



FALL 2020 MESSINA STUDENT SURVEY FINDINGS

Abstract

The following document describes the results of the Fall 2020 Messina Mid-Year Student Survey that including questions focused on the Messina Learning Outcome of Critical Understanding and Commitment to Anti-Racism.

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EXECUTIVE SUMMARY OF PROJECT

Annual Messina assessment initiatives during the 2020-2021 academic year address the learning outcome areas of Critical Understanding. This report reflects results from a survey administered to all first-year students in Fall 2020 from December 3, 2020-January 3, 2021. The instrument included questions from the Fall 2016 Messina student survey that addressed this same area of learning outcomes. The survey was administered to 1,003 students with 583 students starting the survey and 527 students finishing the survey. 452 fully answered every question in the survey for a response rate of 45%—these results are included in this document.

KEY FINDINGS

For 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. Students also responded to a follow-up question regarding the level of importance each area was to them. A final question was asked to explore the level of influence participation in Messina had in relation to the area.¹

LONGITUDINAL AREAS OF GROWTH

This is the second time we are cycling back through assessment of our Messina Learning Outcomes. Similar to Fall 2019 results, we continue to see longitudinal growth. This year this growth was observed in the influence Messina has in helping students developing a sense of belonging to Loyola and demonstration of habits that support critical thinking.

Survey Question: What level of influence did your participation in Messina have in relation to this area?	% Some Influence + Very Influential	
	Fall 2016 (n=366)	Fall 2020 (n=452)
Felt that you had support in regard to becoming a part of the Loyola community	73%	90%
Felt that you belonged at Loyola	66%	89%
Felt that you had support in regard to your academic coursework	66%	82%
Found additional resources for course assignments	46%	63%
Developed study groups with peers to learn class material	50%	62%

Demographic Differences Related to Longitudinal Growth Areas

Students were also asked how frequently they experienced each of the areas listed above. Students of color indicated experiencing support in becoming a part of the community and feeling a sense of belonging at lower rates than white students. Messina was less influential for students of color in helping them feel they belonged at Loyola. However, Messina was more influential for students of color in providing academic support and resources in comparison to all students that completed the survey.

FULFILLING OUR COMMITMENT TOWARD ADDRESSING ANTI-RACISM

In Summer 2020, Messina issued a [Statement of Solidarity and Commitment Toward Anti-Racism](#). One aspect of this commitment was ensuring that the topic of anti-racism would be covered in all Messina classes and/or enrichment sessions. Questions to assess how our commitment was being met were developed in consultation with the Office of Equity and Inclusion. These questions explored frequency of incorporating this topic, pedagogical strategies, and the pedagogical approach of working group members.

¹ Students selected one of the following four choices: “No Influence, Little Influence, Some Influence, Very Influential.”

99% of our students indicated that topics of anti-racism, systemic racism, privilege, or power were incorporated at least once in the fall semester, with 36% of students indicating this occurred either “5-6” or “7 or more” times.

Conversely, when asked about the extent to which students agreed that anti-racism was a topic in other classes beyond Messina, only 77% of students selected “strongly agree” or “agree.”

In all areas, students found their Messina professor, mentor, and Evergreens to be “extremely effective” or “very effective” at a level of 80% or higher in their pedagogical approach to anti-racism.

Less than 1%² students found their Messina professor, mentor, and Evergreens to be “not effective at all.” Remaining students selected either “slightly effective” or “moderately effective.”

Demographic Differences Related to Pedagogical Approach

Students were asked to evaluate each member of the working group on the following aspects related to anti-racism: knowledge, confidence in presenting the topic, materials used, classroom management style, presentation strategies or approach, and facilitation skills. Classroom management style had the most variation in score by non-majority demographic groups³ across all three members of the working group. Asian students tended to rate their working group members less effective in different areas.

An opportunity to provide qualitative feedback related to responses to these questions was provided. Of note is how students of color self-identified in their response and offered constructive perspectives noting that the facilitation of conversations on anti-racism could improve in how working groups managed getting white students to be more active participants in the conversations.

Maintaining a Commitment to Incorporate Topics Related to Baltimore in Messina

A subcomponent of our commitment was the incorporation of Baltimore within Messina, especially in light that we had online instruction in the fall semester. 94% of students indicated Baltimore was incorporated in Messina class or enrichment at least once in the fall, while only 64% of students selected “strongly agree” or “agree” that Baltimore was a topic in classes beyond Messina.

INCREASED ENGAGEMENT WITH THE COMMON TEXT

96% of students indicated having read this year’s Common Text, *Dear America*. 89% of students indicated the common text was a topic in their Messina class or enrichment beyond Fall Welcome Weekend. In both of these data points, these are the highest percentages compared to each of the past 6 texts.

RECOMMENDATIONS

This data has been presented to the Student Development Division, the Board of Trustees Academic Affairs and Enrollment Management Committee, the Dean of Undergraduate Studies reporting division, and the Messina Advisory Board. This data is being shared with the Office of Equity and Inclusion.

- As a part of this project, a demographic analysis of this data has been done to indicate areas where there are demographic differences in student experiences. Currently this demographic breakdown is only focused on singular aspects of a student’s identity. Further analysis can occur to see how multiple aspects of identity shape the first-year student experience. Loyola community members interested in seeing this dashboard should reach out to messina@loyola.edu for access. Demographic comparisons are available for all Likert-scale questions.
- Messina intends on continuing its commitment toward anti-racism beyond 2020-2021. Responses to pedagogical approach and qualitative feedback from students should guide future training and development opportunities for working group members.
- Follow up focus groups related to the topic of anti-racism in Messina will be facilitated by the Graduate Assistant for Student Development Assessment with first-year students in Spring 2021.

² This was greater than 1% in student response to their Messina Professor’s Classroom Management Style. In this case this increased to 1.46%.

³ Non-majority groups include: LGBTQ+, First-Gen, Hispanic, PELL, Non-Catholic/Non-Christian, Asian, Black, 2+ Races

OVERVIEW OF PROJECT METHODOLOGY

In Fall 2020 Messina assessed our learning outcome of Critical Understanding. This outcome includes the following two areas: “Develop habits of reading, writing and intellectual conversation that support academic excellence and engagement” and “demonstrate increased knowledge and use of campus resources that aid critical thinking.”⁴ Assessment measures were based on a previous survey developed in Fall 2016 examining this same outcome area. The finalized survey included a variety of Likert and open-ended questions related to the transition to Loyola, the Messina experience, and student experiences with anti-racism topics within Messina.

Student responses have been analyzed for demographical differences in most cases unless otherwise noted. These demographic differences are explained. “↑” indicate an increase in a response, “↓” indicate a decrease in response.

DETAILED FINDINGS

Fall 2020 Survey Results are designated by **bold text**.

FALL SEMESTER EXPERIENCE

FELT THAT YOU HAD SUPPORT IN REGARD TO BECOMING A PART OF THE LOYOLA COMMUNITY

	During your fall semester experience, how often did you do or experience the following?					Please indicate the amount of importance this area is for you.	What level of influence did your participation in Messina have in relation to this area?			
	NEVER	SOMETIMES (1-2 times)	OFTEN (monthly)	VERY OFTEN (weekly)	DAILY ⁵ (almost every day)	SOMEWHAT TO VERY IMPORTANT	NO INFLUENCE	LITTLE INFLUENCE	SOME INFLUENCE	VERY INFLUENTIAL
FALL 2020 (n=452)	2 0.44%	22 4.87%	74 16.37%	203 44.91%	151 33.41%	448 99.12%	7 1.55%	38 8.41%	202 44.69%	205 45.35%
FALL 2019 (n=307)	7 2.28%	31 10.10%	90 29.32%	179 58.31%	N/A	298 97.07%	13 4.23%	21 6.84%	97 31.60%	176 57.33%
FALL 2017 (n=328)	6 1.83%	57 17.38%	121 36.89%	144 43.09%	N/A	314 95.73%	24 7.32%	63 19.21%	165 50.30%	76 23.17%
FALL 2016 (n=366)	5 1.37%	47 12.88%	149 40.82%	164 44.93%	N/A	355 ⁶ 97.52%	27 7.40%	70 19.18%	182 49.86%	86 23.56%

2020 Demographic differences: Felt that you had support in regard to becoming a part of the Loyola community

Frequency: 78.32% of all students selected “very often” or “daily”

- ↓ to 68.85% by First Gen students (n=61), 69.05% by Male students (n=126), 69.23% by Hispanic students (n=39), 70.59% by PELL students (n=68), 71.70% by Black students (n=53)

Importance: 99.12% of all students selected “somewhat important” or “very important”

- ↓ to 90.91% by 2+ races students (n=22)

Messina Influence: 90.04% of all students selected “some influence” or “very influential”

- ↓ to 84.92% by Male students (n=126)

⁴ Messina Learning Outcomes. Retrieved from <https://www.loyola.edu/department/messina/about/program-design/learning-outcomes>

⁵ The addition of a “DAILY” option was new in the administration of the Fall 2020 survey for this and similar questions. Future survey iterations will keep this question on a 5 point rather than a 4 point Likert scale.

⁶ Response rate for this question dropped to 364.

FELT THAT YOU BELONGED AT LOYOLA

	During your fall semester experience, how often did you do or experience the following?					Please indicate the amount of importance this area is for you.	What level of influence did your participation in Messina have in relation to this area?			
	NEVER	SOMETIMES (1-2 times)	OFTEN (monthly)	VERY OFTEN (weekly)	DAILY ⁷ (almost every day)		SOMEWHAT TO VERY IMPORTANT	NO INFLUENCE	LITTLE INFLUENCE	SOME INFLUENCE
FALL 2020 (n=452)	8 1.77%	39 8.63%	79 17.48%	161 35.62%	165 36.50%	448 99.12%	11 2.43%	39 8.63%	181 40.04%	221 48.89%
FALL 2019 (n=307)	8 2.61%	96 31.27%	33 10.75%	170 55.37%	N/A	302 98.37%	21 6.84%	35 11.40%	106 34.53%	145 47.23%
FALL 2017 (n=328)	15 4.57%	74 22.56%	106 32.32%	133 40.55%	N/A	323 98.48%	38 11.59%	59 17.99%	148 45.12%	83 25.30%
FALL 2016 (n=366)	15 4.10%	69 18.85%	114 31.15%	168 45.90%	N/A	362 98.91%	36 9.84%	87 23.77%	122 33.33%	121 33.06%

2020 Demographic differences: Felt that you belonged at Loyola

Frequency: 72.12% of all students selected “very often” or “daily”

- ↓ to 55.74% by First Gen students (n=61), 60.00% by Asian students (n=20), 60.24% by LGBTQ+ students (n=83), 60.38% by Black students (n=53), 60.42% by Non-Catholic/ Non-Christian students (n=144), 61.76% by PELL students (n=68), 61.86% by Students of Color (n=97), 63.64% by 2+ races students (n=22), 66.67% by Hispanic students (n=39)

Importance

- No major demographic differences

Messina Influence: 88.94% of all students selected “some influence” or “very influential”

- ↓ to 80.00% by Asian students (n=20), 80.72% by LGBTQ+ students (n=83), 81.13% by Black students (n=53), 81.44% by Students of Color (n=97), 81.82% by 2+ races students (n=22)

⁷ The addition of a “DAILY” option was new in the administration of the Fall 2020 survey for this and similar questions. Future survey iterations will keep this question on a 5 point rather than a 4 point likert scale.

FELT THAT YOU HAD SUPPORT IN REGARD TO YOUR ACADEMIC COURSEWORK

	During your fall semester experience, how often did you do or experience the following?					Please indicate the amount of importance this area is for you.	What level of influence did your participation in Messina have in relation to this area?			
	NEVER	SOMETIMES (1-2 times)	OFTEN (monthly)	VERY OFTEN (weekly)	DAILY ⁸ (almost every day)	SOMEWHAT TO VERY IMPORTANT	NO INFLUENCE	LITTLE INFLUENCE	SOME INFLUENCE	VERY INFLUENTIAL
FALL 2020 (n=452)	0 0.00%	33 7.30%	89 19.69%	180 39.82%	150 33.19%	450 99.56%	15 3.32%	67 14.82%	221 48.89%	149 32.96%
FALL 2016 (n=366)	13 3.55%	68 18.58%	152 41.53%	133 36.34%	N/A	358 97.81%	43 11.75%	83 22.68%	167 45.63%	73 19.95%

2020 Demographic differences: Felt that you had support in regard to your academic coursework

Frequency: 73.01% of all students selected “very often” or “daily”

- ↑ to 81.82% by 2+ races students (n=22)
- ↓ to 57.83% by LGBTQ+ students (n=83), 62.50% by Non-Catholic/ Non-Christian students (n=144), 65.00% by Asian students (n=20), 65.57% by First Gen students (n=61), 67.92% by Black students (n=53)

Importance

- No major demographic differences

Messina Influence: 81.86% of all students selected “some influence” or “very influential”

- ↑ to 86.79% by Black students (n=53)
- ↓ to 74.70% by LGBTQ+ students (n=83), 72.73% by 2+ races students (n=22)

Identifiable information has been redacted below. Other than this, responses are direct quotations from student responses and have not been edited in any way.

Question: If interested, please comment on the choices you selected in the above questions.

Selected Fall 2020 Responses:

- I am very glad to have had my Messina class during this semester of online learning. It's been really hard to try and connect and make friendships with my peers without a space where we can really get to know each other, Messina was able to give me a small group of familiar faces of both my classmates and some faculty for me to feel connected to. My other classes don't have a set space for my peers to get to know one another, it often times felt like I was going through my classes alone. However I was able to connect with a few people in my classes and my professors have been very understanding and helpful throughout this semester.
- Feeling I belonged at Loyola and was a member of the community really came about from making new friends and participating in late night activities. If it weren't for the newsletters from my Messina, I might not have known about those opportunities so I am grateful for that.
- It is so hard to feel that you belong to a community when you have never met them. I have never been to Loyola and I feel like an outside since I don't know anything which is really hard. This Messina has helped me feel less afraid by helping me know where to go and what to do while I am there but that is no substitute for being on campus.

⁸ The addition of a “DAILY” option was new in the administration of the Fall 2020 survey for this and similar questions. Future survey iterations will keep this question on a 5 point rather than a 4 point likert scale.

LEVEL OF SATISFACTION WITH DECISION TO COME TO LOYOLA

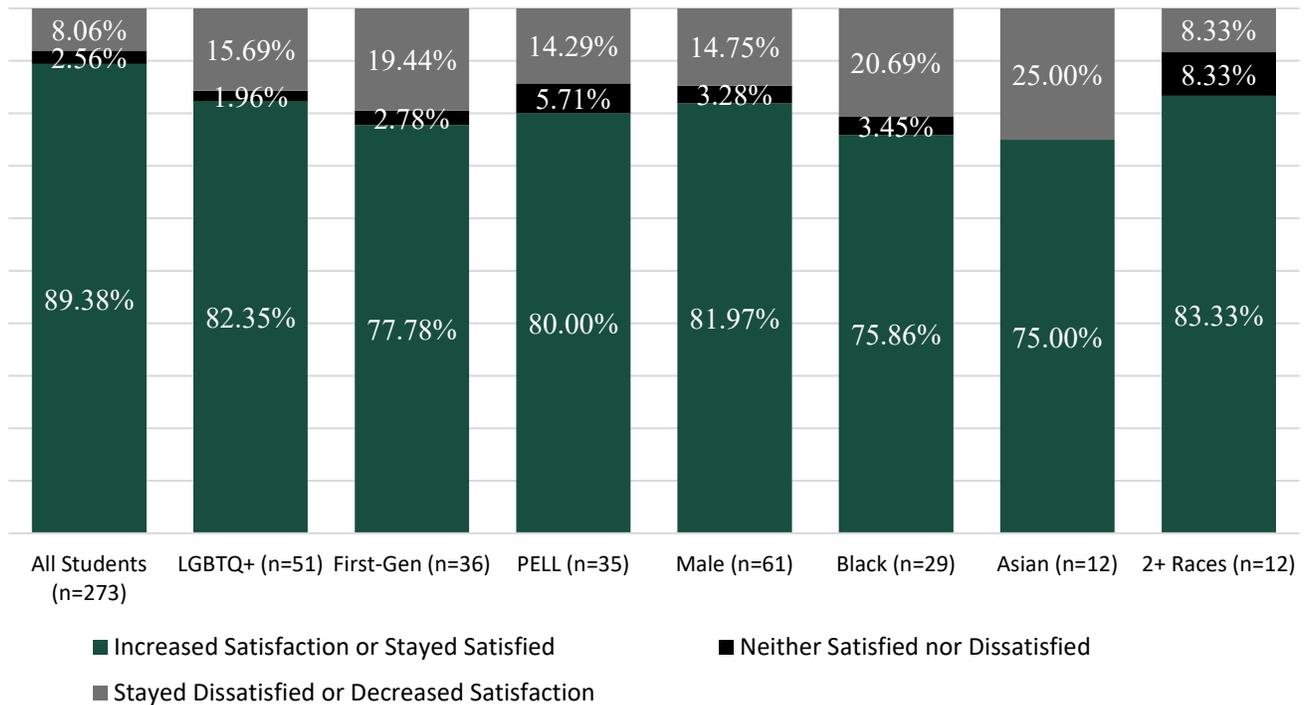
Question: At this current time, how satisfied are you with your decision to come to Loyola?

Choice responses: Extremely satisfied, Moderately satisfied, Slightly satisfied, Neither satisfied nor dissatisfied, Slightly dissatisfied, Moderately dissatisfied, Extremely dissatisfied

	All Students (n=452)	Demographic Differences
Extremely Satisfied	145 32.08%	↑ to 38.46% by Hispanic students (n=39) ↓ to 27.08% by Non-Catholic/ Non-Christian students (n=39), 23.02% by Male students (n=126), 20.00% by Asian students (n=20)
Moderately Satisfied	213 47.12%	↑ to 55.00% by Asian students (n=20) ↓ to 40.91% by 2+ races students (n=22)
Slightly Satisfied	42 9.29%	↑ to 15.08% by Male students (n=126) ↓ to 3.77% by Black students (n=53)
Neither Satisfied nor Dissatisfied	19 4.20%	↑ to 13.64% by 2+ races students (n=22)
Slightly Dissatisfied	15 3.32%	↑ to 10.00% by Asian students (n=20)
Moderately Dissatisfied	11 2.43%	
Extremely Dissatisfied	7 1.55%	

This question was asked both on a mid-year reflection instrument and this end of semester survey. 273 students answered this question on both instruments. The following chart represents these 273 students and shows demographic differences between students who either felt satisfaction or dissatisfaction with their decision.

Level of Satisfaction with Decision to Come to Loyola: Change from Mid-Semester to End of Semester Response



CRITICAL UNDERSTANDING QUESTIONS

Question: Please respond to the following set of statements as they related to your fall semester experience as a first-year student at Loyola.⁹

USED KNOWLEDGE AND SKILLS DISCUSSED OR DEVELOPED IN YOUR CLASSES TO CONTRIBUTE TO YOUR UNDERSTANDING OF CONTENT IN OTHER CLASSES

	During your fall semester experience, how often did you do or experience the following?					Please indicate the amount of importance this area is for you.	What level of influence did your participation in Messina have in relation to this area?			
	NEVER	SOMETIMES (1-2 times)	OFTEN (monthly)	VERY OFTEN (weekly)	DAILY ¹⁰ (almost every day)	SOMEWHAT TO VERY IMPORTANT	NO INFLUENCE	LITTLE INFLUENCE	SOME INFLUENCE	VERY INFLUENTIAL
FALL 2020 (n=452)	6 1.33%	45 9.96%	98 21.68%	177 39.16%	126 27.88%	439 97.12%	13 2.88%	211 46.68%	228 50.44%	0 0.00%
FALL 2019 (n=307)	8 2.61%	53 17.26%	117 38.11%	129 42.02%	N/A	295 96.09%	42 13.68%	52 16.94%	131 42.67%	82 26.71%
FALL 2016 (n=365)	17 4.66%	107 29.32%	154 42.19%	87 23.84%	N/A	330 ¹¹ 90.91%	53 14.52%	105 28.77%	153 41.92%	54 14.79%

2020 Demographic differences: Used knowledge and skills discussed or developed in your classes to contribute to your understanding of content in other classes

Frequency: 67.04% of all students selected “very often” or “daily”

- ↑ to 72.72% by 2+ races students (n=22)
- ↓ to 60.29% by PELL students (n=68), 61.45% by LGBTQ+ students (n=83)

Importance

- No major demographic differences

Messina Influence: 50.44% of all students selected “some influence” or “very influential”

- ↑ to 55.67% by Students of Color (n=97), 58.49% by Black students (n=53)
- ↓ to 44.58% by LGBTQ+ students (n=83)

⁹ These questions were asked on previous surveys, and when available, past year data is included.

¹⁰ The addition of a “DAILY” option was new in the administration of the Fall 2020 survey for this and similar questions. Future survey iterations will keep this question on a 5 point rather than a 4 point likert scale.

¹¹ Response rate for this question dropped to 363.

FOUND ADDITIONAL RESOURCES FOR COURSE ASSIGNMENTS

	During your fall semester experience, how often did you do or experience the following?					Please indicate the amount of importance this area is for you.	What level of influence did your participation in Messina have in relation to this area?			
	NEVER	SOMETIMES (1-2 times)	OFTEN (monthly)	VERY OFTEN (weekly)	DAILY ¹² (almost every day)		SOMEWHAT TO VERY IMPORTANT	NO INFLUENCE	LITTLE INFLUENCE	SOME INFLUENCE
FALL 2020 (n=452)	9 1.99%	70 15.49%	110 24.34%	169 37.39%	94 20.80%	431 95.35%	49 10.84%	120 26.55%	189 41.81%	94 20.80%
FALL 2016 (n=365)	31 8.49%	149 40.82%	122 33.42%	63 17.26%	N/A	317 86.85%	83 22.74%	115 31.51%	119 32.60%	48 13.15%

2020 Demographic differences: Found additional resources for course assignments

Frequency: 58.19% of all students selected “very often” or “daily”

- ↑ to 66.04% by Black students (n=53), 72.73% by 2+ races students (n=22)
- ↓ to 45.00% by Asian students (n=20), 51.81% by LGBTQ+ students (n=83), 52.46% by First-Gen students (n=61)

Importance

- No major demographic differences

Messina Influence: 62.61% of all students selected “some influence” or “very influential”

- ↑ to 69.23% by Hispanic students (n=39), 70.00% by Asian students (n=20), 72.06% by PELL students (n=68), 72.73% by 2+ races students (n=22), 73.58% by Black students (n=53)

¹² The addition of a “DAILY” option was new in the administration of the Fall 2020 survey for this and similar questions. Future survey iterations will keep this question on a 5 point rather than a 4 point likert scale.

DEVELOPED STUDY GROUPS WITH PEERS TO LEARN CLASS MATERIAL

	During your fall semester experience, how often did you do or experience the following?					Please indicate the amount of importance this area is for you.	What level of influence did your participation in Messina have in relation to this area?			
	NEVER	SOMETIMES (1-2 times)	OFTEN (monthly)	VERY OFTEN (weekly)	DAILY ¹³ (almost every day)		SOMEWHAT TO VERY IMPORTANT	NO INFLUENCE	LITTLE INFLUENCE	SOME INFLUENCE
FALL 2020 (n=452)	86 19.03%	125 27.65%	104 23.01%	78 17.26%	59 13.05%	423 93.58%	74 16.37%	99 21.90%	156 34.51%	123 27.21%
FALL 2016 (n=365)	57 15.62%	138 37.81%	100 27.40%	70 19.18%	N/A	318 87.12%	90 24.66%	93 25.48%	112 30.68%	70 19.18%

2020 Demographic differences: Developed study groups with peers to learn class material

Frequency: 30.31% of all students selected “very often” or “daily”

- ↑ to 35.90% by Hispanic students (n=39), 36.36% by 2+ races students (n=22), 40.00% by Asian students (n=20)
- ↓ to 23.81% by Male students (n=126), 25.30% by LGBTQ+ students (n=83)

Importance: 93.58% of all students selected “somewhat important” to “very important”

- ↑ to 100.00% by Asian students (n=20)
- ↓ to 86.36% by 2+ races students (n=22)

Messina Influence: 61.73% of all students selected “some influence” or “very influential”

- ↓ to 45.45% by 55.42% by 2+ races students (n=22), LGBTQ+ students (n=83)

Identifiable information has been redacted below. Other than this, responses are direct quotations from student responses and have not been edited in any way.

Question: If interested, please comment on the choices you selected in the above questions.

Selected Fall 2020 Responses:

- I didn't really have anyone from my Messina in my other classes which made it difficult to create study groups for other classes, but for the class we were in we worked together to understand the material.
- I was able to find study groups for my class materials in Messina and improved my skills. I was able to talk freely and discuss about certain topics that felt uncomfortable freely without feeling judged.
- I was able to learn how to use the library system (online) which helped me greatly with my papers that were assigned this semester.
- In the [Messina course name] for example, Our Professor has taught us to properly cite sources and to further develop our analytic skill through assignments. In addition to enhanced vocabulary. I can utilize this in my [Non-Messina course name] class and my [Non-Messina course name] class where complex vocabulary is used to communicate with students. With these acquired skills, I am able to understand and comprehend what the Professor is trying to get us to grasp. For me, additional resources were found at the bottom of the Moodle Page, or like if we had an assignment due. Those resources would be posted underneath the day we have class. Nevertheless, very easy to navigate through. At some points throughout the courses we worked in groups. The one class that really emphasized group discussions and "outside of the classroom" learning is [Non-Messina course name]. My other classes communicated on a teacher to student basis and anything outside of that boundary was our obligation.

¹³ The addition of a “DAILY” option was new in the administration of the Fall 2020 survey for this and similar questions. Future survey iterations will keep this question on a 5 point rather than a 4 point likert scale.

MESSINA THEME AND WORKING GROUP EXPERIENCE

WORKING GROUP RELATIONSHIPS

Students were asked to provide feedback on their relationships with Messina working group members.

Question: To what extent did your participation in Messina help you establish a positive relationship with your _____?

	A Great Deal	Somewhat	A Little	Not at All	Demographic differences of students selecting "somewhat" or "a great deal"
Messina Professor (n=452)	313 69.25%	113 25.00%	20 4.42%	6 1.33%	94.25% by all student responses ↑ to 100% by Asian students (n=20)
Messina Core Advisor (n=452)	293 64.82%	124 27.43%	27 5.97%	8 1.77%	92.26% by all student responses No major demographic differences
Messina Mentor (n=452)	177 39.16%	160 35.40%	92 20.35%	23 5.09%	74.56% by all student responses ↑ to 85.25% by First Gen students (n=61), 84.91% by Black students (n=53), 86.76% by PELL students (n=68) ↓ to 63.64% by 2+ races students (n=22), 67.47% by LGBTQ+ students (n=83)
Messina Evergreens (n=554)¹⁴	381 68.77%	128 23.10%	41 7.40%	4 0.72%	91.88% by all student responses ↑ to 97.83% by Hispanic students (n=39) ↓ to 85.91% by Male students (n=126)

Identifiable information has been redacted below. Other than this, responses are direct quotations from student responses and have not been edited in any way.

Question: If interested, please comment on the choices you selected in the above questions.

Selected Fall 2020 Responses:

- They were great. It helped me feel that I was not alone in this confusion of a semester and they were always there to help me if I had a question.
- I have gotten a lot of support from my core adviser, [Core Advisor name], mostly with navigating this stressful first semester. I am so grateful for all of the help he has given me with figuring out the best course of action when it came to withdrawing from a class, setting up my schedule for next semester, being understanding with my accommodations, and creating a community within both our messina class and our calculus class. [Professor name] has been excited about getting his students involved despite the struggles of remote learning and has been a member of the loyola faculty that has helped me the most personally both with getting involved with loyola and with math.
- I could not have asked for a better Messina team. [Mentor name] is wonderful and so funny and it's obvious how much she cares about us. [Evergreen names] are so helpful and kind. [Professor name] is a fabulous person, teacher, and advisor. All around, without Messina (and my other honors class) I can pretty confidently say that I would have no friends or connections with faculty.

¹⁴ This is a higher *n* because students were able to individually evaluate each Evergreen paired with their section. Some sections have two Evergreens.

MESSINA THEME

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

Area	(n=452)
Through conversations/activities during my weekly Messina enrichment session (Professor, Mentor, Evergreen)	371
Through conversations/activities during my Messina class (just with my Professor)	290
On my own with students from my Messina class	167
Through attendance at Messina theme events	162
Through conversations/activities during classes not connected to Messina	155
On my own with students not in my Messina class	76
I did not experience my Messina theme	22
Other	1

Students could select multiple items. The following is a breakdown of how many items students selected.

	All students (n=452)
Never experienced Messina theme	20 ¹⁵ 4.42%
6 items	17 3.76%
5 items	41 9.07%
4 items	72 15.93%
3 items	116 25.66%
2 items	93 20.58%
1 item	93 20.58%

¹⁵ This number is 20, not 22 as displayed in the previous chart because two students selected this option along with other item(s). In this chart, those two student responses have been factored into the having selected between 1-6 items, and not also included in those students indicating never having experienced their Messina theme.

ADDRESSING DIVERSITY AND ANTI-RACISM

In summer 2020, Messina created a [Statement of Solidarity and Commitment to Anti-Racism](#). Part of this commitment included ensuring that anti-racism was a topic in every Messina class or enrichment. This commitment was published on our [Messina website](#) and will regularly be updated. The following set of questions was developed in consultation with our Office of Equity and Inclusion to assess this commitment. This is the first year that these questions have been asked.

DIVERSITY, INCLUSION, IDENTITY IN MESSINA

Question: Diversity, inclusion, or identity were topics in my Messina class or Messina enrichment this semester.

Mean Score: 3.63	Scale	Response Count (n=452)	Percentage
7 or more times	5	84	18.58%
5-6 times	4	162	35.84%
3-4 times	3	162	35.84%
1-2 times	2	42	9.29%
Never	1	2	0.44%

Question: How were diversity, inclusion, or identity addressed in your Messina class or Messina enrichment? (please check all that apply)

Area	(n=450) ¹⁶
Had a discussion as an entire class	407
Had a small group discussion	396
Watched a video	314
Listened to a lecture on this topic	249
Read a book or article	203
Completed an assignment	166
Attended a campus event	77
Listened to a podcast	32
Other, please specify	8

Students could select multiple items. The following is a breakdown of how many items students selected.

Total count of unique items selected by students	Response Count (n=450)	Percentage
9 items	0	0.00%
8 items	1	0.22%
7 items	22	4.89%
6 items	61	13.56%
5 items	84	18.67%
4 items	129	28.67%
3 items	89	19.78%
2 items	57	12.67%
1 item	7	1.56%

¹⁶ Only students indicated that these were topics in their Messina class or enrichment were able to respond to this question.

FAMILIARITY WITH ANTI-RACISM PRIOR TO LOYOLA

Question: I understood the concept of anti-racism before starting my first year at Loyola.

(n=452)	All students	Demographic differences of students selecting “Strongly agree” or “Somewhat agree” compared to all students at 90.27%
Strongly agree	257 56.86%	↓ to 81.82% by 2+ races students (n=22)
Somewhat agree	151 33.41%	
Neither agree nor disagree	25 5.53%	
Somewhat disagree	17 3.76%	
Strongly disagree	2 0.44%	

ANTI-RACISM IN MESSINA CLASS/ ENRICHMENT

Question: Anti-racism, systemic racism, privilege, or power were topics in my Messina class or Messina enrichment this semester.

Mean score: 3.22	All students (n=452)	Demographic Differences
7 or more times	47 10.40%	Black students (n=53): 30.19% selected “1-2 times” and 49.06% selected “3-4 times.” The mean score was 2.96.
5-6 times	117 25.88%	Asian students (n=20): 15.00% selected “1-2 times” and 25.00% selected “3-4 times.”
3-4 times	182 40.27%	2+ races students (n=22): 50.00% selected “3-4 times.”
1-2 times	101 22.35%	Hispanic students (n=39): 30.77% selected “1-2 times.”
Never	5 1.11%	LGBTQ+ students (n=83): 34.94% selected “3-4 times.” PELL students (n=68): 33.82% selected “3-4 times.”

Question: How were anti-racism, systemic racism, privilege, or power addressed in your Messina class or Messina enrichment? (please check all that apply)

Area	(n=447) ¹⁷
Had a discussion as an entire class	386
Had a small group discussion	356
Watched a video	264
Listened to a lecture on this topic	204
Read a book or article	161
Completed an assignment	108
Attended a campus event	61
Listened to a podcast	27
Other, please specify	7

¹⁷ Only students indicated that these were topics in their Messina class or enrichment were able to respond to this question.

Students could select multiple items. The following is a breakdown of how many items students selected.

Total count of unique items selected by students	Response Count (n=450)	Percentage	Demographic Differences
9 items	0	0.00%	The overall mean score was 3.52.
8 items	2	0.45%	
7 items	15	3.36%	
6 items	34	7.61%	This was lower among: Black students (n=53): 3.15 2+ races students (n=22): 3.14 Hispanic students (n=39): 3.13
5 items	58	12.98%	
4 items	99	22.15%	
3 items	124	27.74%	This was higher among: Asian students (n=19): 4.42
2 items	76	17.00%	
1 item	39	8.72%	

PEDAGOGICAL APPROACH OF MESSINA PROFESSORS RELATED TO ANTI-RACISM

Students were asked to provide feedback on the approach used by Messina working group members to incorporate topics of anti-racism. *Question:* For each statement, please select answers related to how your Messina Professor addressed topics related to anti-racism, systemic racism, privilege, or power.

	Knowledge of Topic(s) (n=413)	Confidence in Presenting the Topic(s) (n=416)	Materials Used (ex. readings, videos, etc.) (n=406)	Classroom Management Style in Relation to the Topic(s) (n=412)	Presentation Strategies or Approach (n=414)	Facilitation Skills Related to the Topic (n=416)
Extremely effective	196 47.46%	229 55.05%	196 48.28%	199 48.30%	196 47.34%	199 47.84%
Very effective	162 39.23%	148 35.58%	143 35.22%	146 35.44%	161 38.89%	160 38.46%
Moderately effective	51 12.35%	37 8.89%	57 14.04%	54 13.11%	48 11.59%	51 12.26%
Slightly effective	3 0.73%	1 0.24%	8 1.97%	7 1.70%	6 1.45%	2 0.48%
Not effective at all	1 0.24%	1 0.24%	2 0.49%	6 1.46%	3 0.72%	4 0.96%

2020 Demographic differences: Messina Professor pedagogical approach to Anti-Racism

Knowledge of Topic(s): 86.68% of all students selected “very effective” or “extremely effective”

- ↓ to 77.78% by Asian students (n=18)

Confidence in Presenting Topic(s): 90.63% of all students selected “very effective” or “extremely effective”

- ↓ to 77.78% by Asian students (n=18), 84.35% by Male students (n=115)

Materials Used (ex. readings, videos): 83.50% of all students selected “very effective” or “extremely effective”

- ↓ to 72.22% by 2+ races (n=18), 77.94% by LGBTQ+ students (n=68)

Classroom Management Style in Relation to Topic(s): 83.74% of all students selected “very effective” or “extremely effective”

- ↑ to 94.12% by 2+ races students (n=17)
- ↓ to 72.22% by Asian students (n=18), 77.42% by PELL students (n=62), 77.52% by Non-Catholic/ Non-Christian students (n=129)

Presentation Strategies or Approach: 86.23% of all students selected “very effective” or “extremely effective”

- ↓ to 77.78% by 2+ races students (n=18), 80.92% by Non-Catholic/ Non-Christian students (n=131)

Facilitation Skills Related to Topic(s): 86.30% of all students selected “very effective” or “extremely effective”

- ↓ to 72.22% by Asian students (n=18)

PEDAGOGICAL APPROACH OF MESSINA MENTORS RELATED TO ANTI-RACISM

Students were asked to provide feedback on the approach used by Messina working group members to incorporate topics of anti-racism. *Question:* For each statement, please select answers related to how your Messina Mentor addressed topics related to anti-racism, systemic racism, privilege, or power.

	Knowledge of Topic(s) (n=384)	Confidence in Presenting the Topic(s) (n=381)	Materials Used (ex. readings, videos, etc.) (n=384)	Classroom Management Style in Relation to the Topic(s) (n=358)	Presentation Strategies or Approach (n=378)	Facilitation Skills Related to the Topic (n=375)
Extremely effective	178 46.35	174 45.67%	178 46.35%	156 43.58%	164 43.39%	160 42.67%
Very effective	144 37.50%	153 40.16%	144 37.50%	133 37.15%	144 38.10%	147 39.20%
Moderately effective	51 13.28%	43 11.29%	51 13.28%	55 15.36%	57 15.08%	58 15.47%
Slightly effective	8 2.08%	8 2.10%	8 2.08%	11 3.07%	10 2.65%	7 1.87%
Not effective at all	3 0.78%	3 0.79%	3 0.78%	3 0.84%	3 0.79%	3 0.80%

2020 Demographic differences: Messina Mentor pedagogical approach to Anti-Racism

Knowledge of Topic(s) 83.85% of all students selected “very effective” or “extremely effective”

- ↑ to 88.89% by Hispanic students (n=36)

Confidence in Presenting Topic(s): 85.83% of all students selected “very effective” or “extremely effective”

- No major demographic differences

Materials Used (ex. readings, videos): 83.85% of all students selected “very effective” or “extremely effective”

- ↓ to 76.36% by LGBTQ+ students (n=55), 78.13% by Hispanic students (n=32)

Classroom Management Style in Relation to Topic(s): 80.73% of all students selected “very effective” or “extremely effective”

- ↑ to 86.79% by PELL students (n=53), 87.50% by Hispanic students (n=32), 87.50% by Black students (n=40),
- ↓ to 55.56% by Asian students (n=18), 70.69% by LGBTQ+ students (n=58), 73.50% by Non-Catholic/ Non-Christian students (n=117)
- Mean score of all students was 4.20. Mean score of Asian students was 3.82.

Presentation Strategies or Approach: 81.48% of all students selected “very effective” or “extremely effective”

- ↓ to 66.67% by Asian students (n=18)
- Mean score of all students was 4.21. Mean score of Asian students was 3.88.

Facilitation Skills Related to Topic(s): 81.87% of all students selected “very effective” or “extremely effective”

- ↑ to 87.88% by Hispanic students (n=33), 93.33% by 2+ Races students (n=15)
- ↓ to 64.71% by Asian students (n=17)
- Mean score of all students was 4.21. Mean score of Asian students was 3.88.

PEDAGOGICAL APPROACH OF MESSINA EVERGREENS RELATED TO ANTI-RACISM

Students were asked to provide feedback on the approach used by Messina working group members to incorporate topics of anti-racism. *Question:* For each statement, please select answers related to how your Messina Evergreen(s) addressed topics related to anti-racism, systemic racism, privilege, or power.

	Knowledge of Topic(s) (n=391)	Confidence in Presenting the Topic(s) (n=389)	Materials Used (ex. readings, videos, etc.) (n=391)	Classroom Management Style in Relation to the Topic(s) (n=365)	Presentation Strategies or Approach (n=380)	Facilitation Skills Related to the Topic (n=380)
Extremely effective	169 43.22%	180 46.27%	169 43.22%	165 45.21%	170 44.74%	173 45.53%
Very effective	167 42.71%	161 41.39%	167 42.71%	143 39.18%	152 40.00%	156 41.05%
Moderately effective	49 12.53%	42 10.80%	49 12.53%	47 12.88%	51 13.42%	43 11.32%
Slightly effective	4 1.02%	4 1.03%	4 1.02%	7 1.92%	4 1.05%	5 1.32%
Not effective at all	2 0.51%	2 0.51%	2 0.51%	3 0.82%	3 0.79%	3 0.79%

2020 Demographic differences: Messina Evergreens pedagogical approach to Anti-Racism

Knowledge of Topic(s) 85.93% of all students selected “very effective” or “extremely effective”

- ↑ to 94.12% by 2+ Races students (n=17), 94.59% by Hispanic students (n=37)
- ↓ to 77.78% by Asian students (n=18)

Confidence in Presenting Topic(s): 87.66% of all students selected “very effective” or “extremely effective”

- ↑ to 94.12% by 2+ Races students (n=17)
- ↓ to 77.78% by Asian students (n=18), 80.17% by Non-Catholic/ Non-Christian students (n=121)
- Mean score of all students was 4.31. Mean score of Asian students was 4.06.

Materials Used (ex. readings, videos): 85.93% of all students selected “very effective” or “extremely effective”

- ↑ to 91.30% by PELL students (n=46), 93.75% by 2+ Races students (n=16)
- ↓ to 64.29% by Asian students (n=14)
- Mean score of all students was 4.27. Mean score of Asian students was 3.86.

Classroom Management Style in Relation to Topic(s): 84.38% of all students selected “very effective” or “extremely effective”

- ↓ to 68.75% by Asian students (n=16), 78.95% by Black students (n=38), 79.24% by First-Gen students (n=53)
- Mean score of all students was 4.26. Mean score of Black students was 4.00.

Presentation Strategies or Approach: 84.74% of all students selected “very effective” or “extremely effective”

- ↑ to 92.86% by 2+ Races students (n=14)
- ↓ to 66.67% by Asian students (n=18)
- Mean score of all students was 4.27. Mean score of Asian students was 4.00.

Facilitation Skills Related to Topic(s): 86.58% of all students selected “very effective” or “extremely effective”

- ↑ to 93.75% by 2+ Races students (n=16)
- ↓ to 68.75% by Asian students (n=16)
- Mean score of all students was 4.29. Mean score of Asian students was 3.94.

ANTI-RACISM QUALITATIVE FEEDBACK

Question: What feedback (positive or constructive) do you have for your Messina working group (faculty, mentor, Evergreen) on facilitating conversations or discussions on the topics of anti-racism, systemic racism, privilege, or power? In your response, please consider some of the selections you made in the previous three questions or anything else that would be helpful for us to know. (This question was only displayed to students indicating that anti-racism was a topic in their Messina class or enrichment.)

263 students opted to respond to this question. Students offered both positive (155 responses) and constructive (80 responses) feedback. Occasionally, student feedback addressed both positive and constructive areas.

Positive Themes: (155)	Constructive Themes: (80)
Students felt as though they were able to develop connections with their peers through the discussions on this topic	Students felt as though some faculty/ mentor/ Evergreens had a difficult time facilitating discussions on the topic or had a difficult time getting students to engage/ participate
Students appreciated and enjoyed the materials and resources that were used to facilitate the discussions	Students felt as though there were not enough discussions on the topic (some shared that there were no discussions at all)
Students enjoyed being able to have discussions both in small groups and with the whole class	Suggestions on what resources could be used to facilitate better discussions were given
The discussions/ conversations that were facilitated were informative and educational	Felt as though both the leaders in the discussions and other students were holding back
Messina working groups did a great job on facilitating these discussions	Some students suggested that there should be a review of the resources that are used
The faculty/ mentor/ Evergreen(s) were knowledgeable on the topic	Talking about these topics was difficult because students felt uncomfortable
The space felt safe and judgement-free	

Identifiable information has been redacted below. Other than this, responses are direct quotations from student responses and have not been edited in any way.

Selected Fall 2020 Responses That Demonstrated More Positive Themes:

- They all worked as a cohesive team in order to help my Messina group understand and be able to apply anti-racist behaviors to our everyday lives and habits. I feel very confident that I can be an active worker against systemic racism and privilege/power on campus through the next 3.5 years.
- Instead of being presented point-blank, ideas about anti-racism, systemic racism, privilege, and power were presented in more abstract ways that I felt relate to my life more. One example is we talk about the places around Loyola and how they have been divided for many years and what Loyola students can do to help out.
- I felt that the Messina working group successfully facilitated conversations about anti-racism, system racism, privilege, and power. We attended several Messina events concerning these topics and then had follow up discussions afterwards. The working group definitely brought awareness to the topics.”
- I really liked the methods in which the Messina working group [specified WG names] communicated the topics of racism, power, and privilege to the students. I noticed how [Evergreen name] during one of the enrichment sessions, would set up a power point presentation about racism and how Loyola makes efforts to help prevent it from occurring. [Evergreen name] also incorporates real world examples to help in our understanding, and asks questions to the class to make sure we grasp onto the information. [Mentor name] gave a very informative presentation in the beginning of the semester. She referenced how we could use ALANA services if there is a pain point in racism, privilege, or power at Loyola. [Mentor name] also encouraged us to speak with the counseling

center and provided their email and phone number if we witness or face anti-racism or power struggles. [Professor name] enabled student discussions about these issues in Zoom break out rooms. She also invited a faculty member about bystander intervention and the actions we can do to prevent discrimination or harassment from occurring.

- I was in a small group with my mentor [Mentor name] to discuss anti-racism and I think she did an excellent job. She made the environment comfortable and facilitated the conversations. When we came back to the large group, [Faculty name] and [Mentor name] both were very informative on the topic.
- They were absolutely amazing at addressing the topics. It always felt like a safe environment, there was no judgement. Everyone already had some understanding of racism so being able to have an honest conversation about it in the safe Messina environment was really nice.
- I thought the topics were presented in a natural and conversational way that made them easy to understand and apply to our own experiences. I'm glad our Messina had these conversations before coming to campus in the spring.
- My Messina working group did a great job at approaching the topic of anti-racism, systemic racism, privilege, and power. They made clear that they had a clear understanding of the topic and were passionate about changes that need to be made in this country. They presented the lesson in a way that wasn't so daunting and provided a safe environment to speak in which I didn't feel scared of saying the wrong thing.
- I think the conversations were facilitated really well. We were given the opportunity to share our thoughts or discuss as a group, but we were never forced to. I also really liked reading all of the articles because they helped further my understanding about these topics.
- My Messina faculty, mentor, and Evergreen all were very knowledgeable before we had the discussion, allowing us to learn a lot about the topics in different ways that was very effective.
- I think that my Messina faculty, mentor and Evergreen did an amazing job facilitating conversations on this topic because I have never had an open conversation about this topic because other adults didn't want to discuss it because it was too hard of a conversation to have but my Messina faculty, mentor and Evergreen did everything right.
- I appreciated how the mentor, and the rest of the Messina team, show care for the students and their identity. They showed a lot of respect towards who we were, even though some of us were a person of color. It did not affect their respect towards us, as their students. That helped me personally to feel more welcomed at Loyola.
- All members of the team were able to address these difficult topics. We were able to hold group discussions and share our opinions and stories without judgement.
- I feel like these topics were discussed very well in my Messina working group. I feel that everyone felt included and no one was uncomfortable. We took stories from anyone who was willing to voluntarily participate which made it more personal and understanding.

Selected Fall 2020 Responses That Demonstrated More Constructive Themes:

- For me, it was kind of hard talking about racism because I was the only African-American in my Messina group. I felt that if I had tried to speak on it, or answer questions, it may rub others on the wrong foot, so I thought it'd be best to stay quiet.
- This conversation is to not just be a single class. Black students at Loyola spending the entirety of their lives experiencing these subjects and if there truly is to be a fundamental change within the university then the conversation isn't just over after a singular class.
- I think we spoke about anti racism a few times I think it's not something you can fully cover in those amount of times but it is educational. I'm a black student and I think putting a Black student in anti racism talks with majority white kids is tiring because I have first hand experience. Also I think it would be really helpful to have someone of color talk about these issues more rather than someone who isn't of color.
- I primarily said not effective for a number of my responses on the anti-racism education. In order to see real change at Loyola we need to force non people of color to ask questions and possible confront their racist past. One day in enrichment when we discussed (or tried to) discuss anti-racism and privilege, no one of my white peers spoke up in the discussion. The silence was deafening as a poc and I myself did not speak up because it is

not my job to educate my white peers every single time about racism. I believe the facilitators of this discussion could have been more proactive and started calling on people to answer questions or make a comment.

- Maybe reviewing the PowerPoint used to teach students about anti-racism. I think some of the examples used to explain the concept of anti-racism may have caused some students to miss the point of anti-racism or not fully understand what it means. I think maybe having an in-depth review of the PowerPoint might really help to avoid any conflicts or tense moments due to lack of understanding based on the PowerPoint provided.
- I would recommend spending more than one session on this topic. It felt very brief.
- My working Messina group did a good job of mentioning these topics but we did not spend too much time discussing it all together. We would watch lectures on this topic but often did not come together to have a group discussion on how we felt or what we learned and I think that could have been beneficial.
- I would like to know more about the matter by using better examples and given a more in-depth viewing about it. I believe it would be of great help if the group could have more discussion regarding the topics to give a different perspective of the matter. I also believe that it is great when personal experiences are told.
- Go more into detail with the matter, rather than a surface level broad discussion of the topic, so students better understand the topic and its impact on people.
- I would say trust yourself in the process of explaining topics of racism. Because all of you were notably very educated, but I felt like sometimes you held back in stating your true beliefs on these topics.
- I think it would be more useful to address the big issues happening more because the discussion does a lot but it's not until you see it in real life when it really affects you. Ex. George Floyd.
- I really enjoyed my Messina working group and found that they did a good job of addressing these topics, when they were brought up. But, they weren't brought up during Enrichment that often, mostly during class.
- I think that more videos would have been helpful to allow students to see real occurrences of anti-racism and other topics that were discussed.
- Besides the book that we all had to read prior to our first year, I felt as though we didn't really touch base on any of the topics listed.
- I feel that overall my Messina working group did a great job facilitating conversations. I feel like we did not talk about this topic a lot. We did talk about the summer reading, and we had that one day about how to confront someone about a situation. I believe that we should've had more discussions about this topic.

Anti-Racism in Messina: Qualitative Feedback from Students Indicating This Was Not a Topic

Students indicating that anti-racism was not a topic in their enrichment session were also invited to provide feedback.

Question: You indicated that anti-racism, systemic racism, privilege, or power were not topics in my Messina class or Messina enrichment this semester. If you have any feedback about this, please use the box below.

Two students responded to this question. Both indicated that these are topics that should be prioritized, with one student suggesting overlap of these topics with other nationally recognized events (ex. Black History Month).

ANTI-RACISM BEYOND MESSINA

Question: Anti-racism, systemic racism, privilege, or power were topics in other classes I took this semester beyond Messina.

(n=452)	All students	Demographic differences
Strongly agree	156 34.51%	76.77% students selected "Strongly agree" or "Somewhat agree"
Somewhat agree	191 42.26%	
Neither agree nor disagree	56 12.39%	↓ to 63.64% by 2+ Races students (n=22), 64.10% by Hispanic students (n=39), 65.00% by Asian students (n=20), 66.04% by Black students (n=53)
Somewhat disagree	32 7.08%	
Strongly disagree	17 3.76%	
		10.84% all students selected "Somewhat disagree" or "Strongly disagree"
		↑ to 22.64% by Black students (n=53)

PERSONAL IMPORTANCE OF ANTI-RACISM

Question: Having opportunities to discuss anti-racism, systemic racism, privilege, or power is personally important to me.

(n=452)	All students	Demographic differences
Strongly agree	225 49.78%	80.97% students selected "Strongly agree" or "Somewhat agree"
Somewhat agree	141 31.19%	
Neither agree nor disagree	63 13.94%	↑ to 88.68% by Black students (n=53)
Somewhat disagree	14 3.10%	
Strongly disagree	9 1.99%	
		↓ to 71.43% by Male students (n=126), 72.13% by First-Gen students (n=61), 72.73% by 2+ Races students (n=22), 74.36% by Hispanic students (n=39) 75.00% by Asian students (n=20)
		Mean score for all students was 4.24. Mean score ↓ for Males to 3.91 and for 2+ Races to 3.68. Mean score ↑ for Black students to 4.53.

BALTIMORE IN MESSINA CLASS/ ENRICHMENT

Question: Baltimore was a topic in my Messina class or Messina enrichment this semester.

	All students (n=452)	Demographic Differences
7 or more times	32 7.08%	Fewer non-majority students selected "1-2 times." Specifically, 33.73% LGBTQ+ (n=83), 34.48% Non-Catholic/ Non-Christian (n=145), 31.15% First-Gen (n=61), 29.41% PELL (n=68), 33.33% Hispanic (n=13), 33.96% Black (n=53), and 31.82% 2+ Races students (n=22).
5-6 times	72 15.93%	
3-4 times	140 30.97%	
1-2 times	179 39.60%	
Never	29 6.42%	
		One exception was 45.00% Asian students (n=20) selected "1-2 times."

Question: How was Baltimore addressed in your Messina class or Messina enrichment? (please check all that apply)

Area	(n=420) ¹⁸
Had a discussion as an entire class	357
Had a small group discussion	226
Watched a video	184
Listened to a lecture on this topic	130
Completed an assignment	107
Read a book or article	84
Other, please specify	38
Attended a campus event	28
Listened to a podcast	8

Students could select multiple items. The following is a breakdown of how many items students selected.

Total count of unique items selected by students	Response Count (n=450)	Percentage	Demographic Differences
9 items	0	0.00%	No major demographic differences. Except for Black students who had the same mean score as all students (2.77), students from non-majority populations had mean scores higher than the response average, between 2.80-3.00.
8 items	1	0.24%	
7 items	7	1.67%	
6 items	14	3.33%	
5 items	30	7.14%	
4 items	68	16.19%	
3 items	101	24.05%	
2 items	98	23.33%	
1 item	101	24.05%	

BALTIMORE: TOPICS DISCUSSED

Question: When Baltimore was addressed in your Messina class or Messina enrichment, what topics related to Baltimore were mentioned? (please check all that apply)

Area	(n=422) ¹⁹
Things to do in Baltimore	343
Neighborhoods in Baltimore (ex. York Road, Fed Hill, Fells Point)	334
History of Baltimore	241
Transportation, how to get around Baltimore	232
Personal safety in Baltimore	179
Service opportunities through the Center for Community Service and Justice (CCSJ) or the York Road Initiative	167
Redlining	144
Other, please specify	15

¹⁸ Only students indicated that this was a topic in their Messina class or enrichment were able to respond to this question.

¹⁹ Only students indicated that this was a topic in their Messina class or enrichment were able to respond to this question.

BALTIMORE QUALITATIVE FEEDBACK

Question: What feedback (positive or constructive) do you have for your Messina working group (faculty, mentor, Evergreen) on facilitating conversations or discussions on the topic of Baltimore? In your response, please consider how these topics were covered, presentation strategies, facilitator approach, etc. (This question was only displayed to students indicating that Baltimore was a topic in their Messina class or enrichment.)

201 students opted to respond to this question. Students offered both positive (67 responses) and constructive (42 responses) feedback. 3 responses included positive and constructive feedback and 3 responses were neutral. One thing notable is in both positive and constructive feedback, students recognized that the decision and frequency to mention Baltimore was likely influenced by it being a virtual semester.

Positive Themes	Constructive Themes
Feeling more comfortable about eventually exploring the city given the discussions	Could have been discussed more- specifically related to where to go, how to get there, and safety recommendations
Pedagogical strategy used by working group: power point, Kahoot	Incorporate personal recommendations about things to experience in the city
Conversations fostered excitement about Baltimore and Loyola	Pedagogical strategies for discussing Baltimore: incorporating quizzes, readings, videos
Working group members highlighted personal recommendations of things to do, places to visit	

Identifiable information has been redacted below. Other than this, responses are direct quotations from student responses and have not been edited in any way.

Selected Fall 2020 Responses That Demonstrated More Positive Themes:

- After my Messina discussions on Baltimore, I feel much more comfortable knowing what places I should go and what activities I can partake in
- I enjoyed how Baltimore was presented in our Messina this semester, and I liked the video and activity we had to do about making a plan to go to a certain location. I wish that we talked about personal safety more or the reputation of Baltimore.
- I felt that the working Messina group successfully facilitated conversations about Baltimore and the history of the city. In the Messina we learned about fun places to visit in the city, how to transport there, and just some overall tips in general. In the Messina class we learned about the history of Baltimore through the Coates article and had several class discussions about the topic. The working group definitely covered all these areas successfully and I understand everything that we discussed.
- I really enjoyed talking about what Baltimore has to offer. It makes me very excited for the next few years!!
- I think our covering of Baltimore was good and really important in keeping me engaged when I was starting to get in a lull or feel too separated from Loyola
- I think we did a good job covering Baltimore this semester. We talked about the history, and read The Narrative of the Life of Frederick Douglass. We took a virtual tour of the BMA and talked about things to do in the city.
- I'm glad that our Messina discussed Baltimore so we know what to expect when we come to campus in January. I feel I have a better understanding of the city and a support system of knowledgeable Baltimore residents to answer any questions I have, considering I have never been to Baltimore before visiting Loyola.

Selected Fall 2020 Responses That Demonstrated More Constructive Themes:

- Baltimore was talked about an okay amount, but it wasn't a prime topic of discussion. I feel like this had a lot to do with the fact that we won't be really be going off of campus nor is it really promoted. It would nice to learn more about the college friendly places of Baltimore, even though I'm originally from Baltimore I know a lot of my class mates are not, so it would be nice if they knew some general info even if we aren't allowed off campus.
- I know we talked about this briefly but I think it would be cool to discuss more intensely the impacts of racism on the Baltimore community.
- I remember when we had the class on Baltimore it was good and I learnt a lot about it, but now I can't remember a lot of the specific details, so maybe posting the powerpoint/presentation somewhere students can access it now.
- I think that more conversations and discussions on the topic of Baltimore would have interesting. The city is full of diversity and many of the issues we discussed are prevalent in the city. Baltimore was definitely frequently but I think including more specific articles, videos, etc. on the city would help students connect.

BALTIMORE BEYOND MESSINA

Question: Baltimore was a topic in other classes I took this semester beyond Messina.

(n=452)	All students	Demographic differences
Strongly agree	53 11.73%	40.49% students selected "Strongly agree" or "Somewhat agree" ↑ to 46.15% by Hispanic students (n=39), 49.06% by Black students (n=53) ↓ to 18.18% by 2+ Races students (n=22) 38.27% all students selected "Somewhat disagree" or "Strongly disagree" ↑ to 45.45% by 2+ Races students (n=22) ↓ to 25.00% by Asian students (n=20)
Somewhat agree	130 28.76%	
Neither agree nor disagree	96 21.24%	
Somewhat disagree	99 21.90%	
Strongly disagree	74 16.37%	

PERSONAL IMPORTANCE OF BALTIMORE

Question: Having opportunities to discuss Baltimore is personally important to me.

(n=452)	All students	Demographic differences
Strongly agree	110 24.34%	64.16% students selected "Strongly agree" or "Somewhat agree" ↓ to 30.00% by Asian students (n=20), 43.40% by Black students (n=53), 54.22% by LGBTQ+ students (n=83), 55.74% by First-Gen students (n=61), 59.09% by 2+ Races students (n=22)
Somewhat agree	180 39.82%	
Neither agree nor disagree	136 30.09%	
Somewhat disagree	20 4.42%	
Strongly disagree	6 1.33%	

COMMON TEXT QUESTIONS

Question: Please answer the following questions related to your Common Text, *Dear America*.

	Question	No	Yes	Mean
2020	I read <i>Dear America</i>. (n=452)	16	436	1.96
		3.54%	96.46%	
2019	I read <i>Heartland</i> . (n=307)	43	264	1.86
		14.01%	85.99%	
2018	I read <i>The Fire Next Time</i> . (n=348)	54	294	1.84
		15.52%	84.48%	
2017	I read <i>Just Mercy</i> . (n=328)	29	299	1.91
		8.84%	91.16%	
2016	I read <i>How to Win an Election</i> . (n=364)	27	337	1.93
		7.42%	92.58%	
2015	I read <i>Clybourne Park</i> . (n=348)	28	320	1.92
		8.05%	91.95%	
2014	I read <i>The Bluest Eye</i> . (n=277)	26	251	1.91
		9.39%	90.61%	

	Question	No	Yes	Mean
2020	<i>Dear America</i> was a topic in my Messina class during the semester other than the discussion held during fall orientation. (n=452)	46	406	1.90
		10.18%	89.82%	
2019	<i>Heartland</i> was a topic in my Messina class during the semester other than the discussion held during fall orientation. (n=307)	162	145	1.47
		52.77%	47.23%	
2018	<i>The Fire Next Time</i> was a topic in my Messina class during the semester other than the discussion held during fall orientation. (n=348)	173	175	1.50
		50%	50%	
2017	<i>Just Mercy</i> was a topic in my Messina class during the semester other than the discussion held during fall orientation. (n=328)	133	195	1.59
		40.55%	59.45%	
2016	<i>How to Win an Election</i> was a topic in my Messina class during the semester other than the discussion held during fall orientation. (n=353)	208	145	1.41
		58.92%	41.08%	
2015	<i>Clybourne Park</i> was a topic in my Messina class during the semester other than the discussion held during fall orientation. (n=348)	142	206	1.59
		40.80%	59.20%	
2014	<i>The Bluest Eye</i> was a topic in either my Messina or Loyola 101 class during the semester other than the class discussion held during fall orientation. (n=277)	123	154	1.56
		44.40%	55.60%	

Question: *Dear America* contributed to my further understanding of the following areas: (please check all that apply)

Area (n=452)	Count
Immigration issues/ Citizenship	412
Identity	344
Privilege	331
Anti-racism	299
Activism	250
LGBTQ+ Issues	179
None	18
Other, please specify	1

DEMOGRAPHIC INFORMATION

ENGLISH AS A SECOND LANGUAGE

Question: Is English your first language?²⁰

(n=451)	All students	Demographic differences
Yes	424 94.01%	Of the students that selected "No" there was an ↑ among the following groups: 13.24% PELL students (n=68), 14.75% First-Gen students (n=61), 25.00% Asian students (n=20), 30.77% Hispanic students (n=39)
No	27 5.99%	

Students selecting "No" to the previous question then saw the following question.

Question: You selected "No" to the previous question. Could you have used additional support or resources related to the English language this past semester to help with your academic transition to Loyola?²¹

(n=25)	All students	Demographic differences
Yes, I would have used support or resources if they were offered	3 12.00%	Students selecting "Yes" to this question represented the following groups: heterosexual, Catholic/Christian, non PELL, non First-Gen, Hispanic, White, Female
No, I would not have needed any additional support or resources in this area	22 88.00%	

INTENDED MAJOR AREA

Question: At this moment in time, which area best describes your future major choice

(n=452)	All students
Natural and Applied Sciences	126 27.88%
Business	100 22.12%
Social Sciences	89 19.69%
Undecided	67 14.82%
Humanities	50 11.06%
Education	20 4.42%

²⁰ There was a "prefer not to answer" option for this question. The lower n reflects this.

²¹ This was not a required answer question. 2 students opted not to respond to this question.

Students saw the following descriptive text before responding to questions in this section:

This final set of questions is to collect demographic information. If you prefer not to answer one or more of these questions, please select "Prefer not to answer"

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

Faith Background	(n=452)
Catholic	248
Christian, Non-Denominational, Protestant	86
Spiritual but not religious	29
Agnostic	26
Questioning	25
Prefer not to answer	22
Atheist	22
Not otherwise listed (if desired, please specify)	16
Baptist	9
Jewish	7
Muslim	4
Buddhist	2
Hindu	2
Rastafari	1
Sikh	0
Native American Spirituality	0
Baha'i	0
Unitarian Universalist	0

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

Race/ Ethnicity	(n=452)
White, European, European American	353
African, African American	53
Asian or Asian American	27
Black	25
Latinx, Latina/o, Hispanic	13
Multiracial or Biracial	13
Caribbean, Caribbean American	9
Arab, Middle Eastern	5
Prefer not to answer	4
Native Hawaiian, Pacific Islander	2
Native American, Alaska Native, Indigenous, First Nations	1
Not otherwise listed (if desired, please specify)	1

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

Gender	(n=452)
Woman	323
Man	125
Non-binary	3
Agender	2
I am currently questioning my gender identity	2
Trans Woman	1
Prefer not to answer	0
Not otherwise listed (if desired, please specify)	0
Trans Man	0
Gender Fluid or Genderqueer	0

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

Sexual Identity	(n=452)
Straight/ Heterosexual	373
Bisexual	30
I am currently questioning my sexuality	14
Prefer not to answer	20
Lesbian	4
Asexual	11
Pansexual	8
Queer	11
Gay	2
Fluid	0
Not otherwise listed (if desired, please specify)	2

Additional embedded data was included in the survey for further aggregate analysis. These areas included the following areas from Loyola demographic records: Legal Sex, First-Generation, PELL eligible, Ethnicity, Race, Messina Section. Appendix 4 includes the breakdown of all demographic data descriptions and *n* used in this report.

Fall 2020 Mid-Year Student Survey

BLOCK 1: Introduction

Q1.1 This survey is designed to collect information about your experience as a first year student at Loyola in Fall 2020. It includes questions about your general Loyola experience, your participation in Messina, how you experienced our program learning outcomes, feedback about your experience with your Messina teaching team, and topics of diversity and Baltimore.

Your student ID was requested in order to validate your status as a first year student at Loyola. It will also be used to select five winners of a \$25.00 Amazon Gift Card. Your participation in this survey is completely voluntary and your responses will be held in the strictest confidence. All results will be analyzed in two ways, the aggregate (all total responses) and aggregate breakdowns by demographic groups of all students completing this survey. **Your responses will not be individually linked back to you.**

The survey takes about 15-20 minutes to complete. If you need to pause at any time, just "x" out of the survey screen. The survey link will ask for your Loyola ID number again and then take you back to the section of the survey where you left off. Do you agree to take this survey?

Choice options: No, Yes

BLOCK 2: FYE Questions

Q2.1 For each statement, you will be asked to respond to three short questions. Please respond to these questions as they relate to your fall semester experience as a first-year student at Loyola.

Statement 1: Felt that you had support in regard to becoming a member of the Loyola community

Statement 2: Felt that you had support in regard to your academic coursework

Statement 3: Felt that you belonged at Loyola

- During your fall semester experience, how often did you do or experience the following?
Choice Options: Never, Sometimes (1-2 times), Often (monthly), Very Often (weekly), Daily (Almost every day)
- Please indicate the amount of importance this area is for you.
Choice Options: Not At All Important, Somewhat Important, Very Important
- What level of influence did your participation in Messina have in relation to this area?
Choice Options: No Influence, Little Influence, Some Influence, Very Influential

Q2.2 If desired, please comment on any responses you made about the previous three areas. As a reminder these three areas were the following: (open ended question)

- Felt that you had support in regard to becoming a member of the Loyola community
- Felt that you had support in regard to your academic coursework
- Felt that you belonged at Loyola

Q2.3 At this current time, how satisfied are you with your decision to come to Loyola?

Choice Options: Extremely dissatisfied, Moderately dissatisfied, Slightly dissatisfied, Neither satisfied nor dissatisfied, Slightly satisfied, Moderately satisfied, Extremely satisfied

BLOCK 3: Critical Understanding Questions

Q3.1 For each statement, you will be asked to respond to three short questions. Please respond to these questions as they relate to your fall semester experience as a first-year student at Loyola.

Statement 1: Used knowledge and skills discussed or developed in your classes to contribute to your understanding of content in other classes

Statement 2: Found additional resources for course assignments

Statement 3: Developed study groups with peers to learn class material

- During your fall semester experience, how often did you do or experience the following?
Choice Options: Never, Sometimes (1-2 times), Often (monthly), Very Often (weekly), Daily (Almost every day)
- Please indicate the amount of importance this area is for you.
Choice Options: Not At All Important, Somewhat Important, Very Important
- What level of influence did your participation in Messina have in relation to this area?
Choice Options: No Influence, Little Influence, Some Influence, Very Influential

Q3.2 If desired, please comment on any responses you made about the previous three areas. As a reminder these three areas were the following: (this is an open-ended question)

- Used knowledge and skills discussed or developed in your classes to contribute to your understanding of content in other classes
- Found additional resources for course assignments
- Developed study groups with peers to learn class material

BLOCK 4: Messina Working Group Feedback

Q4.1 The next questions are about the relationships between you and your Messina working group. A working group includes your fall Messina professor, your Mentor (the staff member or administrator who attends your enrichment sessions), and your Evergreen(s). You will also be able to provide comments after these three questions.

Your Working Group members were: (names will be pulled in from embedded data)

Messina Professor:

Messina Core Advisor:

Messina Mentor:

Messina Evergreen 1:

Messina Evergreen 2 (if applicable):

Q4.2 To what extent did your participation in Messina help you to establish a positive relationship with your **Messina Professor**? Choice Options: Not At All, A Little, Somewhat, A Great Deal

Q4.3 To what extent did your participation in Messina help you to establish a positive relationship with your **Core Advisor**?

Choice Options: Not At All, A Little, Somewhat, A Great Deal

Q4.4 To what extent did your participation in Messina help you to establish a positive relationship with your **Messina Mentor**?

Choice Options: Not At All, A Little, Somewhat, A Great Deal

Q4.5 To what extent did your participation in Messina help you to establish a positive relationship with your **Messina Evergreen 1**? Choice Options: Not At All, A Little, Somewhat, A Great Deal

Q4.6 To what extent did your participation in Messina help you to establish a positive relationship with your **Messina Evergreen 2**? (*Displayed only to students with 2 Evergreens*) Choice Options: Not At All, A Little, Somewhat, A Great Deal

Q4.7 If interested, please comment on the choices you selected in the above questions about your Messina working group. (this is an open-ended question)

BLOCK 5: Commitment to Anti-Racism

Q5.1 Diversity, inclusion, or identity were topics in my Messina class or Messina enrichment this semester.

Choice Options: Never, 1-2 times, 3-4 times, 5-6 times, 7 or more times

Q5.2 How was diversity, inclusion or identity addressed in your Messina class or Messina enrichment? (please check all that apply) NOTE: question will be displayed to every student *except* those selecting "Never" to Q5.1.

- Watched a video
- Listened to a podcast
- Read a book or article
- Had a small group discussion
- Had a discussion as an entire class
- Attended a campus event
- Listened to a lecture on this topic

- Completed an assignment
- Other (please specify)

Q5.3. I understood the concept of anti-racism before I started my first-year at Loyola.

Choice Options: Strongly disagree, Somewhat disagree, Neither agree nor disagree, Somewhat agree, Strongly agree

Q5.4 Anti-racism, systemic racism, privilege, or power were topics in my Messina class or Messina enrichment this semester.

Choice Options: Never, 1-2 times, 3-4 times, 5-6 times, 7 or more times

Q5.5 How was anti-racism, systemic racism, privilege, or power addressed in your Messina class or Messina enrichment? (please check all that apply) NOTE: question will be displayed to every student *except* those selecting "Never" to Q5.4.

- Watched a video
- Listened to a podcast
- Read a book or article
- Had a small group discussion
- Had a discussion as an entire class
- Attended a campus event
- Listened to a lecture on this topic
- Completed an assignment
- Other (please specify)

Q5.6 For the statements below, please select answers related to how your **Messina Professor** addressed topics related to anti-racism, systemic racism, privilege, or power. If you are unable to evaluate your **Messina Professor** in any of these areas, please select the option "no basis for judgement." NOTE: question will be displayed to every student *except* those selecting "Never" to Q5.4. Choice Options: Not effective at all, Slightly effective, Moderately effective, Very effective, Extremely effective, No basis for judgement

Statement 1: Their knowledge of the topic(s)

Statement 2: Their confidence in presenting the topic(s)

Statement 3: The materials used (ex. readings, videos, etc.)

Statement 4: Their classroom management style in relation to the topic(s)

Statement 5: Their presentation strategies or approach to the topic(s)

Statement 6: Their facilitation skills related to the topic(s)

Q5.7 For the statements below, please select answers related to how your **Messina Mentor (the staff member or administrator that works with your class)** addressed topics related to anti-racism, systemic racism, privilege, or power. If you are unable to evaluate your **Messina Mentor** in any of these areas, please select the option "no basis for judgement." NOTE: question will be displayed to every student *except* those selecting "Never" to Q5.4. Choice Options: Not effective at all, Slightly effective, Moderately effective, Very effective, Extremely effective, No basis for judgement

Statement 1: Their knowledge of the topic(s)

Statement 2: Their confidence in presenting the topic(s)

Statement 3: The materials used (ex. readings, videos, etc.)

Statement 4: Their classroom management style in relation to the topic(s)

Statement 5: Their presentation strategies or approach to the topic(s)

Statement 6: Their facilitation skills related to the topic(s)

Q5.8 For the statements below, please select answers related to how your **Messina Evergreen(s)** addressed topics related to anti-racism, systemic racism, privilege, or power. If you are unable to evaluate your **Messina Evergreen(s)** in any of these areas, please select the option "no basis for judgement." NOTE: question will be displayed to every student *except* those selecting

“Never” to Q5.4. Choice Options: Not effective at all, Slightly effective, Moderately effective, Very effective, Extremely effective, No basis for judgement

Statement 1: Their knowledge of the topic(s)

Statement 2: Their confidence in presenting the topic(s)

Statement 3: The materials used (ex. readings, videos, etc.)

Statement 4: Their classroom management style in relation to the topic(s)

Statement 5: Their presentation strategies or approach to the topic(s)

Statement 6: Their facilitation skills related to the topic(s)

Q5.9 What feedback (positive or constructive) do you have for your Messina working group (faculty, mentor, Evergreen) on facilitating conversations or discussions on the topics of anti-racism, systemic racism, privilege, or power? In your response, please consider some of the selections you made in the previous three questions or anything else that would be helpful for us to know. (open-ended question) NOTE: question will be displayed to every student *except* those selecting “Never” to Q5.3.

Q5.10 You indicated that anti-racism, systemic racism, privilege, or power were not topics in my Messina class or Messina enrichment this semester. If you have any feedback about this, please use the box below. (open-ended question) NOTE: question will be displayed to every student selecting “Never” to Q5.3.

Q5.11 Anti-racism, systemic racism, privilege, or power were topics in other classes I took this semester beyond Messina. Choice Options: Strongly disagree, Somewhat disagree, Neither agree nor disagree, Somewhat agree, Strongly agree

Q5.12 Having opportunities to discuss anti-racism, systemic racism, privilege, or power is personally important to me. Choice Options: Strongly disagree, Somewhat disagree, Neither agree nor disagree, Somewhat agree, Strongly agree

Q5.13 Would you be interested in participating in a focus group with other students in the spring semester to discuss how we focus on anti-racism, systemic racism, privilege, or power in Messina classes and Messina enrichment? If you select “yes” or “maybe” and change your mind later that is okay. Choice Options: No, Maybe, Yes

BLOCK 6: Commitment to Baltimore

Q6.1 Baltimore was a topic in my Messina class or Messina enrichment this semester. Choice Options: Never, 1-2 times, 3-4 times, 5-6 times, 7 or more times

Q6.2 How was Baltimore addressed in your Messina class or Messina enrichment? (please check all that apply) NOTE: question will be displayed to every student *except* those selecting “Never” to Q6.1.

- Watched a video
- Listened to a podcast
- Read a book or article
- Had a small group discussion
- Had a discussion as an entire class
- Attended a campus event
- Listened to a lecture on this topic
- Completed an assignment
- Other (please specify)

Q6.3 When Baltimore was addressed in your Messina class or Messina enrichment, what topics related to Baltimore were mentioned? (please check all that apply) NOTE: question will be displayed to every student *except* those selecting “Never” to Q6.1. Choice Options:

- Neighborhoods in Baltimore (ex. York Road, Fed Hill, Fells Point)
- History of Baltimore
- Redlining
- Things to do in Baltimore
- Personal safety in Baltimore
- Service opportunities through the Center for Community Service and Justice (CCSJ) or the York Road Initiative
- Transportation, how to get around Baltimore
- Other (please specify)

Q6.4 What feedback (positive or constructive) do you have for your Messina working group (faculty, mentor, Evergreen) on facilitating conversations or discussions on the topic of Baltimore? In your response, please consider how these topics were covered, tone of session, presentation strategies, facilitator approach, etc. (open-ended question) NOTE: question will be displayed to every student *except* those selecting “Never” to Q6.1.

Q6.5 Baltimore was a topic in other classes I took this semester beyond Messina.

Choice Options: Strongly disagree, Somewhat disagree, Neither agree nor disagree, Somewhat agree, Strongly agree

Q6.6 Having opportunities to discuss Baltimore is personally important to me.

Choice Options: Strongly disagree, Somewhat disagree, Neither agree nor disagree, Somewhat agree, Strongly agree

BLOCK 7: Common Text

Q7.1 I read the 2020 Common Text, *Dear America: Notes of an Undocumented Citizen*.

Choice Options: No, Yes

Q7.2 *Dear America: Notes of an Undocumented Citizen* was a topic in my Messina class and/or enrichment session during the fall semester other than the discussion held during Fall Welcome Weekend.

Choice Options: No, Yes

Q7.3 *Dear America: Notes of an Undocumented Citizen* contributed to my further understanding of the following area(s). (please check all that apply)

Choice Options: NONE, Immigration issues/citizenship, LGBTQ issues, Identity, Activism, Anti-racism, Privilege, Other (please specify)

BLOCK 8: Messina Theme

Q8.1 Your Messina theme this semester was (piped text choice). How did you experience your Messina theme this semester? (please check all that apply) Choice Options:

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

BLOCK 9: Demographic Questions

Q9.1 This final set of questions is to collect demographic information. We ask these questions to have a better understanding of who is represented in these survey responses. If you prefer not to answer one or more of these questions, please select "**Prefer not to answer**"

Q9.2 Spiritual/ Faith Identity

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

Choice Options:

- Agnostic, Atheist, Baha’I, Baptist, Buddhist, Catholic, Christian, Non-Denominational, Protestant, Hindu, Jewish, Muslim, Native American Spirituality, Not otherwise listed (if desired, please specify), Questioning, Rastafari, Sikh, Spiritual but not religious, Unitarian Universalist, Prefer not to answer

Q9.3 Race/ Ethnic Identity

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

Choice Options:

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

Q9.4 Gender Identity

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

Choice Options:

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

Q9.5 Sexual Identity

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

Choice Options:

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

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

Choice Options:

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

Q9.7 Is English your first language? Choice Options:

- No, Yes, Prefer not to answer

Q9.8 You selected "No" to the previous question. Could you have used additional support or resources related to the English language this past semester to help with your academic transition to Loyola? Choice Options:

- No, I would not have needed any additional support or resources in this area
- Yes, I would have used support or resources if they were offered

As a result of participating in *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.

APPENDIX 3: STATEMENT OF SOLIDARITY AND COMMITMENT TO ANTI-RACISM

Messina is both an office staff of five individuals that oversee the coordination of our first-year living learning program and the faculty, staff, administrators and student leaders that facilitate this experience for our first-year students. This statement reflects the collective commitment of all individuals involved with our program.

Dear Class of 2024,

You are entering Loyola University Maryland at a time when we as a nation are confronting anti-Black racism, divisive rhetoric, and seeing how historical systems of racism to ensure one racial group maintains power over other racial groups in areas including economics, politics, and culture continue to impart a legacy on how we act and treat each other today. This is not a new problem. The trajectory of American racial injustice started with the colonization of Native American land followed by slavery, segregation, and hyper-policing. We feel the same pain when confronting the murders of Breonna Taylor, George Floyd, Tony McDade, and Ahmaud Arbery, as we did five years ago here in Baltimore with the murder of Freddie Gray. At that time, we responded as a community, including work we specifically did within Messina and with our first-year students. We are growing, learning, and listening to our students but we recognize more must be done.

Messina challenges us to both reflect on our own circles of belonging while also exploring our connection and obligation to those outside of them. In considering the racial injustices and tragedies, past and present, in our nation and on our own campus, we acknowledge our obligation as faculty, staff, and administrators to support you and your peers in your transition to Loyola. This is particularly important for you our first-year students as the newest members of the Loyola community, as participation in Messina offers you an opportunity to form an increased sense of belonging and begin a successful academic career at Loyola.

We commit to taking the following actions which are described in detail on our website:

Training and engagement on racial justice topics

We will educate ourselves, through active, honest participation and engagement in opportunities to explore racial justice and equity, and the lifelong pursuit of living and promoting antiracist action. To support this, the Messina office will offer expanded trainings, workshops, and resource materials that consider the first-year experience in the context of culturally mindful interdisciplinary approaches.

Facilitating educational opportunities in our classes, enrichment sessions, Common Text Program, and programming for you to share in this collective responsibility and accountability in being anti-racist

In supporting our learning outcome of helping all first-year students experience a sense of belonging to the community at Loyola University Maryland, we commit to holding ourselves and each other accountable in our words and actions in the pursuit of being anti-racist. We will offer educational opportunities in our classes, enrichment sessions, and programming for our students to share in this collective responsibility and accountability to embrace anti-racism. We will use our common text, *Dear America*, to engage in conversations with each other and with you both during Fall Welcome Weekend and throughout your first year. To support this, the Messina office is expanding upon the existing resources we offer our working groups about how to engage in these topics with you, our first-year students. Messina faculty, staff, and administrators will address anti-racism within the Messina class and/or enrichment sessions. Additionally, we will actively listen to you, our Loyola community, if this commitment is not met.

Continued engagement in Baltimore

We will create opportunities for you and your peers to learn about, explore, and be in community with the city of Baltimore, including providing framework for understanding how historical policies and practices, such as redlining, has continued to oppress our Black community. The Messina office commits to continuing to ensure that there are no barriers to this engagement; partnering with and promoting the work and experiences offered by the Center for Community

Service and Justice and our York Road Initiative; and continuing to forge and strengthen partnerships with area museums and theatres.

The Loyola University Strategic Plan, 2017-2022 describes Ignatian citizens as people who "think of themselves as part of something larger, as responsible for the betterment of our shared world; as [people] who think and act for the rights of others, especially the disadvantaged and the oppressed." As you are called to be Ignatian citizens, we also answer this call in our work with you, our first-year students and as members of the Loyola community. We accept that this work challenges us as faculty, staff, and administrators to lean into what may, at times, be uncomfortable. This will not stop us from doing this work.

WE EMBRACE THIS OPPORTUNITY. WE EMBRACE THIS RESPONSIBILITY. WE EMBRACE YOU.

APPENDIX 4: DEMOGRAPHIC DESCRIPTIONS

Additional embedded data was included in the survey for further aggregate analysis. These areas included the following areas from Loyola demographic records: Gender, First Generation Student, Ethnicity, Race, Messina Section, and Pre-Fall Program. Below is the breakdown of all demographic data descriptions and *n* used in this report.

Category	<i>n</i> =	How Category Was Established
All Responses	452	This represents all students that responded to the final question of the survey. Any student who partially completed the survey was considered void in this dataset.
LGBTQ+ (Non-Heterosexual in spreadsheet)	83	This represents any student that did not select heterosexual to the question related to Sexual Identity. This represents students who chose any of the following options: Bisexual, Lesbian, Asexual, Pansexual, Queer, Gay, Fluid, I am currently questioning my sexuality, or Prefer not to answer. If a student selected Heterosexual along with another selection, they were counted as LGBTQ+.
Heterosexual	369	This represents any student that selected heterosexual to the question related to Sexual Identity.
Non-Catholic/ Non-Christian	145	This represents any student that did not select Catholic or Christian, Non-Denominational, Protestant to the question related to Faith Identity. This represents students who chose any of the following options: Agnostic, Prefer not to answer, Atheist, Not otherwise listed, Questioning, Spiritual but not religious, Buddhist, Baptist, Jewish, Hindu, Muslim, Rastafari, or Sikh.
Catholic/ Christian	307	This represents any student that selected Catholic or Christian, Non-Denominational, Protestant to the question related to faith identity.
First Gen	61	This was not asked as a demographical question but instead included as embedded data in the contact list for this survey and would have been provided from Loyola student records. This represents First-Generation students.
Non-First Gen	391	This was not asked as a demographical question but instead included as embedded data in the contact list for this survey and would have been provided from Loyola student records. This represents Non- First-Generation students.
Hispanic	39	This was not asked as a demographical question but instead included as embedded data in the contact list for this survey and would have been provided from Loyola student records. This represents Hispanic students.
Non-Hispanic	413	This was not asked as a demographical question but instead included as embedded data in the contact list for this survey and would have been provided from Loyola student records. This represents Non-Hispanic students.
Students of Color	97	This was not asked as a demographical question but instead included as embedded data in the contact list for this survey and would have been provided from Loyola student records. This represents students that are not listed as White. This includes Asian, American Indian or Alaskan Native, Black, Native Hawaiian or Other Pacific Islander, Two or more Races. If a student selected White along with another selection, they were counted as a Student of Color.
Black	53	This was not asked as a demographical question but instead included as embedded data in the contact list for this survey and would have been provided from Loyola student records. This represents Black students.
White	355	This was not asked as a demographical question but instead included as embedded data in the contact list for this survey and would have been provided from Loyola student records. This represents White students.
Asian	20	This was not asked as a demographical question but instead included as embedded data in the contact list for this survey and would have been provided from Loyola student records. This represents Asian students.
2+ Races (2 or More Races in spreadsheet)	22	This was not asked as a demographical question but instead included as embedded data in the contact list for this survey and would have been provided from Loyola student records. This represents students selecting multiple races.
Male	126	This was not asked as a demographical question but instead included as embedded data in the contact list for this survey and would have been provided from Loyola student records. This represents Male students.
Female	326	This was not asked as a demographical question but instead included as embedded data in the contact list for this survey and would have been provided from Loyola student records. This represents Female students.