved in personal decision-making.	114
Develop habits of reading, writing and intellectual conversation that support academic excellence and engagement.	86
Demonstrate increased knowledge and use of campus resources that aid critical thinking.	115
Establish healthy, mutually beneficial and respectful relationships with others including faculty, administrators, staff and peers.	142
Demonstrate a sense of belonging to the community at Loyola University both in and out of the classroom.	122
Integrate multiple sources of knowledge gained through various disciplinary lenses, texts, instruction, out of class experiences and personal reflection to offer a perspective on the interdisciplinary theme of the community.	73

Relevance of Learning Outcomes in Top Ranked Enrichment Hours



Fall Semester Enrichment Hour Suggestions:

Question: During the fall semester, was there a topic(s) that you wish would have been covered during the enrichment hour time that would have helped you?

Answer (n=109)	Response	%
Yes	31	28.44%
No- I was satisfied with all enrichment hour offerings	78	71.56%

Follow Up Question: What topic(s) do you wish would have been covered during the enrichment hours this fall?

Responses were coded into the following areas. Responses of “n/a” or where students indicated they were satisfied with all enrichment hour offerings were not included.

Enrichment Hour Topic Area	Response
Exploring Baltimore	14
Transition to college life (including how to meet new friends, keeping friends from home)	9
Academic topics (including how to study/write, preparing for next semester)	7
Career (including what you can do with different majors)	6
Getting involved on campus	4
Dealing with alcohol (including social alternatives to alcohol)	4
Diversity/Multiculturalism	4
Ethics/decision making	3
Messina theme-related	3
Time management	3
Meditation	2
Service	2
Self-improvement, awareness of strengths and weaknesses	2
Group bonding activities/getting to know each other	2
Current topics/current events	2
Study abroad	1
Money management	1
Dining services/options	1
Cupcakes	1

Spring Semester Enrichment Hour Suggestions:

Question: *What are two topics or conversations that you would like to see take place during the spring semester during your enrichment hour sessions? (n=180)* 180 responses were provided⁵, and responses were coded into the following 18 recurring themes.

Suggested Spring Enrichment Hour Topic Area (n=180)	Response	%
Service opportunities, connection to being a man and women for others	6	3.33%
Exploration of Baltimore, Baltimore culture	26	14.44%
Declaring/choosing a major	12	6.66%
Study abroad process	5	2.77%
How to have a better second semester	4	2.22%
Changing relationships and identities among each other	15	8.33%
Preparing for sophomore year	5	2.77%
Diversity exploration	9	5.00%
Theme-based activities	4	2.22%
Money management	2	1.11%
Housing selection process	6	3.33%
Stress/Time/Wellness management	20	11.11%
Career exploration/internship preparations	12	6.66%
Connections to current events/real-world issues	6	3.33%
Getting involved on campus	11	6.11%
Jesuit/Reflection Activities	10	5.55%
Academic Topics (ex. writing practices, study tips, mentions of the spring 2014 semester class)	24	1.33%
Other (topics that did not fit into the above categories)	3	1.66%

⁵ Students that responded “N/A” or “none” were not included in this count

Top 6 Suggested Spring Enrichment Hour Topics



Participation in Messina Events:

Question: Please indicate the number of Messina-sponsored events you have attended during the fall semester.

Messina-sponsored events are defined as theme-wide lectures, Wednesday night class programs, Flannery RA Theme Programming, and Messina Student Advisory Board Sponsored Programs.

Answer	Response (n=109)	%
0	0	0.00%
1-2	21	19.27%
3-4	46	42.20%
5-6	20	18.35%
7-8	16	14.68%
9 or more	6	5.50%

Lessons Learned in the First Semester From Messina Participation

Question: What are the two most important lessons you learned from your first semester at Loyola by participating in Messina? (n=205) 205 responses were provided, and responses were coded into the following 12 recurring themes.

Lessons Learned	Response
Connecting with others, understanding others, working with others	44
Self-awareness, personal growth	26
Diversity awareness, multiculturalism	25
Academic growth, becoming a college student	22
Balancing relationships/time/priorities	21
Connecting to Loyola, campus resources	20
Appreciation of Messina and living learning program concept (including connection with their Messina theme)	14
Value of establishing relationships with professors/administrators/ upper class students	12
Exploration of a Jesuit education/discernment/reflection	10
Disconnection with the experience (including living environment [not in Flannery] and others)	5
Nothing/unsure/unrelated	4
Connection to Baltimore	2

Examples of specific responses related to Messina Learning Outcomes:

Jesuit Mission and Values:

- “The second most important lesson does not come from my class, but rather the Messina program and the Jesuit tradition in general. This lesson is that there is always more to people and to not judge others based on preconceived notions.”
- “it is important to stop and think, rather than just to react. Reflection can be a very useful tool.”
- “The second lesson I learned, was to be myself. In high school, there was always an expectation of how one should act. However, I found that my Messina class accepted me! They accepted me for all my bubbly personality, inquisitive questions, and silly sense of humor. Due to the fact that they accepted me, I was able to learn to accept myself!”

Critical Understanding:

- “I learned that sometimes, you will not like the people you learn with but learning about how you work with people is an extremely important lesson.”
- “Learn to defend my claims with facts”
- “everyone has different ways of learning and getting the job done, find the way to do things that works best for you”

Connections to Loyola Community:

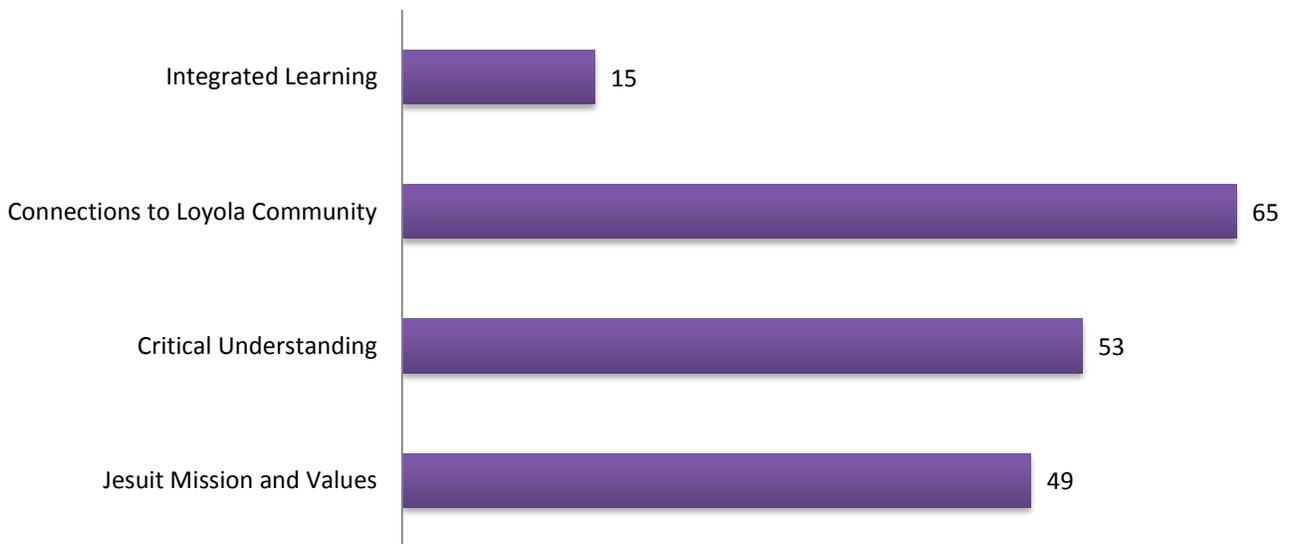
- “Messina helped me break out of my shell a little by giving me a group of friends and a mentor to talk to within the first days of college. These are people I still am close with and probably will remain friends with. It helped me adapt to the vast changes college brought with it.”
- “Living in a special interest community like Messina in Flannery is super engaging and supportive because you are constantly surrounded by people who are experiencing the same things you are.”

- “Get to know your professor well especially if they are as amazing as mine was. When the professor cares about their students they really make the students care about them. I have had hour conversations with my professor and to know I have that extra outlet of support especially from someone as intelligent as my professor is amazing and very comforting.”

Integrated Learning:

- “The most important lesson I learned by participating in / Messina is that the conversation continues onwards. IT was awesome to live in the same building as people in my class because we could discussed the Messina events and topics outside the classroom.”
- “My Messina class helped me see what I was learning outside of the classroom, instead of just memorizing the notes and spitting them back up on the test. I see the "stories we tell" everywhere now and try to apply what I was taught in my everyday life.”
- “We learned how the different religions of the world all got together and how they began. This led to a discussion about if we all share certain aspects of our faith who is the other.”

Relevance of Learning Outcomes in Lessons Learned



6

⁶ This chart displays 182 responses provided by students to the question of the most important lessons they have learned from being a part of Messina. 23 responses are not reflected on this chart because there was not enough definitive information to determine which learning outcome they met.

Advice For Next Year's First-Year Students

Question: What should next year's first-year students know in advance of signing up for Messina? What advice do you have for next year's first-year class?

Advice	Response
Positive Messina experience	67
Negative Messina experience	9
Other advice	30
Not applicable/none	3

Examples of Responses:

Positive experiences in Messina:

- "Messina was one of the best parts of my first year so far. It easily helped me assimilate into the Loyola community and made me more comfortable in my transition to college. I would want to tell a first year next year that even though I did not live in Flannery I still got the most out of the program, and that housing is not the whole part of the experience to the slightest. I have learned so much about myself and made lifelong friends, connections with advisory, faculty and my evergreen."
- "Messina is an amazing program that, at least for me, had no mistakes with it. I know people who have less receptive Messina groups that they don't enjoy but they're rare. Try to talk to as many people as you can in the first few days, because even if you're scared you have to remember that everyone else is just as terrified and lost as you are."
- "They should know that it is a great way to meet new people, and Messina housing really does bring one closer to her peers. In addition, it goes beyond the scope of the classroom and tries to assimilate us into Loyola life. Definitely take advantage of all the lecture because they are super interesting even if you don't get course credit."
- "Messina involves getting very close and familiar with your class and professor. In addition, there are many activities and opportunities Messina students have a chance to experience. Within these activities, you not only become closer with your classmates, but students from other Messina classes."
- "Messina courses can be hard, but very beneficial as well. Being as open as possible with people in your group and teachers is very important to making better connections and allowing for more opportunities. And doing the work on time is crucial to making good grades and keeping them up."
- "Messina is not just a way to live in nice housing, or to have something else to put on your resume, but it is something that truly can change you if you let it. It is a class, at the core, but it also teaches community, diversity, how to love and understand Loyola and Baltimore, and how to embrace the Jesuit values such as cura personalis."

Negative experiences in Messina:

- "They should know that they might sign up for a class that might not go with their major or with the core. I was really upset finding out that I was signed up for classics second semester. It was like I was cheated because I never felt like I picked that class. I didn't know what I was doing or what I was signing up for- I honestly picked Messina for the housing."
- "if youre going to be in messina, live in flannery / otherwise it's kind of pointless"
- "It really messes up your schedule so be prepared to have to make sacrifices"

Other advice:

- “Before you sign up for Messina make sure that is absolutely for-sure what you want to do and do it because of the academic value, not just because you get to live in Flannery. My advice for incoming first-years- seriously contemplate the Messina program and DO NOT just let your parents sign you up for it or force you to sign up for it. Seriously, don't.”
- “You will have to put in extra work and you should chose a pairing you are genuinely interested in. Make sure you are willing to be open to enrichment hour and participate because that makes it all the better.”
- “Next year's first year students should know what the program entails and what is the purpose of enrichment hour. my advice would be to seek for help if you need it. The evergreen is there for you as well as your mentor and professor as them any questions!”
- “Try to get along with the people in your Messina group, you are in the same class with them all year and you live in the same building so it's good to have them as a support system academically and socially, and you see them all the time on campus, not just in class.”
- “Be prepared for having to adjust your schedule to be able to attend outside of class events.”

Other Comments

Question: Are there any other comments you would like to share?

Below is a list of 33 comments that students made. Comments covered both negative and positive aspects related to participation in Messina and suggestions for different approaches to enrichment hours. A number of the negative comments related participating in Messina talked about not living in Flannery O’Connor Hall being a drawback to the experience. This year, Flannery O’Connor Hall strictly housed students in Messina, but there were some students in the program who were not able to live in this hall due to its occupancy capacity.

I think having more class programs into Baltimore would help strengthen the bond between the class and the students and professors/administrator.
I am very satisfied with the Messina program and I am very glad that I decided to participate in the program. I honestly think that I got the best Evergreen and best group and am very glad that I got the opportunity to do Messina.
Difficult fitting in with Messina when you don't live there
Be positive, be open, and be understanding,
I am happy that I am in Messina.
Enrichment hour should not be mandatory
They should go the to events planned out.
It is a beneficial experience.
Messina is a great idea on the outside but the info given to me was miss leading. The Enrichment Hours were more of therapy session and became annoying to go to. Also, the extra hour really messed up my schedule for classes.
Many students agree that we all just did Messina for the housing. It should be more obvious what classes were signing up for because classics doesn't fulfill anything and it doesn't go with a business major. I wish I knew what I was getting into. I loved having a 30 second commute to class, but overall the program wasn't what I thought it would be. Having an enrichment hour so early on a friday is unreal and not fair to 18 and 19 year olds. I really wish that Messina would've made me feel closer to the Loyola community as a whole. I also was forced to go to a lecture about classics where my whole class (or everyone that went) was lost the whole time and we wasted over 2 hours in there. It didn't even go with Theology. Instead of me feeling closer to the community, I thought I was farther appart from the community because Messina is seperated through classes. I just wish that my group was better, my mentor was more friendly, and my class time was different. My mentor didn't make a personal connection with me at all, which was really disapointing. I wish she had made more of an effort to get to know us.
The enrichment hours really weren't that informative, I didn't enjoy them very much. It was poorly set up time wise in some classes. 12:30-1:15 enrichment hour flowed by a 1:40 Messina class doesn't give you time to schedule another class in between. I thought the enrichment hours were going to be more relaxed and fun but they were not.

make sure the teachers are on topic with the subject at hand instead of their own personal interests
DO IT
I'm not sure I really understand the point of messina, other than the small classes
Try to get a class that's in your core.
Our Messina mentor, evergreen, and professor planned very good enrichment hours, and trips. They made them enjoyable to go to every time.
I really enjoyed this program. I think it may be my favorite thing about my first semester here at Loyola. My evergreen and professor and mentor were absolutely amazing and so helpful in my assimilation to college. I honestly consider my group some of my best friends here and am so happy that I have 15 people I can always go to for help with school or just to talk. I really think that this program and my class have helped me to expand my horizons and grow immensely as a person.
Do Messina, it helps a lot with the transition to college!!
It was a little unfair how only the Messina students living in Flannery were included in most Messina events. The events were not even broadcasted or shared to the farther away dorms.
I love Messina and I encourage every Freshman to apply.
It is definitely a positive experience living in Flannery O' Connor - I don't think I would have had the same experience had I been placed in another building (but still been part of the program). It's better living in a community with everyone who chose to participate in the program like me - it's easier to talk about Messina with the people I'm living with because they all understand what I'm talking about.
I personally did not like my Messina group or session during the first semester. I constantly dreaded Messina hours and I really disliked feeling forced to attend Messina outings when I had no desire to go in the first place. I didn't dislike the people in my group but I certainly did not overly like them. They were fun but I never really got to know any of them at all. I felt that we never really had meaningful enrichment hours and I think that if we spent more time talking about some of the things that actually mattered to most of us, I would have been able to get to know more people in my group and therefore enjoy Messina a lot more.
Applying for Messina was one of the best decisions I have made. Messina made my transition into college a lot easier and the professors are amazing. Dr. Williams was one of the best teachers I have ever had. She was extremely helpful and always available. Mandy was also an exception evergreen who was extremely caring and thoughtful of our group. Messina was an excellent experience this first semester and I am looking forward to the spring semester with my group.
great first year program that should be continued. It was great that all the Messina kids lived together
Try to make enrichment hour more fun or interesting, people started not to come by the end of the semester because it was boring.
Messina was "advertised" as something so different to an ordinary class, but to me it seemed just like any other class. (Maybe it was because I was a commuter and wasn't around people as much)
Stay focused
Sign up for Messina!!!!
Messina should change its name to "Cupcake" and its subject matter should deal solely with cupcakes. Any mention of muffins in any sense other than a derogatory one should be punishable by expulsion and/or some form of mild corporal punishment.
Most of the enrichment hours were pointless
I enjoyed Messina. It made the transition into college life and making new friends a lot easier and less frightening.
Go in with a positive attitude
Aside from me just having a sour attitude because I don't like school, Messina has a solid foundation. The concept of it is sound; living and working with the people in your classes. It's nice in theory. However, as a first year, sometimes it seems as if Loyola 101 classes are going out and doing more "fun" activities compared to "intellectually-stimulating."

Respondent Demographics: Housing

Question: This semester I...

Answer (n=109)	Response	%
Lived in Messina Housing (Flannery O'Connor Hall)	93	85.32%
Lived in another first-year residence hall (Butler, Hammerman, Lange Court, Campion, Hopkins)	12	11.01%
Was a Commuter	4	3.67%

Respondent Demographics: Summer Program Participation

Question: I participated in the following summer programs... (check all that apply)

Answer	Response
Ignatian Scholars Program (ISP)	11
Multicultural Awareness Program (MAP)	8
Student Orientation to Service	3
Strategies for Success	0
Pathways to Peer Leadership	9
Outdoor Adventure	16
Connections	8
I did not participate in any of these programs	66

Respondent Demographics: Gender

Question: I identify as... (check all that apply)

Answer	Response
A man	25
A woman	83
Transgender	0
I am currently questioning my gender identity	0
Prefer not to answer	1
Other (please specify)	1

"Other" Responses:

- "Cupcake"

Respondent Demographics: Ethnicity

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

Answer	Response
African, African American	5
Asian, Asian American	9
Black	3
Caribbean, Caribbean American	0
Caucasian, European Descent	23
Latino/a, Chicano/a, Hispanic	10
Middle Eastern, Middle Eastern Descent	2
Multiracial	4

Native American, Alaska Native	0
Pacific Islander, Pacific American	0
White	69
Prefer not to answer	3
Other (please specify)	3

“Other” Responses:

- “Nigerian”
- “Cupcake”

Respondent Demographics: Faith/Religion

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

Answer	Response
Agnostic	3
Atheist	4
Baha’i	0
Buddhist	3
Catholic	66
Christian, Non-Denominational	11
Christian, Protestant	9
Hindu	0
Jewish	2
Muslim	2
Sikh	0
Unitarian Universalist	1
Prefer Not to Answer	8
Other (please specify)	8

“Other” Responses:

- “Greek Orthodox Christian”
- “I question a lot. Just thought that might be of use.”
- “Southern Baptist”
- “Christian, Pentecostal”
- “Baptist”
- “Cupcake”
- “Spiritual but not religious.”

Appendix A: Messina Learning Outcomes

As a result of the *Messina*, first-year students will....

Jesuit Mission and Values

- Develop habits of discernment and reflection in the Ignatian tradition.
- Explore and articulate the values and principles involved in their personal decision-making.

Critical Understanding

- Develop habits of reading, writing and intellectual conversation that support academic excellence and engagement.
- Demonstrate increased knowledge and use of campus resources that aid critical thinking.

Connections to Loyola Community

- Establish healthy, mutually beneficial and respectful relationships with others including faculty, administrators, staff and peers.
- Demonstrate a sense of belonging to the community at Loyola University both in and out of the classroom.

Integrated Learning

- Integrate multiple sources of knowledge gained through various disciplinary lenses, texts, instruction, out of class experiences and personal reflection to offer a perspective on the interdisciplinary theme of the community.

Please note:

The learning outcomes listed above incorporate current goals of the Alpha program and FE 100 and the AAC&U's VALUE: Valid Assessment of Learning in Undergraduate Education. In addition, Terra Schehr, Assistant Vice-President for Institutional Research and Effectiveness was consulted to ensure that the outcomes could be measured. An assessment plan is currently being created to assess progress for these aims as well as to gather evidence of individual student learning after their first year at Loyola.

Appendix B: Copy of the Survey Instrument

Intro 1.

Participant Consent Form

I agree to participate in a study of individuals involved in the Messina Program that is being conducted by Mary Ellen Wade of Loyola University Maryland. The Messina Program is a year-long, first-year student program designed to instill the intellectual curiosity and self-knowledge necessary for a first-year student's successful start to his or her Loyola education. As a result of participation in Messina, first-year students will show progress to a deeper and fuller understanding of the interconnections unique and essential to a Jesuit Education in a contemporary world. The purpose of this study is to evaluate the effectiveness of this program. The project directors hope to use the information obtained from this study to modify this program so that it will better serve future Messina students.

I understand that by participating in this study I will be expected to participate in a number of experimental tasks including the completion of forms, checklists, and questionnaires relating to my knowledge, attitudes, satisfaction, and experience as a first-year student in Messina. These instruments include attitudinal surveys, checklists, and open-ended questions. In addition, I may be invited to participate further in this research several months after my involvement in the Messina Program has ended. If I am asked to continue participation, I will be told exactly what further participation will entail and am able to opt out at any time.

I have been informed that any information obtained in this study will be recorded with a code number. At the conclusion of this study the key that relates my demographical information with my assigned code number will be destroyed. Under this condition, I agree that any information obtained from this research may be used in any way thought best for publication or education, provided that I am in no way personally identified and my name is not used. I understand that there is minor level of discomfort directly involved with this research and that I am free to withdraw my consent and discontinue participation in this study at any time. A decision to withdraw from the study will not affect the services available to me from Loyola or my participation in Messina.

If I have any questions or problems that arise in connection with my participation in this study, I should contact Mary Ellen Wade, the project director at (410)617-2225 (work) or at mewade@loyola.edu

THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY THE LOYOLA UNIVERSITY MARYLAND INSTITUTIONAL REVIEW BOARD- (Approval FWA00013527)

PHONE: 410-617-2561.

Please select one of the following two options:

I have read the box above and I agree to participate in this study.

I am declining to participate in this study.
--

Thank you for participating in the Messina Student Satisfaction Assessment, Fall 2013. This survey is an opportunity to offer feedback and input on your first semester experience as a part of the Messina program. Specifically, the Messina experience includes the following components:

- Enrichment hours and activities connected to your academic course
- Academic advising
- Connections with your Evergreen and your Messina Mentor (this is the administrator connected to your class) through enrichment activities including Wednesday night programs)
- Theme-wide events (including lectures and Flannery RA programming)
- Your residential experience

The survey should take you between 15-20 minutes to complete. Please be honest with your responses.

Q1.1. Please identify which Messina theme you were a part of for the fall semester.

Self and Other
Stories We Tell
The Visionary

Q1.2. Please identify which Messina section you were a part of for the fall semester within the Self and Other Theme.

Economics/Economics: Williams/Rowley/Lanning
Economics/Economics: Williams/Rowley/Salame
History/Philosophy: Hanley/ Grubb Clark/ Dwyer
History/Philosophy: Hanley/ Grubb Clark/ Marshall
Honors- Human Drama: Christman/ Mudric/ McDonnell
Honors- Human Drama: Walsh/ Mason/ Fornabio
Honors- Human Drama: McCreight/ Santhin/ Arvanitis
Political Science/Economics- Holc/ Cheatem/ Stone
Theology/Classics- Mathews McGinnis/ Parker/ Miciotta
Theology/Classics- Pandey/ Norbert/ Tournas
Theology/Classics- Buckley/ Wade/ Brookshire

Q1.3. Please identify which Messina section you were a part of for the fall semester within the Stories We Tell Theme.

English/Political Science: Harris/ Moore/ Gilcreast
English/Political Science: Lukacs/ Moore/ Peters
Statistics/Writing: Ryan/ Day/ Duffy
Statistics/Writing: Ryan/ Day/ LaBarth
Theology/Philosophy: Barry/ Miller/ Woodward
Theology/Philosophy: Fowl/ Miller/ Bellacero
Writing/Communications: Whitehead/ Anderson/ Downey
Writing/Communications: O'Neill/ Anderson/ Engelhardt

Q1.4. Please identify which Messina section you were a part of for the fall semester within The Visionary Theme.

Computer Science/English: Lawrie/ Gerrity/ Carter
Computer Science/English: Lawrie/ Gerrity/ Nolan
English/Fine Arts: McGlamery/ Cherney/ Drager
English/Fine Arts: Headley/ Cherney/ Medenilla
Philosophy/Theology: Biss/ Puma/ Rogers
Philosophy/Theology: Biss/ Ewing/ George
Theology/Engineering: Bauerschmidt/ Mason/ Louis

Q2. The following set of questions relates to your fall semester experience. During your fall semester experience, how often did you do the following?

NEVER SOMETIMES (1-2 times) OFTEN (monthly) VERY OFTEN (weekly)

(Follow up question) Please indicate the amount of importance this area is for you.

NOT AT ALL IMPORTANT SOMEWHAT IMPORTANT VERY IMPORTANT

Spent quiet time in reflection
Thought about your choice of major
Thought about your possible career choices
Discussed topics related to diversity and multiculturalism
Sought tutoring service
Found additional resources for course assignments
Used the Writing Center
Developed study groups with peers to learn class material
Participated in college-sponsored events and activities not associated with Messina
Attended campus lectures as a requirement for a Messina class
Attended campus lectures on your own, not as a part of a class requirement
Discussed your Messina theme with friends or classmates outside of class

Q3. Please respond to the following statements regarding your fall semester experience.

STRONGLY DISAGREE DISAGREE AGREE STRONGLY AGREE

Examined values and principles involved in your own decision-making processes
Established a positive relationship with your Messina Evergreen
Established a positive relationship with your Messina faculty member
Established a positive relationship with your Messina mentor (administrator)
Established positive relationships with your peers/classmates
Felt that you belonged at Loyola
Felt that Loyola provided a healthy and positive environment for you to attend college
Felt that you had support in regards to your academic coursework
Felt that you had support in regards to becoming a part of the Loyola community
Became familiar with Baltimore
Considered your Messina theme more deeply on your own and in private
Identified connections between coursework and enrichment hour conversations and activities
Used knowledge and skills discussed or developed in classes to contribute to your understanding of content in other classes
Participated in campus activities (including clubs, organizations, sports and service)
Look forward to the spring semester and future years at Loyola

Q3. If desired, please comment on any responses you made in the previous question.

Q4. The following set of questions relates to your participation in Messina and how your class and enrichment hour experience contributed to the following areas. Some of the following questions specifically mention "enrichment hour" and "Messina" class. As you review these questions, please note the following:

ENRICHMENT HOUR is the time you spend with your Evergreen, Mentor, and/or Professor
 MESSINA CLASS is the time you spend with just your Professor

To what extent did your participation in the first semester of Messina help you to...

NOT AT ALL A LITTLE SOMEWHAT A GREAT DEAL

Dedicate time to reflection, meditation, deep contemplation, or prayer
Understand the role that the Jesuit tradition of discernment plays in making more informed, contemplative and sound academic and personal decisions

Understand the role that the Jesuit tradition of reflection plays in making more informed, contemplative and sound academic and personal decisions
Examine issues of your ethical conduct
Discuss topics related to diversity and multiculturalism during your Messina class
Discuss topics related to diversity and multiculturalism during your Enrichment Hour
Understand the learning strategies that are most effective for you
Become a better writer
Understand expectations of your professors
Critically examine the content of what you read
Express your own opinions when they are in the minority of opinions
Express your own opinions when they are in the majority of opinions
Find a balance among academics, family, friends, leisure time, and work
Work effectively with others
Learn how to resolve conflicts in a timely and satisfactory fashion
Meet people in your residence hall
Develop close (meaningful) relationships with others in your residence hall
Develop close (meaningful) relationships with at least one other student at Loyola
Develop mutually respectful and beneficial relationships with your peers
Feel part of a community that benefits your learning
Feel that you contributed to your peers' learning
Actively participate in enrichment hour discussions
Actively participate in class discussions

Q5. How did you experience your Messina theme this year? (please check all that apply)

Through conversations/activities during my Messina class (just with my Professor)
Through conversations/activities during my weekly Messina enrichment hour (Professor, Mentor, Evergreen)
Through conversations/activities during classes not connected to Messina
Through attendance at Messina theme events
Through conversations/activities coordinated by my RA
On my own with students from my Messina class
On my own with students not in my Messina class
Other (please describe)

The next 4 questions relate to your weekly Messina enrichment hour. Please answer the questions in the order of the hour that was most beneficial, the next beneficial, etc.

Q6. Please describe the topic of the top enrichment hour session that was of most value to you.

For the enrichment hour session you just listed, please check the box(es) next to the Messina learning outcomes you believe this enrichment hour supported. (please check all that apply)

Develop habits of discernment and reflection in the Ignatian tradition.
Explore and articulate values and principles involved in personal decision-making.
Develop habits of reading, writing and intellectual conversation that support academic excellence and engagement.
Demonstrate increased knowledge and use of campus resources that aid critical thinking.
Establish healthy, mutually beneficial and respectful relationships with others including faculty, administrators, staff and peers.
Demonstrate a sense of belonging to the community at Loyola University both in and out of the classroom.

Integrate multiple sources of knowledge gained through various disciplinary lenses, texts, instruction, out of class experiences and personal reflection to offer a perspective on the interdisciplinary theme of the community.

Q6. Please describe the topic of the next top enrichment hour session that was of most value to you.

For the enrichment hour session you just listed, please check the box(es) next to the Messina learning outcomes you believe this enrichment hour supported. (please check all that apply)

Develop habits of discernment and reflection in the Ignatian tradition.
Explore and articulate values and principles involved in personal decision-making.
Develop habits of reading, writing and intellectual conversation that support academic excellence and engagement.
Demonstrate increased knowledge and use of campus resources that aid critical thinking.
Establish healthy, mutually beneficial and respectful relationships with others including faculty, administrators, staff and peers.
Demonstrate a sense of belonging to the community at Loyola University both in and out of the classroom.
Integrate multiple sources of knowledge gained through various disciplinary lenses, texts, instruction, out of class experiences and personal reflection to offer a perspective on the interdisciplinary theme of the community.

Q7. Please indicate the number of Messina-sponsored events you have attended during the fall semester. Messina-sponsored events are defined as theme-wide lectures, Wednesday night class programs, Flannery RA Theme Programming, and Messina Student Advisory Board Sponsored Programs.

0
1-2
3-4
5-6
6+

Q8. During the fall semester, was there a topic(s) that you wish would have been covered during the enrichment hour time that would have helped you?

Yes
No- I was satisfied with all enrichment hour offerings

Q9. What are two topics or conversations that you would like to see take place during the spring semester during your enrichment hour sessions?

Q10. This semester I...

Lived in Messina Housing (Flannery O'Connor Hall)
Lived in another first-year residence hall (Butler, Hammerman, Lange Court, Campion, Hopkins)
Was a Commuter

Q11. What are the two most important lessons you learned from your first semester at Loyola by participating in Messina?

Q12. What should next year's first year students know in advance of signing up for Messina? What advice do you have for next year's first-year class?

Q13. Are there any other comments you would like to share?

Q14. I participated in the following summer programs... (check all that apply)

Ignatian Scholars Program (ISP)
Multicultural Awareness Program (MAP)
Pathways to Peer Leadership
Outdoor Adventure
Connections
Student Orientation to Service (SOS)
Strategies for Success
I did not participate in any of these programs

Q14. I identify as (please check all that apply)

A man
A woman
Transgender
I am currently questioning my gender identity
Prefer not to answer
Other (please specify)

Q14. I identify as (please check all that apply)

African, African American
Asian, Asian American
Black
Caribbean, Caribbean American
Caucasian, European Descent
Latino/a, Chicano/a, Hispanic
Middle Eastern, Middle Eastern Descent
Multiracial
Native American, Alaska Native
Pacific Islander, Pacific American
White
Prefer not to answer
Other (please specify)

Q14. I identify as...(please check all that apply)

Agnostic
Atheist
Baha'i
Buddhist
Catholic
Christian, Non-Denominational
Christian, Protestant
Hindu
Jewish

Muslim
Sikh
Unitarian Universalist
Prefer Not to Answer
Other (please specify)

Q15.

Thank you for taking the time to participate in the Messina Student Satisfaction Assessment, Fall 2013. Your feedback is helpful in shaping the Messina experience for future first-year students.

If you would like to be entered into the raffle to win one of the ten \$10 Chipotle Gift Cards please click on the link below. Additionally, if you are interested, this link will also be where you are able to indicate if you are interested in participating in an in-person focus group with other Messina students during the spring semester to share more information about your Fall 2013 Messina experience:

<https://www.surveymonkey.com/s/H8P7D3S>

This link will take you to a separate form where you are able to provide contact information so we are able to reach you. This link is separate from this website, and the information you provide there will not be tied back to your responses in this survey. Finally, offering to participate in a future focus group does not increase your chances of winning one of the Chipotle gift cards.

If you change your mind about the focus group and are contacted to participate, you can opt out at any time.

Q16. Thank you for your consideration of participating in the Messina Student Satisfaction Assessment, Fall 2013. Your response has been recorded.