
■ **Success with Undergraduate Educational
Aims: Findings from the Classes of 1998,
2003, 2007, and 2008**

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LOYOLA
UNIVERSITY MARYLAND

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This report prepared by The Office of Institutional Research
Using data collected on the HERI College Senior Survey and the MHEC and HEDS Alumni Surveys

Success with Undergraduate Educational Aims: Findings from the Classes of 1998, 2003, 2007, and 2008

Introduction

In 2008, Loyola College participated in three surveys—the Higher Education Research Institute (HERI) College Senior Survey (CSS), the Maryland Higher Education Commission (MHEC) Alumni Survey, and the Higher Education Data Consortium (HEDS) Alumni Survey. Each of these surveys were administered by the Office of Institutional Research in coordination with HERI, MHEC, and HEDS personnel. These surveys are designed to profile students' undergraduate experiences, evaluate the level of students' engagement with campus services, and the impact of their time at Loyola on their personal and professional lives. This report focuses on items related to student perceptions of the impact of the Core Curriculum on their lives and the extent to which they achieved the undergraduate educational aims defined by the University.

Methodology

The HERI Current Senior Survey was administered to all students in the Class of 2008. This survey was administered in web format and up to three reminders were sent to non-respondents. Incentives were used in order to maximize student participation in the survey; the incentives included ticket packages to various senior week events. A total of 245 members of the Class of 2008 completed the survey which reflects a 28% response rate.

The MHEC and HEDS Alumni Surveys were administered to all undergraduate alumni from the Classes of 1998, 2003, and 2007. These surveys were administered in web and paper formats. As required by the State of Maryland, the MHEC Alumni Survey was administered to the Class of 2007. The HEDS Alumni Survey was administered to the Classes of 1998 and 2003 in order to have information about alumni 5-years and 10-years after graduation. The Classes of 1998 and 2003 completed and returned 298 surveys—a 17% response rate. The Class of 2007 completed and returned 221 surveys either on paper or web formats—a response rate of 28%.

While survey respondents who completed the survey were self-selected and as such do not comprise a random sample, using the framework of probability sampling may help the reader place the survey results in context. Table 1, next page, contains the response rates and sampling error for each survey group. Sampling error might be higher for subgroups and for particular survey items because the number of responses to any question may be smaller than the total number of survey respondents due to student non-response. (See Table 2.)

Table 1. Response Rates and Sampling Errors

	Survey	N	Response Rate	Sampling Error
1998	HEDS	79	21%	±10%
2003	HEDS	219	16%	± 6%
2007	MHEC	221	28%	± 6%
	All Alumni	519	20%	± 3%
2008	CSS	245	28%	± 5%

Key demographics of the survey respondents are shown in Table 2.

Table 2. Selected Demographics of Survey Respondents

	1998		2003		2007		2008		Total	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Gender										
Women	50	63%	158	72%	156	71%	172	70%	536	70%
Men	29	37%	61	28%	65	29%	73	30%	228	30%
Ethnicity										
African-American	1	1%	12	5%	3	1%	15	6%	31	4%
Asian/Pacific Islander	0	0%	3	1%	3	1%	0	0%	6	1%
Hispanic/Latino	3	4%	4	2%	2	1%	7	3%	16	2%
White	74	94%	194	89%	193	87%	206	84%	667	87%
Other	1	1%	6	3%	20	9%	17	7%	44	6%
Award										
BA	37	47%	133	61%	119	54%	58	24%	347	45%
BBA	28	35%	56	26%	65	29%	66	27%	215	18%
BS	13	16%	29	13%	32	14%	115	47%	189	20%
BSE	1	1%	1	0%	5	2%	6	2%	13	2%
Total	79		219		221		245		764	

This report is meant to be descriptive in nature and, as such, no statistical testing has been conducted between demographic groups or alumni classes.

Executive Summary

The Core

- ◆ About three out of ten seniors and four out of ten alumni indicated that the Core Curriculum impacts their lives *a lot* or *a great deal*.
 - ◆ The survey data indicate the Core Curriculum becomes more relevant to alumni as they get older.

Intellectual Excellence

- ◆ Over two-thirds of alumni indicated that their experience as an undergraduate at Loyola *greatly* enhanced their desire for “continued learning.”
 - ◆ More than seven out of ten of alumni indicated that it is currently important to them to both continue to develop their desire for learning and to acquire new skills for their personal and professional lives.
- ◆ When asked how many hours were spent studying during a typical week, a quarter of seniors study less than six hours per week and fifteen percent study more than 16 hours per week. Meanwhile, about six out of ten seniors indicated they study between six and 15 hours.

Critical Understanding

- ◆ Roughly two-thirds of seniors and alumni stated their undergraduate education at Loyola helped them to “ask questions, analyze arguments, make connections, and be a better thinker” either *a lot* or *a great deal*.
 - ◆ While fewer than half of seniors rate themselves at being above average compared to others their age when it comes to mathematical ability, over three quarters of alumni indicated that their “capacity to use quantitative tools” was moderately or greatly enhanced by their undergraduate experience at Loyola.

Eloquentia Perfecta

- ◆ When asked if their “capacity to write effectively was enhanced” by their experience at Loyola, over half of the alumni from the groups 5 years and 10 years out indicated that their undergraduate experience greatly enhanced their writing.
 - ◆ When asked to rate themselves relative to the average person their age, about seven out of ten seniors rate themselves as being above average in terms of writing ability. Less than half of seniors rated themselves as above average in terms of public speaking ability.
- ◆ Over half of graduating seniors as well as alumni indicated that Loyola helped them “become more confident in stating [their] views” either *a lot* or *a great deal*.
- ◆ Over half of graduating seniors indicated that their “foreign language ability” was *stronger* or *much stronger* as a senior compared to when they first entered Loyola.
 - ◆ Large proportions of alumni also indicated their “capacity to read or speak a foreign language” was *moderately* or *greatly* enhanced by their undergraduate experience.

Aesthetics

- ◆ When alumni were asked about their appreciation of “arts, literature, music, and drama,” over half of them indicated that their appreciation for the arts was either *moderately* or *greatly important* to them in their current personal and professional lives.

Leadership

- ◆ Nearly four out of ten graduating seniors indicated they participated in leadership training while at Loyola.
- ◆ Approximately two-thirds of seniors and alumni stated that they grew either *a lot* or *a great deal* while at Loyola in learning “to take initiative, to assume responsibility, and act in an ethical manner.”

Faith and Mission

- ◆ Over one-third of graduating seniors indicated that the Jesuit mission is *very important* to them but a similar proportion spent no time in prayer/meditation during their senior year.
- ◆ Nearly seven out of ten of seniors that their undergraduate experience at Loyola has prepared them either *a great deal* or *a lot* to “lead, learn, and service in a diverse and changing world.”

Promotion of Justice

- ◆ When asked to compare their understanding of problems facing their communities and social problems facing the nation, more than eight out of ten alumni indicated they were either *strong* or *much stronger* in these areas as they approached graduation compared to when they entered Loyola.
 - ◆ Large proportions of alumni indicated that various aspects of social/moral awareness were important to them in their current lives and Loyola had a positive impact on their awareness of and ability to understand social and moral issues.
- ◆ When asked the extent to which their education at Loyola helped them learn “how to expand opportunities and justice in society,” fewer than half of the seniors and alumni surveyed indicated that their experience at Loyola contributed either *a great deal* or *a lot* to their ability in this area.

Diversity

- ◆ Over seven out of ten seniors reported they were above average compared to their peers in terms of their capacity to “understand others.”
 - ◆ About six out of ten seniors indicated that their “ability to get along with people of other races/cultures” was stronger or much stronger as seniors than it was when they entered Loyola.
- ◆ Fewer than half of seniors and alumni indicated that Loyola helped them learn *a lot* or *a great deal* about valuing “a diverse and inclusive community.”

Wellness

- ◆ When seniors are asked how they spent their leisure time in a typical week during their senior year, students reported spending most of their time “socializing with friends,” “surfing the internet,” and engaged with “online social networks.”

Detailed Findings

Overall Impact of the Core Curriculum

When asked the extent to which the Core Curriculum impacts “the way [they] live and work today,” 29% of seniors and 44% of alumni indicated that the Core Curriculum impacts their lives *a lot* or *a great deal*. This finding is consistent with the expectation that the relevance of the Core to an individual’s life increases as they interact with others in their professions and communities. Further evidence of this is found in Figure 1 where we see that the proportion of respondents indicating that the Core has no or *only a little* impact on their lives decreases as alumni get older. While the differences across class years are not statistically significant, the survey data do seem to indicate that the Core becomes more relevant to alumni the further away they get from their undergraduate experience.

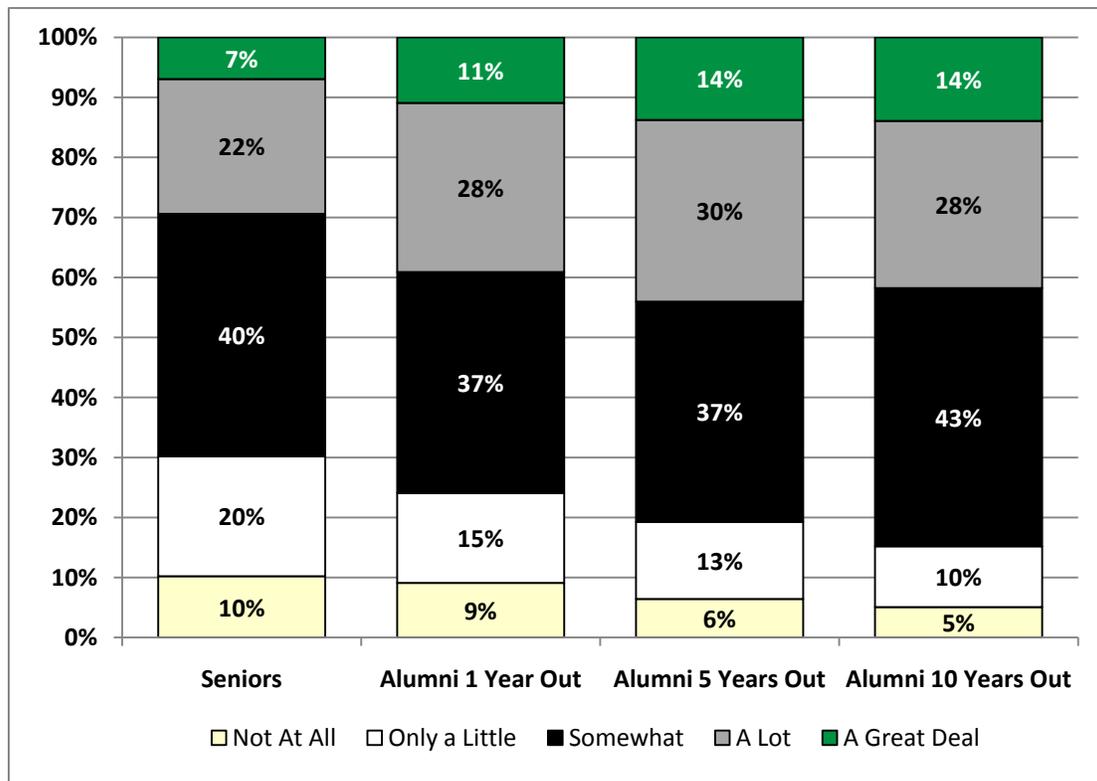


Figure 1. The impact of the Core Curriculum on the way Loyola seniors and alumni live and work

Achievement of Undergraduate Educational Aims

Loyola has a number of undergraduate educational learning aims that are divided into nine categories. While some of the aims can be assessed using direct evidence of student learning, many of them lend themselves to being assessed via indirect evidence including using survey data. The following sections address student achievement of the learning aims that we are able to discern based on the CSS and Alumni survey data. It should be noted that because the HEDS, MHEC, and HERI surveys are not linked instruments, at times the wording and response options for survey items will be inconsistent for the alumni and senior survey responders. In addition, the survey items that are available for us to use in assessing the undergraduate educational aims may not conform to Loyola's terminology of those aims. Still these data are useful in helping us understand the extent to which students acquire the abilities, awareness, commitments, and habits that make up the undergraduate learning aims.

Intellectual Excellence

Alumni from graduating classes 5-years and 10-years prior to the survey administration were asked several questions about continued learning and new skill and knowledge acquisition. Over two-thirds of alumni in each group indicated that their experience as an undergraduate at Loyola *greatly* enhanced their desire for "continued learning." Moreover, over 70% of the alumni indicated that it is currently important to them to both continue to develop their desire for learning and to acquire new skills for their personal and professional lives. See Figure 2.

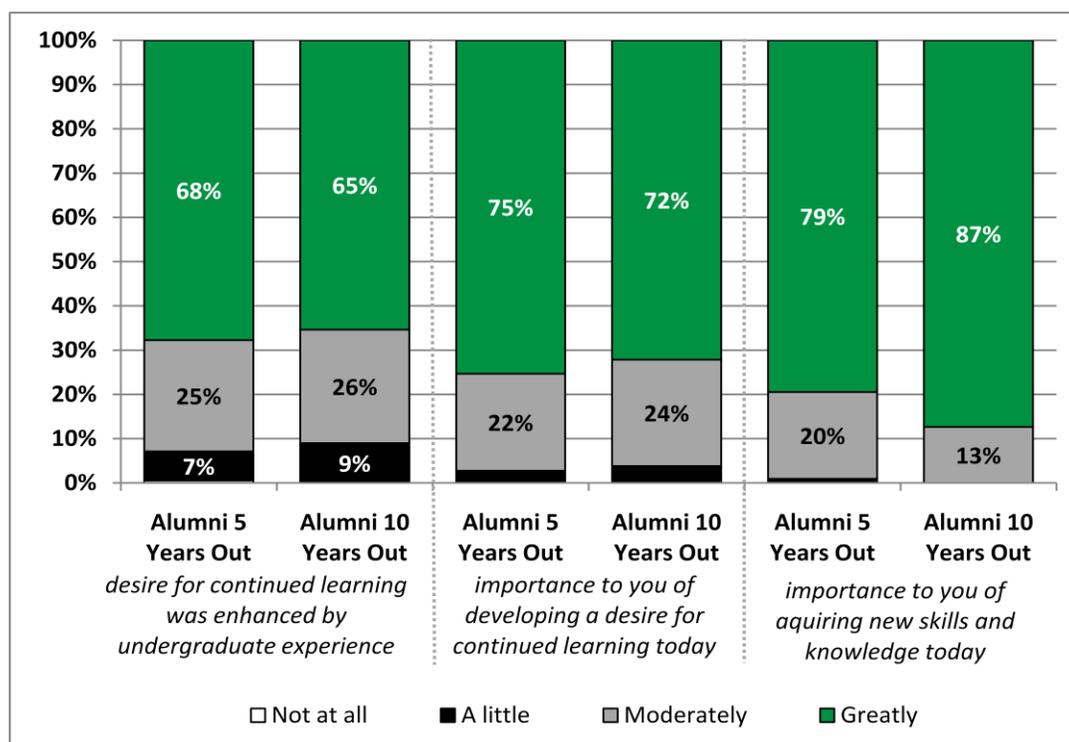


Figure 2. Passion for intellectual endeavors and the life of the mind: Alumni 5 and 10 years out

Two of the attributes associated with intellectual excellence at Loyola are "intellectual curiosity" and "persistence." When asked how many hours they had spent studying during a typical week,

25% of seniors stated that they study fewer than six hours a week; the majority (59%) of student indicated that they study between six and 15 hours in a typical week with the remaining 16% studying 16 or more hours a week. With regard to persistence, when asked to rate themselves relative to other persons their age, 75% of Loyola seniors indicated that they were above average with 20% indicated that they were in the highest 10% of people their age.

Critical Understanding: Thinking, Reading, and Analyzing

Roughly two-thirds of seniors and alumni in each of the graduating class surveyed stated their undergraduate education at Loyola helped them to “ask questions, analyze arguments, make connections, and be a better thinker” either *a lot* or *a great deal* (see Figure 3). In addition, 95% of seniors indicated that their “ability to think critically” was *stronger* or *much stronger* as a senior compared to when they first entered Loyola. Similarly, 95% of alumni 5-years and 10-years after graduation indicated that their undergraduate experience at Loyola *moderately* or *greatly* enhanced their “capacity to think analytically and logically.”

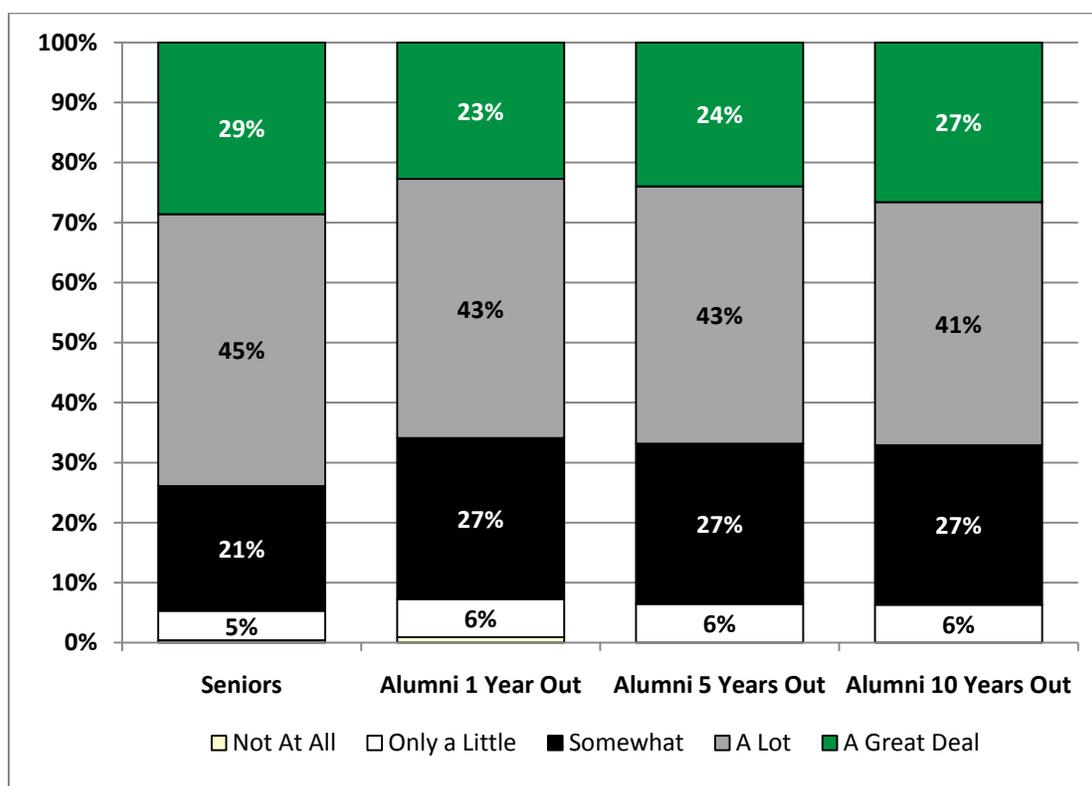


Figure 3. Extent to which learning to “ask questions, analyze arguments, make connections, and be a better thinker” was enhanced by their undergraduate experience at Loyola

Among other things, the definition of critical thinking at Loyola includes both quantitative reasoning and the ability to use information technology effectively. While fewer than half (41%) of seniors rate themselves at being above average compared to others their age when it comes to mathematical ability, over three quarters of alumni—77% of those who graduated 10 years earlier and 79% of those who graduated five years earlier—indicated that their “capacity to use quantitative tools” was *moderately* or *greatly* enhanced by their undergraduate experience at

Loyola. With regard to information technology, just 39% of seniors reported that they were above average relative to others their age in terms of their computer skills. At the same time, approximately three-quarters of alumni—78% of those who graduated 10 years earlier and 71% of those who graduated five years earlier— indicated that their “capacity to use technology” had been *moderately* or *greatly* enhanced by their undergraduate experience.

Eloquentia Perfecta

When asked if their “capacity to write effectively was enhanced” by their experience at Loyola, over half of the alumni from the groups five years and 10 years out indicated that their undergraduate experience greatly enhanced their writing. See Figure 4.

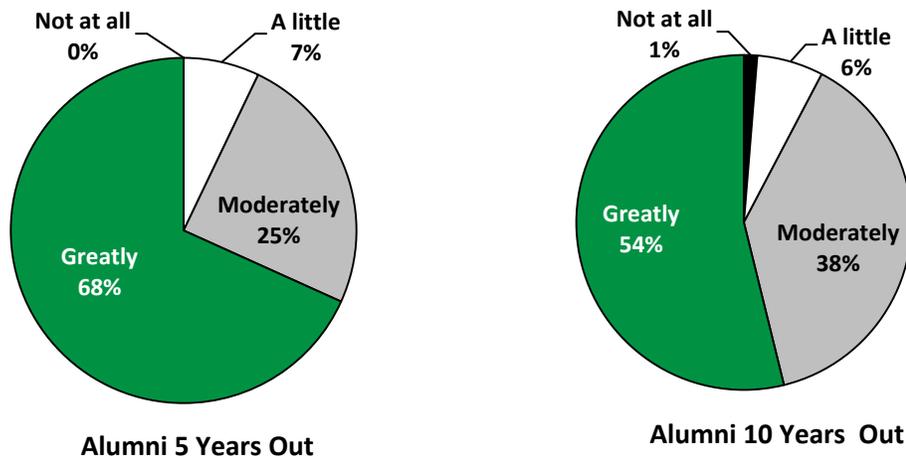


Figure 4. Extent to which the capacity to “write effectively” was enhanced by their undergraduate experience at Loyola: Alumni 5 and 10 years out

When asked to rate themselves relative to the average person their age, 72% of seniors rated themselves as being above average in terms of writing ability and 47% rated themselves as above average in terms of public speaking ability. Included in those students who rated themselves as above average were 14% of seniors who indicated that their abilities in both of those areas were among the *highest 10%* of people their age.

Seniors as well as alumni were asked about the extent to which their undergraduate education at Loyola helped them “become more confident in stating [their] views,” as seen in Figure 5, over half of respondents in all groups indicated that confidence in communicating their views had been enhanced either *a lot* or *a great deal* as a result of their experience at Loyola.

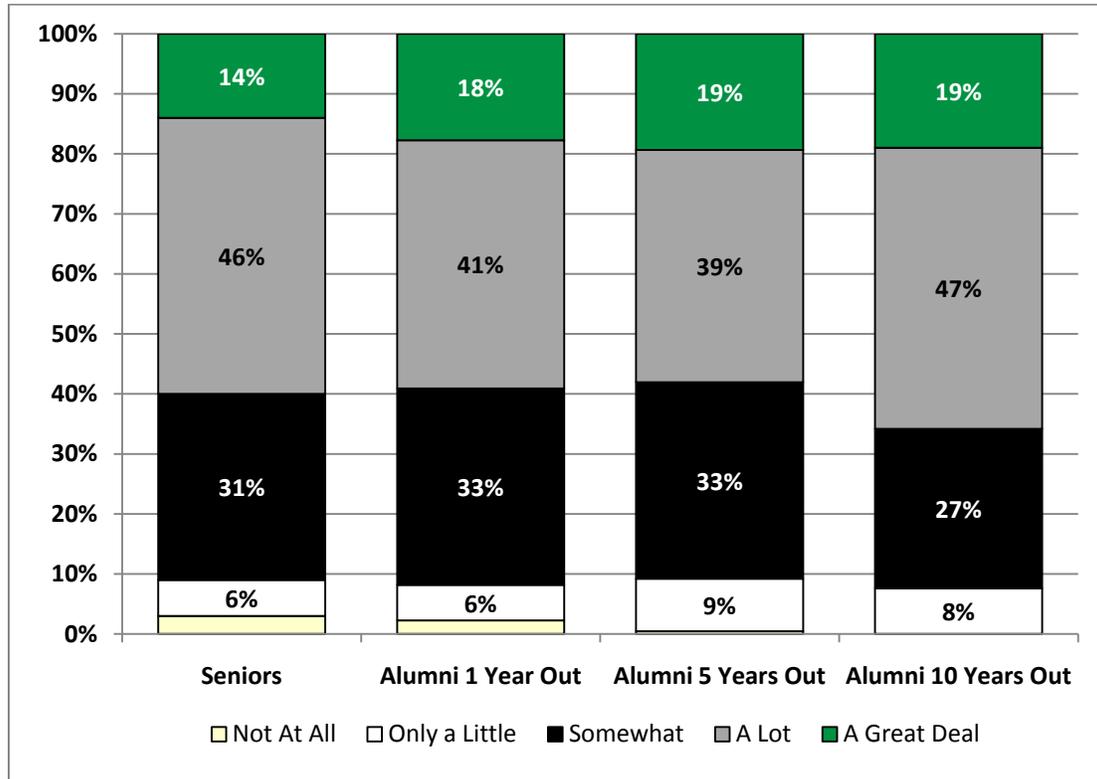


Figure 5. Extent to which “confidence in stating one’s views” was enhanced by their undergraduate experience at Loyola

Competence in a language other than one’s own is an element of eloquentia perfecta and 53% of graduating seniors indicated that their “foreign language ability” was *stronger* or *much stronger* as a senior compared to when they first entered Loyola. Among alumni, 58% of alumni who graduated 10 years earlier and 40% of alumni who graduated five years earlier indicated that their “capacity to read or speak a foreign language” was *moderately* or *greatly* enhanced by undergraduate experience at Loyola.

Aesthetics

Alumni were asked about their appreciation of “arts, literature, music, and drama.” Over half of alumni who had graduated five or 10 years earlier indicated that appreciation of the arts was either *moderately* or *greatly* important to them in their current personal and professional lives. Moreover, three-quarters of these alumni indicated that their “capacity” to appreciate the arts was *moderately* or *greatly* enhanced by their Loyola education. See Figure 6.

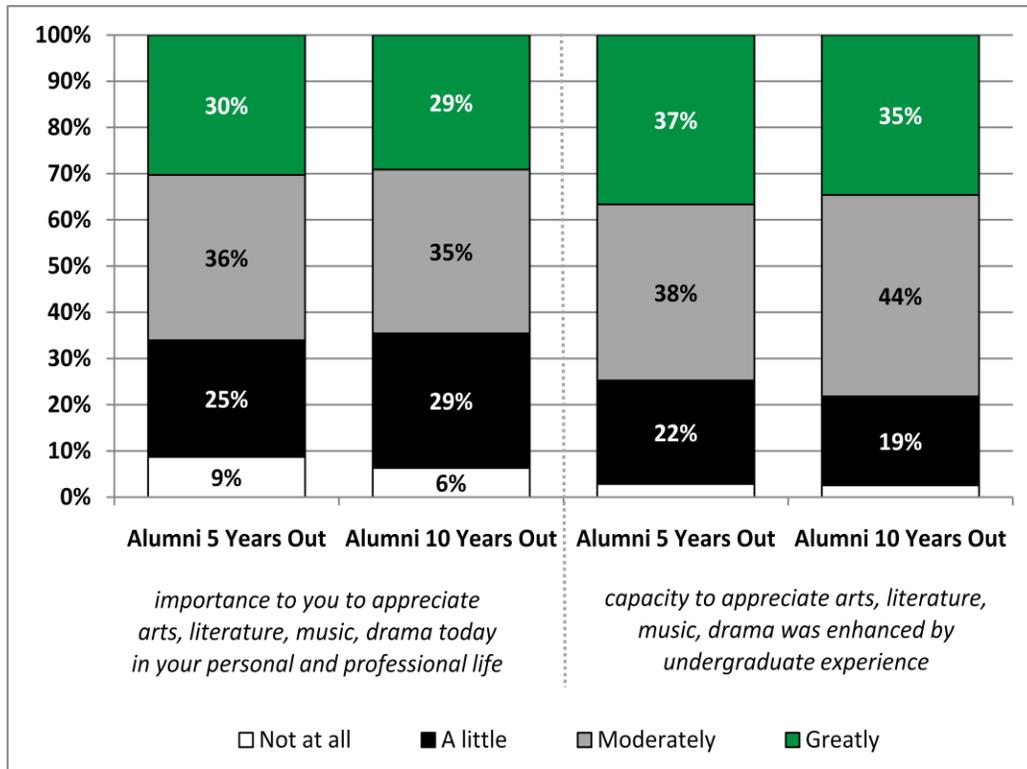


Figure 6. Importance of, and extent to which, appreciation of the arts was enhanced by their undergraduate experience at Loyola: Alumni 5 and 10 years out

Leadership

Although limited opportunities prevent all students from being able to serve in formal leadership roles such as student government, 36% of graduating seniors indicated that they had participated in leadership training while at Loyola. Upon graduation, two-thirds of Loyola seniors rated themselves as *above average* in terms of leadership abilities compared to others their age and 79% stated that their leadership abilities as seniors were *stronger* or *much stronger* than when they started Loyola as first-year students.

When asked the extent to which their experience at Loyola helped them “learn to take initiative, to assume responsibility, and act in an ethical manner,” over 60% of seniors and alumni indicated that they grew either *a lot* or *a great deal* relative to these leadership characteristics. See Figure 7.

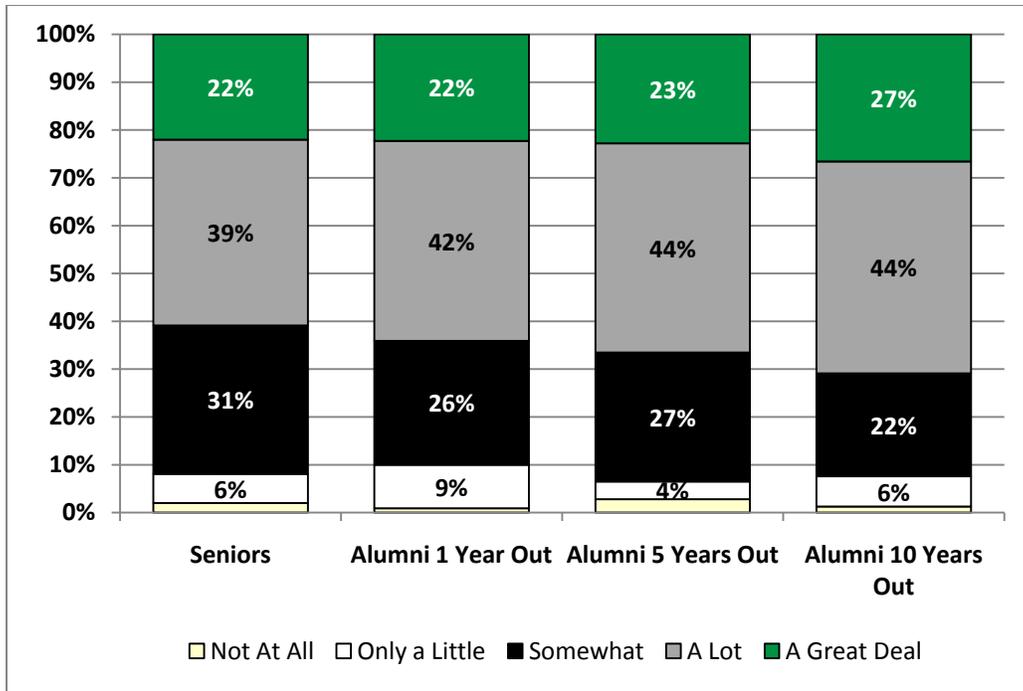


Figure 7. Extent to which “taking initiative, assuming responsibility, and acting in an ethical manner” was enhanced by their undergraduate experience at Loyola

Faith and Mission

Seniors were asked about their weekly engagement in prayer or meditation during their senior year. Thirty-six percent of seniors stated that they spent no time in prayer/meditation over the past year and an additional 34% stated that they spent less than one hour a week in prayer/meditation. At the same time, 36% of seniors indicated that the Jesuit mission is very important to them (see Figure 8).

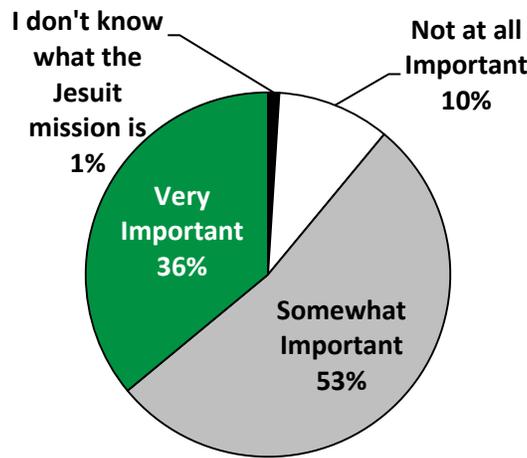


Figure 8. Importance of the Jesuit mission: Seniors

When asked about acting in mission-consistent ways, nearly 70% of seniors indicated that their undergraduate experience at Loyola has prepared them either *a great deal* or *a lot* to “lead, learn, and serve in a diverse and changing world.” See Figure 9.

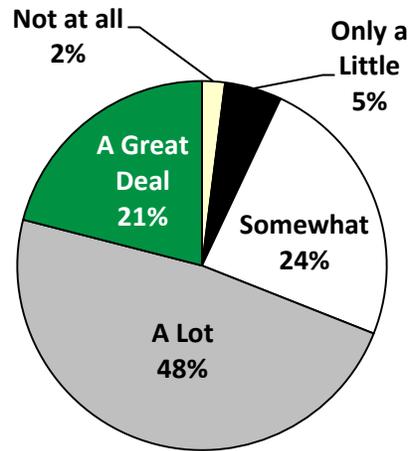


Figure 9. Extent to which Loyola prepared seniors to “lead, learn, and serve in a diverse and changing world”

Promotion of Justice

When asked to compare their understanding of problems facing their communities and social problems facing the nation, large proportions (85% and 87% respectively) of seniors indicated they were either strong or much stronger in these areas as they approached graduation compared to when they entered Loyola.

Alumni were asked several questions about “social/moral awareness” regarding the importance of these issues to them currently and Loyola’s impact on their abilities to engage with these issues. In general, large proportions of alumni who had graduated five and 10 years prior indicated that “understanding moral and ethical issues,” “developing and awareness of societal problems,” and “placing [those] problems in perspective” were *moderately* or *greatly* important to them in the personal and professional lives. In terms of Loyola’s impact on their abilities in these areas, Loyola appears to be more influential in enhancing abilities related to “understanding moral and ethical issues” and least influential in enhancing abilities related to “placing [moral/ethical] problems in perspective.” Still, over 80% of alumni in both groups indicated that Loyola enhanced their abilities in each of these areas either *moderately* or *greatly*. See Figure 10.

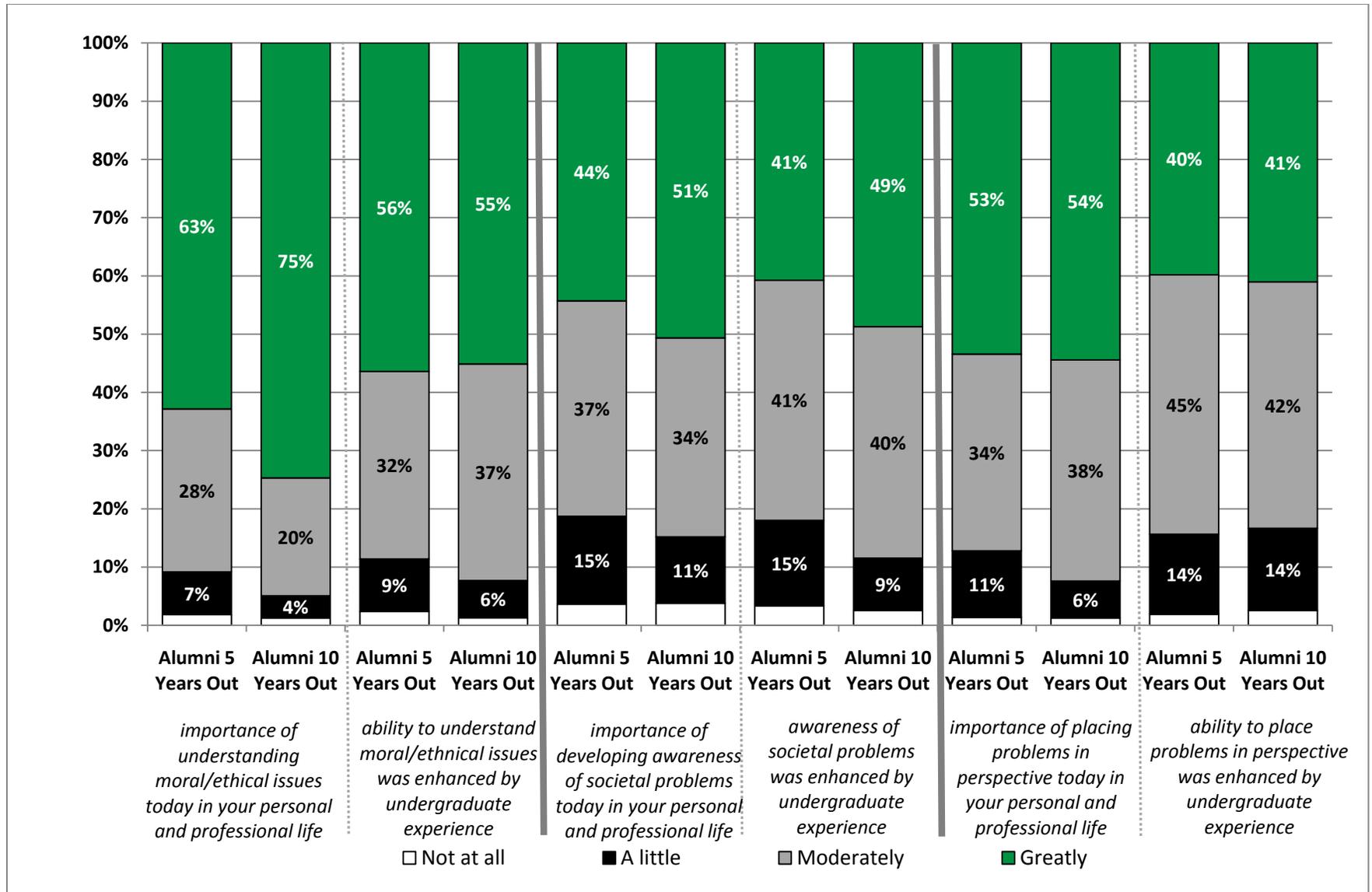


Figure 10. Importance of, and extent to which, social/moral awareness was enhanced by their undergraduate experience at Loyola: Alumni 5 and 10 years out

When asked directly about the extent to which their education at Loyola helped them learn “how to expand opportunities and justice in society,” fewer than half of the seniors and alumni surveyed indicated that their experience at Loyola contributed either *a great deal* or *a lot* to their abilities in this area (see Figure 11).

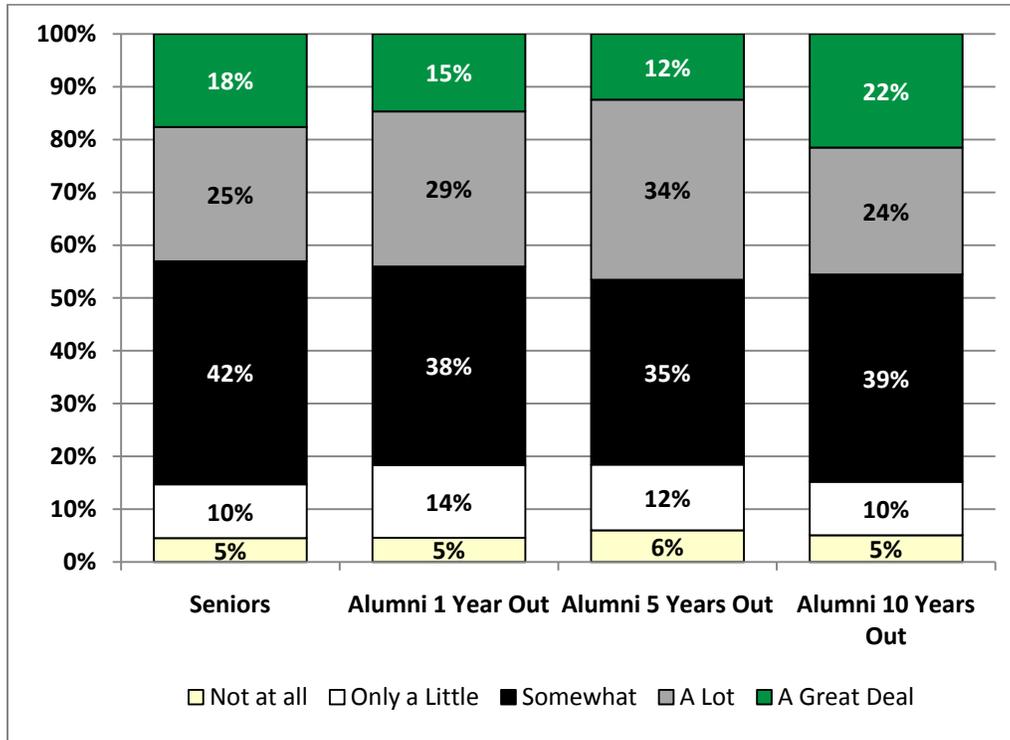


Figure 11. Extent to which learning to “expand opportunities and justice in society” was enhanced by their undergraduate experience at Loyola

Diversity

Seventy-six percent of seniors reported that they were *above average* compared to their peers in terms of their capacity to “understand others” and 62% of seniors indicated that their “ability to get along with people of different races/cultures” was *stronger* or *much stronger* as seniors than it was when they entered Loyola.

When Alumni were asked about understanding and relating to others, more alumni who graduated five or 10 years prior felt that “understanding others” was more important than “relating well to people of different cultures/races.” Approximately 90% of the alumni in both groups felt that their ability to “understand others” was *moderately* or *greatly* enhanced by their Loyola experience while approximately 70% said the same of their abilities to “relate well to people of different cultures/races.” See Figure 12.

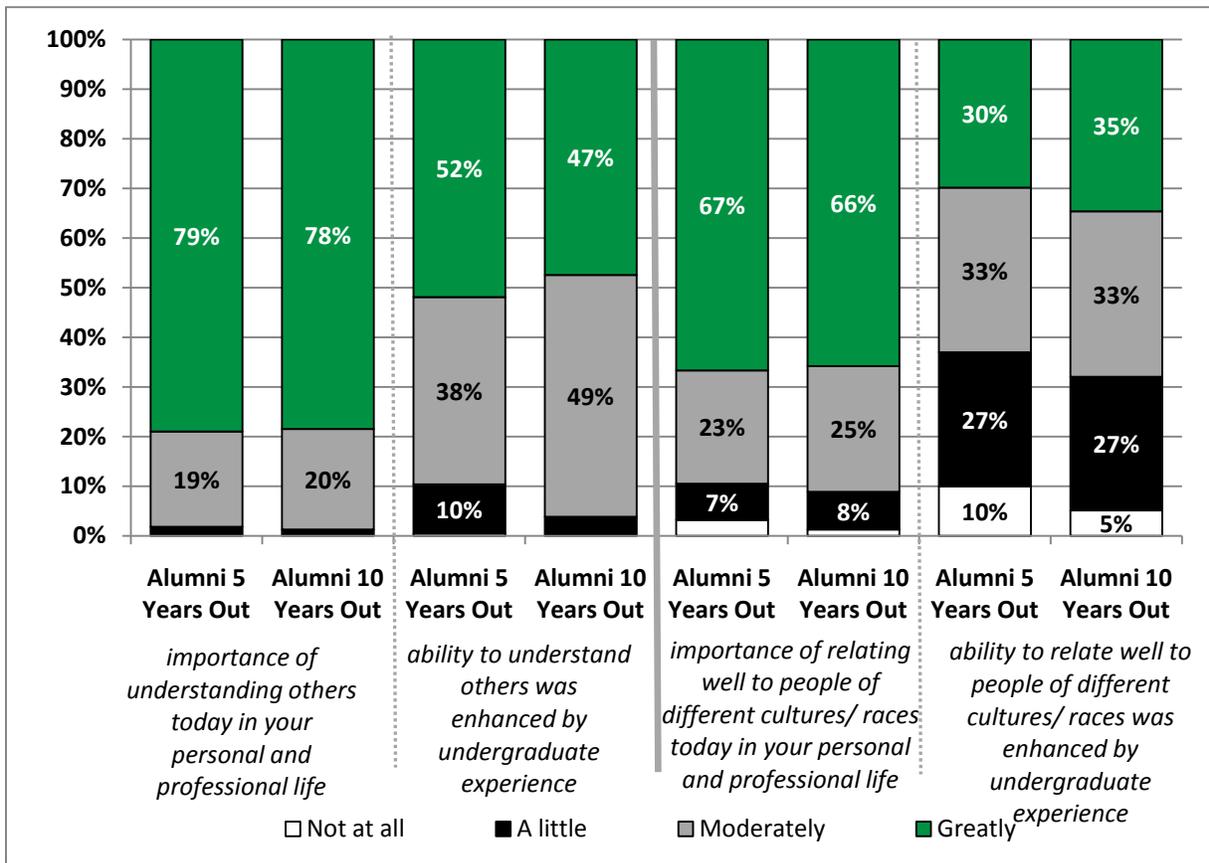


Figure 12. Importance of, and extent to which, understanding and relating to others was enhanced by their undergraduate experience at Loyola: Alumni 5 and 10 years out

When asked about valuing “a diverse and inclusive community,” fewer than half of seniors and alumni reported that their Loyola experience helped them learn *a lot* or *a great deal* in this area. See Figure 13.

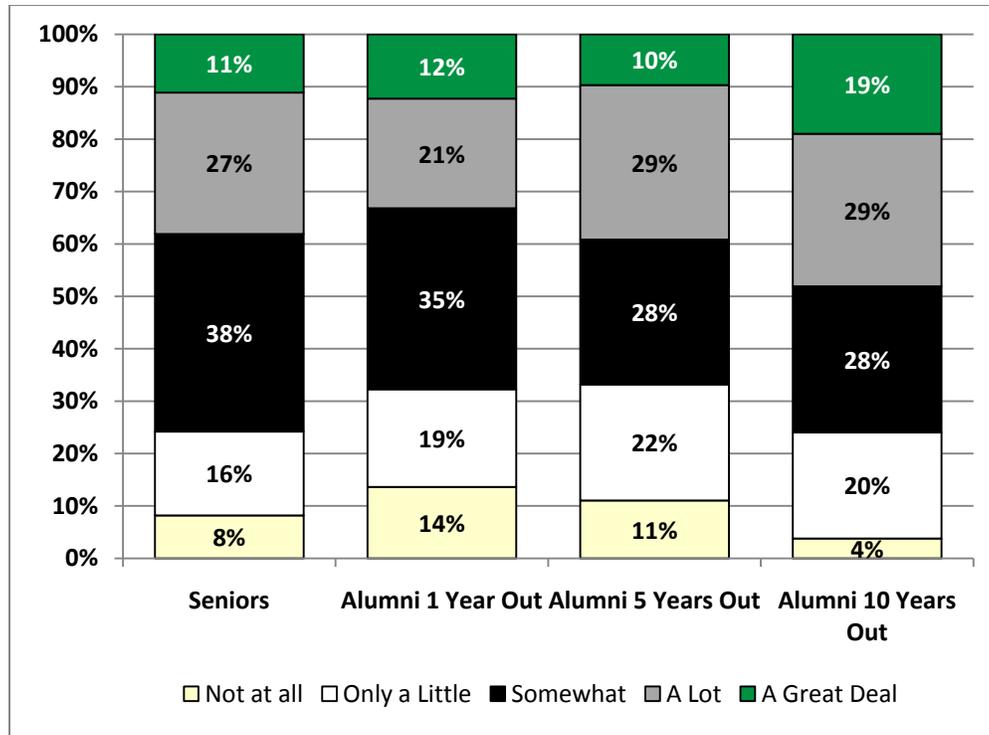


Figure 13. Extent to which learning to “value a diverse and inclusive community” was enhanced by their undergraduate experience at Loyola

Wellness

One of the elements of the wellness learning aim is: “understanding the importance of productive and responsible use of leisure time.” When asked how they spent their leisure time in a typical week during their senior year, students reported spending most of their time “socializing with friends,” “surfing the internet,” and engaged with “online social networks.” More than three-quarters of seniors indicated that they spent fewer than three hours a week “reading for pleasure,” in “prayer/meditation,” engaged in “volunteer work,” or “playing video/computer games.” See Figure 14.

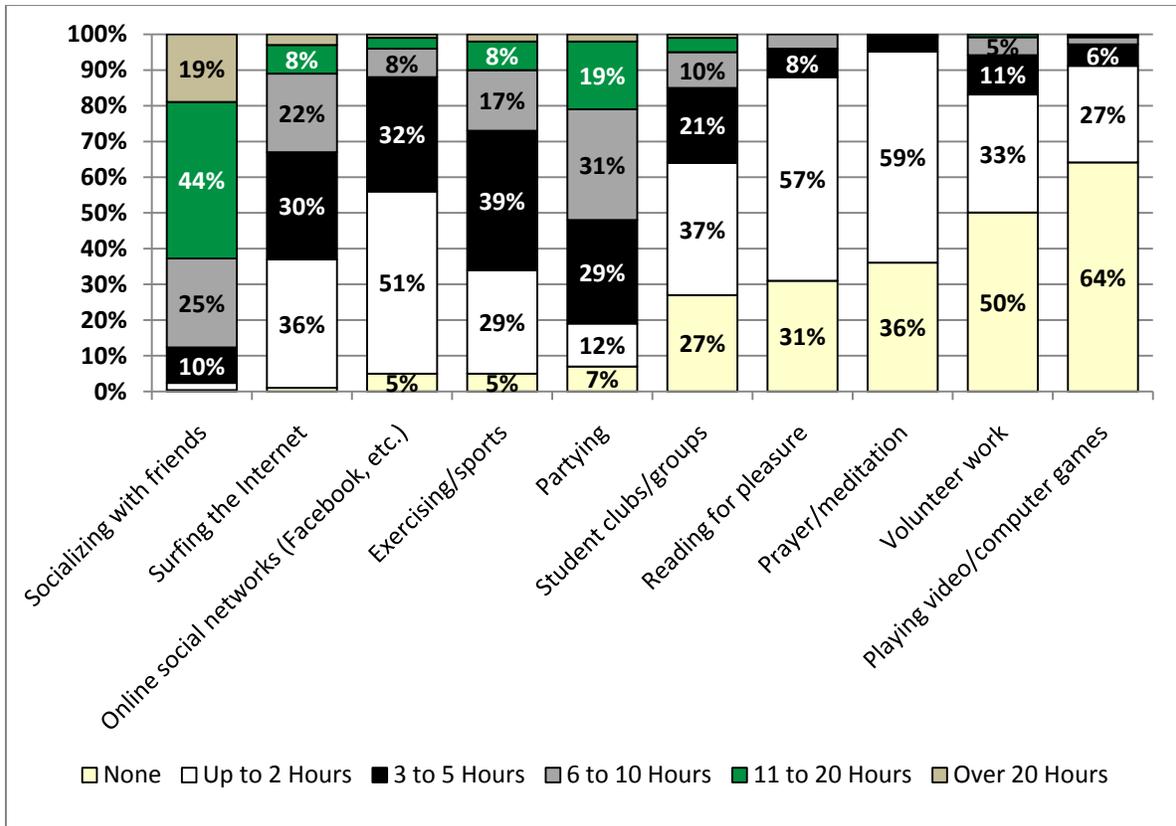


Figure 14. Use of leisure time: Seniors

Summary

In general, Loyola's graduating seniors and alumni have positive perceptions of the Core Curriculum's impact on their personal and professional lives. In addition, what students learn through the Core Curriculum becomes more relevant to them the further away they get from their undergraduate experience as they interact with others in their professions and communities.

In terms of the undergraduate educational aims, these data indicate that Loyola is successful to some degree in helping students achieve each of the various aims. These data do suggest, however, that Loyola students make greater achievements relative to the intellectual excellence, critical thinking, eloquentia perfecta, and leadership aims than the other aims. This may be, in part, because there were more pointed questions and data elements for these aims than for others.

It should be noted that the survey data used in this report are not exhaustive in asking students about all topics related to the undergraduate educational aims and possible ways their educational experiences shape their values and behaviors. Still, these data, in conjunction with other data, can be useful to the Loyola community's understanding of the institution's success relative to the undergraduate educational aims. Further, since all of the surveys used in this report are surveys that the University conducts on a regular basis, these data can be used to establish a baseline for improvement and, if tracked over time, help to assess whether efforts to improve student achievement of undergraduate educational aims are successful.

Appendix A: Survey Items Used in Each Section

This appendix provides the verbatim item content and response options for each survey item used in this report. Survey items are organized in the order in which they appear in the detailed findings of the report. It is important to note that the survey items come from different surveys that, in most cases, do not share common questions and that the Office of Institutional Research has no input into the design of any items other than the common supplemental items that were included on all of the surveys. Where the phrasing was slightly different between the senior and alumni versions of a common question those slight differences are noted [in brackets].

The Core

ALL:

To what extent has Loyola's CORE curriculum impacted the way you live today?

- Not at all
- Only a little
- Somewhat
- A lot
- A great deal

Intellectual Excellence

HEDS:

The list below contains some abilities and types of knowledge that may be developed in a bachelor's degree program. Please indicate how important each is today in both your personal and professional life.

Develop desire for continued learning

Acquire new skills and knowledge

- Not at all
- A Little
- Moderately
- Greatly

The list below contains the same abilities and types of knowledge that may be developed in a bachelor's degree program. Please indicate the extent to which each capacity was enhanced by your undergraduate experiences.

Develop desire for continued learning

Acquire new skills and knowledge

- Not at all
- A Little
- Moderately
- Greatly

CSS:

During the past year, how much time did you spend during a typical week doing the following activities?

Studying/ homework

- None
- Less than 1 hour
- 1-2
- 3-5
- 6-10
- 11-15
- 16-20
- Over 20

Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

Persistence

- Highest 10%
- Above Average
- Average
- Below Average
- Lowest 10%

Critical Understanding

ALL:

To what extent [seniors “*has*,” alumni “*did*”] your education at Loyola helped you to learn to ask questions, analyze arguments, make connections, and be a better thinker?

- Not at all
- Only a little
- Somewhat
- A lot
- A great deal

CSS:

Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

Mathematical ability

- Highest 10%
- Above Average
- Average
- Below Average
- Lowest 10%

HEDS:

The list below contains the same abilities and types of knowledge that may be developed in a bachelor's degree program. Please indicate the extent to which each capacity was enhanced by your undergraduate experiences.

Skills/Learning- Extent enhanced by undergraduate experience

Use quantitative tools

- Not at all
- A Little
- Moderately
- Greatly

CSS:

Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

Computer Skills...

- Highest 10%
- Above Average
- Average
- Below Average
- Lowest 10%

HEDS:

The list below contains the same abilities and types of knowledge that may be developed in a bachelor's degree program. Please indicate the extent to which each capacity was enhanced by your undergraduate experiences.

Use Technology

- Not at all
- A Little
- Moderately
- Greatly

Eloquentia Perfecta

HEDS:

The list below contains the same abilities and types of knowledge that may be developed in a bachelor's degree program. Please indicate the extent to which each capacity was enhanced by your undergraduate experiences.

Skills/ Learning-Extent enhanced by undergraduate experience

Write effectively

- Not at all
- A Little
- Moderately
- Greatly

CSS:

Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

Writing ability

Public speaking ability

- Highest 10%
- Above Average
- Average
- Below Average
- Lowest 10%

ALL:

To what extent [seniors "*has*," alumni "*did*"] your education at Loyola helped you to become more confident in stating your views?

- Not at all
- Only a little
- Somewhat
- A lot
- A great deal

CSS:

Compared with when you first entered this college, how would you now describe your:

Foreign Language Ability

- Much Stronger
- Stronger
- No Change
- Weaker
- Much Weaker

HEDS:

The list below contains the same abilities and types of knowledge that may be developed in a bachelor's degree program. Please indicate the extent to which each capacity was enhanced by your undergraduate experiences.

Read or speak a foreign language

- Not at all
- A Little
- Moderately
- Greatly

Aesthetics**HEDS:**

The list below contains some abilities and types of knowledge that may be developed in a bachelor's degree program. Please indicate how important each is today in both your personal and professional life.

Appreciate arts, literature, music, drama

- Not at all
- A Little
- Moderately
- Greatly

The list below contains the same abilities and types of knowledge that may be developed in a bachelor's degree program. Please indicate the extent to which each capacity was enhanced by your undergraduate experiences.

Appreciate arts, literature, music, drama

- Not at all
- A Little
- Moderately
- Greatly

Leadership**CSS:**

Since entering college have you:

Participated in leadership training

- Yes
- No

Compared with when you first entered this college, how would you now describe your:

Leadership abilities

- Much Stronger
- Stronger
- No Change
- Weaker
- Much Weaker

Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

Leadership ability

- Highest 10%
- Above Average
- Average
- Below Average
- Lowest 10%

ALL:

To what extent [seniors “*has*,” alumni “*did*”] your education at Loyola helped you to learn to take initiative, to assume responsibility, and to act in an ethical manner?

- Not at all
- Only a little
- Somewhat
- A lot
- A great deal

Faith and Mission

CSS:

During the past year, how much time did you spend during a typical week doing the following activities?

Prayer/ Meditation

- None
- Less than 1 hour
- 1-2
- 3-5
- 6-10
- 11-15
- 16-20
- Over 20

How important is Loyola's Jesuit mission to you?

- Very important
- Somewhat important
- Not at all important
- I don't know what Loyola's Jesuit mission is

As a graduating senior from Loyola, how well do you feel your college experience has prepared you to lead, learn, and serve in a diverse and changing world?

- Not at all
- Only a little
- Somewhat
- A lot
- A great deal

Promotion of Justice

CSS:

Compared with when you first entered this college, how would you now describe your:

Understanding of the problems facing your community

Understanding of societal problems facing our nation

- Much Stronger
- Stronger
- No Change
- Weaker
- Much Weaker

HEDS:

The list below contains some abilities and types of knowledge that may be developed in a bachelor's degree program. Please indicate how important each is today in both your personal and professional life.

Understanding moral/ ethical issues

Develop awareness of societal problems

Place current problems in perspective

- Not at all
- A Little
- Moderately
- Greatly

The list below contains the same abilities and types of knowledge that may be developed in a bachelor's degree program. Please indicate the extent to which each capacity was enhanced by your undergraduate experiences.

Understanding moral/ ethical issues

Develop awareness of societal problems

Place current problems in perspective

- Not at all
- A Little
- Moderately
- Greatly

ALL:

To what extent [seniors "*has*," alumni "*did*"] your education at Loyola helped you to learn to expand opportunities and justice in society?

- Not at all
- Only a little
- Somewhat
- A lot
- A great deal

Diversity

Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

Understanding of others

- Highest 10%
- Above Average
- Average
- Below Average
- Lowest 10%

Compared with when you first entered this college, how would you now describe your:

Ability to get along with people of different races/cultures

- Much Stronger
- Stronger
- No Change
- Weaker
- Much Weaker

HEDS:

The list below contains some abilities and types of knowledge that may be developed in a bachelor's degree program. Please indicate how important each is today in both your personal and professional life.

Understand Others

Relate well to people of different cultures/ races

- Not at all
- A Little
- Moderately
- Greatly

The list below contains the same abilities and types of knowledge that may be developed in a bachelor's degree program. Please indicate the extent to which each capacity was enhanced by your undergraduate experiences.

Understand Others

Relate well to people of different circumstances

- Not at all
- A Little
- Moderately
- Greatly

ALL:

To what extent [seniors "*has*," alumni "*did*"] your education at Loyola helped you to learn to value a diverse and inclusive community?

- Not at all
- Only a little
- Somewhat
- A lot
- A great deal

Wellness

CSS:

During the past year, how much time did you spend during a typical week doing the following activities?

Socializing with friends

Surfing the Internet

Exercising/ sports

Partying

Student clubs/ groups

Reading for pleasure

Prayer/ meditation

Volunteer Work

Playing video/ computer games

- None
- Less than 1 hour
- 1-2
- 3-5
- 6-10
- 11-15
- 16-20
- Over 20