



SPRING 2022 MESSINA STUDENT SURVEY FINDINGS

Abstract

The following document describes the results of the Spring 2022 Messina End of Year Student Survey that including questions focused on the Messina Learning Outcome of Connections to Loyola.

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EXECUTIVE SUMMARY OF PROJECT

Prepared by Barbara Kurz, Director of Messina, brkurz@loyola.edu.

Annual Messina assessment initiatives during the 2021-2022 academic year addressed the learning outcome areas of Sense of Belonging and Connections to Loyola Community. This report reflects results from a survey administered to all first-year students in Spring 22 from April 25, 2022 to May 24, 2022. The instrument included questions from the Fall 2017 Messina student survey that addressed this same area of learning outcomes. The survey was administered to 917 students with 290 students finishing the survey. 284 fully answered every question in the survey for a response rate of 30.97%—these results are included in this document.

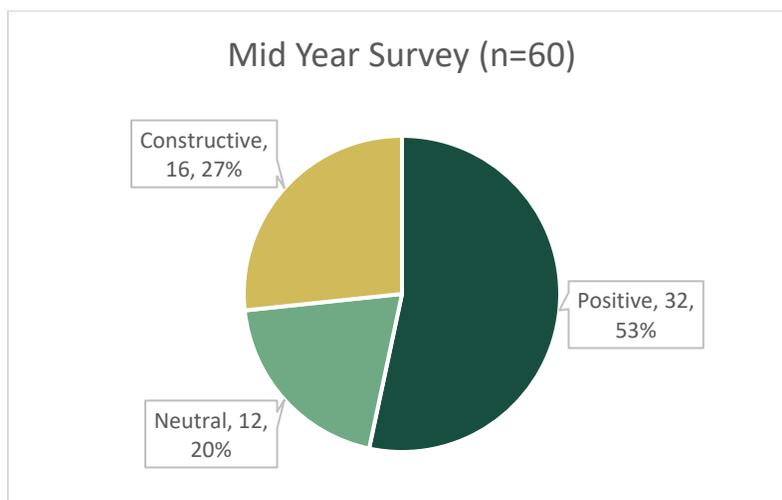
KEY FINDINGS

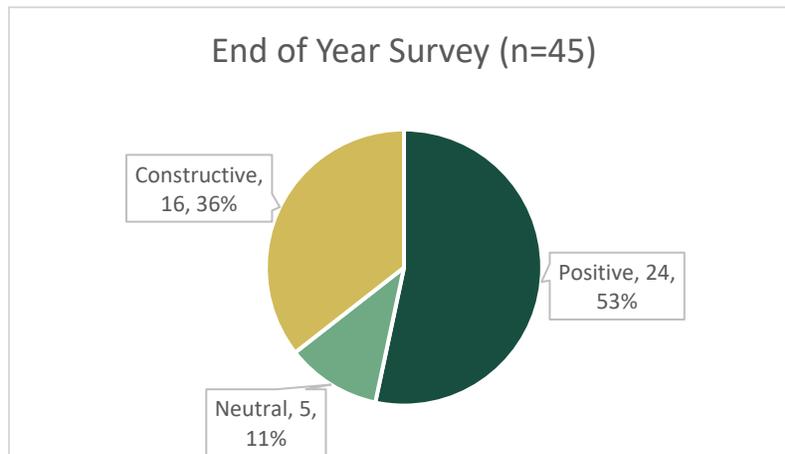
A closer look into comments about connections, the timeline of sense of belonging, and contributing factors was completed during the analysis of the Spring 2022 survey. Messina was able to take a comprehensive look at Sense of Belonging and the Connections to Loyola community learning outcome with data collected from Fall 2021 and Spring 2022. More information about the data from Fall 2021 can be found in the [Messina Program Assessment Website](#).

Quantitative data from the spring semester was compared to the data from fall semester. This comparison was focused around five areas of connections to Loyola community. The quantitative data between both semesters were very similar, with very small changes. The five areas that were assessed are:

- 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
- Participated in college-sponsored events and activities (may include clubs, organizations, sports, service)
- Became familiar with Baltimore

Students were asked to share when they began feeling a sense of belonging at Loyola. Mid-September and Early October were two times that students indicated experiencing a sense of belonging. This is aligned with research about the importance of the First Six Weeks in a student's college experience.





The qualitative analysis of the comments related to the five areas of Connections to Loyola showed mostly positive comments. In both the Mid-Year and End of Year surveys, positive comments were at 53%. Themes that influenced these positive comments included Messina facilitating the building of connections with peers, faculty, Evergreens, and mentors. Additionally, Messina’s support of students in the five areas of Connections to Loyola positively impacted students’ comments.

It is also important to note that there were constructive comments. Students shared a few reasons that negatively impacted their experience. Among the top two reasons were a wanting to learn more about the Baltimore area and a lack of connection with peers, faculty, mentors, and Evergreens. Connections (or lack thereof) was a factor that either helped or hurt students in feeling a sense of belonging.

Interactions with Messina Working Group (Messina Professor, Messina Core Advisor, Messina Mentor, and Messina Evergreens) were positive. Engagement with Evergreens was over 90%, while engagement with both Messina Professor and Messina Core Advisor was at roughly 85% or above. However, engagement with Messina Mentor was at a little less than 67%. This lower engagement can be attributed to the Messina Mentor only seeing the students once a week, compared to professors and advisors who see students more often. Overall, the comments students shared about their relationships with their Working Group was very positive.

RECOMMENDATIONS

In assessing the comments made about sense of belonging and Connections to Loyola learning outcome, there was a strong theme of wanting Messina to do more to support becoming familiar with Baltimore. Students conveyed that not utilizing their Messina trip and only participating in the Baltimore 101 module did not contribute to their knowledge of Baltimore. Furthermore, students requested for move events to be done in the Baltimore area. Messina is already incorporating this feedback for the Fall 2022 semester by bringing back trips to attend Baltimore-area festivals and events, and movies at the Senator theatre. This area of improvement will also be shared during the Messina August Workshop for Faculty, Mentors, and Evergreens.

Similar to the fall semester, an analysis of this data has been done to indicate areas where there are demographic differences in student experiences. This year, students’ self-identified demographics were utilized in most cases for analysis, rather than pulled from Admissions data embedded in the survey. However, currently the 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.

OVERVIEW OF PROJECT METHODOLOGY

In Spring 2022 Messina assessed our learning outcome of Connections to Loyola Community. This outcome includes the following two areas: “Establish healthy, mutually beneficial and respectful relationships with others including faculty, administrators, staff and peers” and “demonstrate a sense of belonging to the community at Loyola University both in and out of the classroom.”¹ Assessment measures were based on a previous survey developed in Fall 2017 examining this same outcome area. The finalized survey included a variety of Likert and open-ended questions related to the transition and connections to Loyola, and the Messina experience.

It is important to note that prior to the Fall 2021 Mid Year Student Survey, the last data collected on questions related to the Connections to Loyola Community learning outcome was in Fall 2017. Due to other institutional surveys assessed in Spring 2018, and End of Year survey was not administered by Messina.

Student responses have been analyzed for demographic differences in most cases unless otherwise noted. These demographic differences are explained as “↑” indicating an increase in a response, and “↓” indicating a decrease in response. Students’ self-identified data derived from the Demographics section of the instrument was utilized instead of embedded Loyola Demographics information. Embedded data was utilized to identify First-Generation and PELL Eligible students.

¹ Messina Learning Outcomes. Retrieved from <https://www.loyola.edu/departments/messina/about/program-design/learning-outcomes>

DETAILED FINDINGS

Spring 2022 Survey Results are designated by **bold text**.

SPRING 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 (almost every day)	SOMEWHAT TO VERY IMPORTANT	NO INFLUENCE	LITTLE INFLUENCE	SOME INFLUENCE	VERY INFLUENTIAL
SPRING 2022 (N=284)	3 1.06%	25 8.80%	72 25.35%	113 39.79%	71 25.00%	277 97.54%	20 7.04%	62 21.83%	138 48.59%	64 22.54%
FALL 2021 (n=339)	2 0.59%	37 10.91%	73 21.53%	153 45.13%	74 21.82%	332 97.94%	17 5.01%	61 17.99%	167 49.26%	94 27.73%

2022 Demographic differences: Felt that you had support in regard to becoming a part of the Loyola community

Frequency: **64.79%** of all students selected “very often” or “daily”

- **↑** to 80.00% by Other Gender Identity students (n=5), and 70.56% by Catholic/Christian students (n=180)
- **↓** to 56.36% by PELL students (n=55), 54.81% by non-Catholic/non-Christian students (n=104) 53.33% by LatinX students (n=30), 45.00% by Asian students (n=20), 28.57 by Biracial/multiracial students (n=7) and Other Race/Ethnicity students(n=14)

Importance: **97.54%** of all students selected “somewhat important” or “very important”

- No major demographic differences

Messina Influence: **71.13%** of all students selected “some influence” or “very influential”

- **↑** to 80.00% by Other Gender Identity students (n=5)
- **↓** to 66.33% by men and male-identifying students (n=95), 65.00% by Asian students (n=20), 64.29% by Other Race/Ethnicity students (n=14), 63.33% by LatinX students (n=30), and 61.82% by PELL students (n=55)

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 (almost every day)	SOMEWHAT TO VERY IMPORTANT	NO INFLUENCE	LITTLE INFLUENCE	SOME INFLUENCE	VERY INFLUENTIAL
SPRING 2022 (n=284)	6 2.11%	33 11.62%	78 27.46%	112 39.44%	55 19.37%	280 98.59%	40 14.08%	66 23.24%	131 46.13%	47 16.55%
FALL 2021 (n=339)	3 0.88%	49 14.45%	96 28.32%	143 42.18%	48 14.16%	335 98.82%	31 9.14%	91 26.84%	156 46.02%	61 17.99%

2022 Demographic differences: Felt that you had support in regard to your academic coursework

Frequency: **58.80%** of all students selected “very often” or “daily”

- **↑** to 63.89% by Catholic/Christian students (n=180)

- ↓ to 53.33% by LatinX students (n=30), 52.73% by PELL students, 50.88% by LGBTQ+ students(n=57), 50.00% by Other Race/Ethnicity students (n=14) and Non-Catholic/non-Christian students (n=104), 42.86% by Biracial/Multiracial students (n=7), and 40% by Asian students (n=20)

Importance: **98.59%** of all students selected “somewhat important” or “very important”

- ↓ to 92.86% by Other Race/Ethnicity students (n=14)

Messina Influence: **62.68%** of all students selected “some influence” or “very influential”

- ↑ to 83.87% by Black or African American students (n=31), and Other Gender Identity students (n=5)
- ↓ to 57.14% by Other Race/Ethnicity students (n=14) and men or male-identifying students (n=98), 56.73% by Non-Catholic/Non-Christian students (n=104), 53.33% by LatinX students (n=30), 47.37% LGBTQ+ students (n=57), and 42.86% by Biracial/Multiracial students (n=7)

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 (almost every day)	SOMEWHAT TO VERY IMPORTANT	NO INFLUENCE	LITTLE INFLUENCE	SOME INFLUENCE	VERY INFLUENTIAL
SPRING 2022 (n=284)	6 2.11%	32 11.27%	61 21.48%	85 29.93%	100 35.21%	278 97.89%	35 12.32%	59 20.77%	118 41.55%	72 25.35%
FALL 2021 (n=339)	8 2.36%	55 16.22%	67 19.76%	108 31.86%	101 29.79%	337 99.41%	21 6.19%	75 22.12%	150 44.25%	93 27.43%

2022 Demographic differences: Felt that you belonged at Loyola

Frequency: **65.14%** of all students selected “very often” or “daily”

- ↑ to 80.00% by Other Gender Identity students (n=5), and 70.18% by LGBTQ+ students (n=57)
- ↓ to 58.18% by PELL students (n=55), 56.67% by LatinX students (n=30), 50.00% by Asian students (n=20), 50.00% by Other Race/Ethnicity students (n=14), and 50.00% by First Generation students (n=44), and 28.57% by Biracial/ Multiracial students (n=7)

Importance: **97.89%** of all students selected “somewhat important” or “very important”

- No major demographic differences

Messina Influence: **66.90%** of all students selected “some influence” or “very influential”

- ↑ to 80.00% by Other Gender Identity students (n=5), and 75.00 by Asian students (n=20)
- ↓ to 60.58% by Non-Catholic/Non-Christian students (n=104), 60.00% by LatinX students (n=30), and 57.14% by Other Race/Ethnicity students (n=14)

PARTICIPATED IN COLLEGE-SPONSORED EVENTS AND ACTIVITIES (MAY INCLUDE CLUBS, ORGANIZATIONS, SPORTS, SERVICE)

	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 (almost every day)		SOMEWHAT TO VERY IMPORTANT	NO INFLUENCE	LITTLE INFLUENCE	SOME INFLUENCE
SPRING 2022 (n=284)	20 7.04%	52 18.31%	72 25.35%	83 29.23%	57 20.07%	267 94.01%	79 27.82%	80 28.17%	92 32.39%	33 11.62%
FALL 2021 (n=339)	22 6.49%	68 20.06%	84 24.78%	120 35.40%	45 13.27%	322 94.99%	75 22.12%	116 34.22%	120 35.40%	28 8.26%

2022 Demographic differences: Participated in college-sponsored events and activities (may include clubs, organizations, sports, service)

Frequency: **49.30%** of all students selected “very often” or “daily”

- ↑ to 60.00% by Other Gender Identity students (n=5), 55.00% by Asian students (n=20)
- ↓ to 43.64% by PELL students (n=55), 43.27% by Non-Catholic/Non-Christian students (n=104), 42.86% by Biracial/ Multiracial students (n=7), 42.11% by LGBTQ+ students (n=57), 41.94% by Black or African American students (n=31), 27.27% by First Generation students (n=44), and 26.67% by LatinX students (n=30)

Importance: **94.01%** of all students selected “somewhat important” or “very important”

- ↓ to 89.09% by PELL students (n=55), 88.64% by First Generation students (n=44), 85.71% by Biracial/ Multiracial students (n=7) and Other Race/Ethnicity students (n=14), 83.33% by LatinX students (n=30), 80.65% by Black or African American students (n=31), and 80.00% by Other Gender Identity students (n=5)

Messina Influence: 44.01% of all students selected “some influence” or “very influential”

- ↑ to 60.00% by Other Gender Identity students (n=5) , 51.61% by Black or African American students (n=31), 50.00% by LatinX students (n=30)
- ↓ to 35.09% by LGBTQ+ students (n=57), and 28.57% by Biracial/ Multiracial students (n=7)

BECAME FAMILIAR WITH BALTIMORE

	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 (almost every day)		SOMEWHAT TO VERY IMPORTANT	NO INFLUENCE	LITTLE INFLUENCE	SOME INFLUENCE
SPRING 2022 (n=284)	13 4.58%	72 25.35%	90 31.69%	72 25.35%	37 13.03%	250 88.03%	56 19.72%	87 30.63%	101 35.56%	40 14.08%
FALL 2021 (n=339)	15 5.01%	106 31.27%	118 34.81%	70 20.65%	28 8.26%	302 89.09%	49 14.45%	98 28.91%	141 41.59%	51 15.04%

2022 Demographic differences: Became Familiar with Baltimore

Frequency: **38.38%** of all students selected “very often” or “daily”

- ↑ to 45.45% by First Generation students (n=44), and 44.90% by men or male-identifying students (n=98)

- ↓ to 32.69% by Non-Catholic/Non-Christian students (n=104), 30.00% by Asian students (n=20), 29.82% by LGBTQ+ students (n=57), 29.09% by PELL students (n=55), 28.57% by Other Race/Ethnicity students (n=14), and 14.29% by Biracial/ Multiracial students (n=7)

Importance: **88.03%** of all students selected “somewhat important” or “very important”

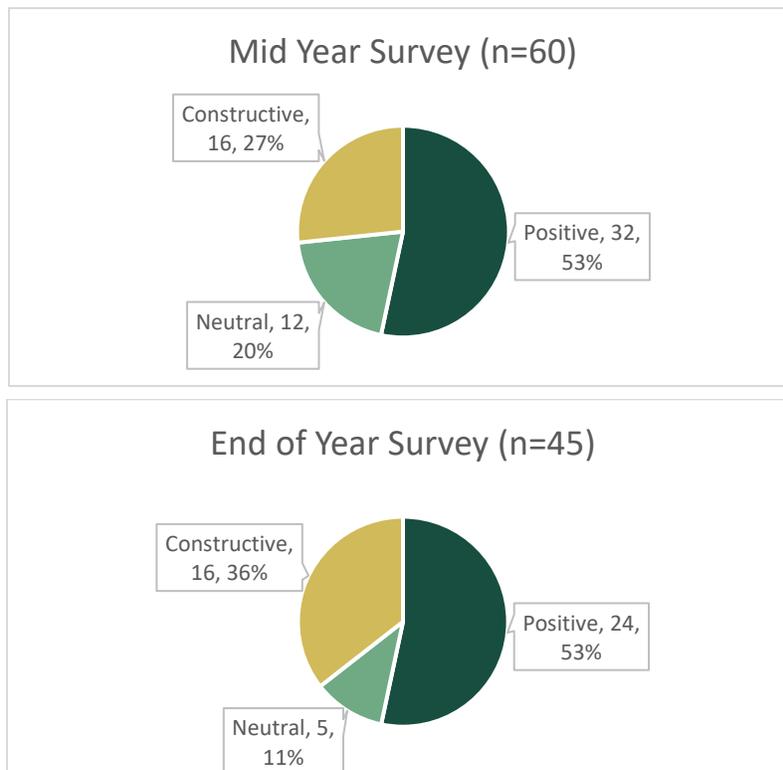
- ↑ to 100% by Biracial/ Multiracial students (n=7), and 93.75% by White students (n=208)
- ↓ to 82.65% by men or male-identifying students (n=98), 80.00% by Other Gender Identity students (n=5), 78.57% by Other Race/Ethnicity students (n=14), 77.27% by First Generation students (n=44), 67.74% by Black or African American students (n=31), and 65.00% by Asian students (n=20)

Messina Influence: **49.65%** of all students selected “some influence” or “very influential”

- ↑ to 80.00% by Other Gender Identity students (n=5), and 57.14% by Biracial/ Multiracial students (n=7)
- ↓ to 42.11% by LGBTQ+ students (n=57), 40.91% by First Generation students (n=44), 36.36% by PELL students (n=55), 30.00% by Asian students (n=20), and 28.57% by Other Race/Ethnicity students (n=14)

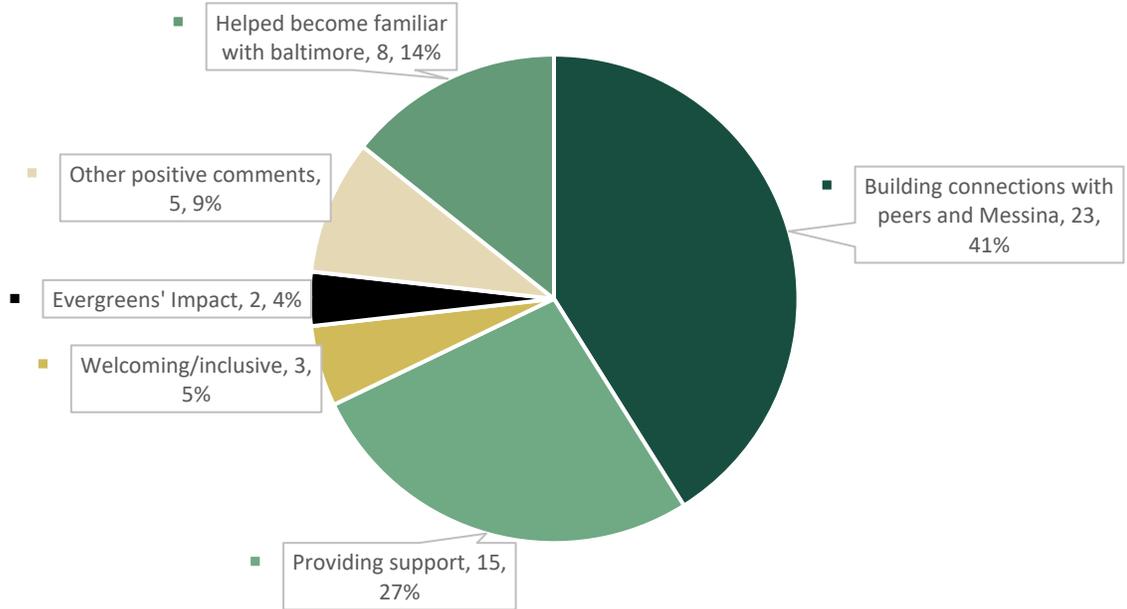
COMMENTS ABOUT CONNECTIONS

In both the Fall 2021 and Spring 2022 survey, students were asked to submit comments about their selection on the five areas of Connections to Loyola. Comments from both semester surveys have been analyzed to determine if they were positive, neutral, or constructive in nature. Overall, in both the Fall and Spring Surveys, there were more positive comments than constructive comments.

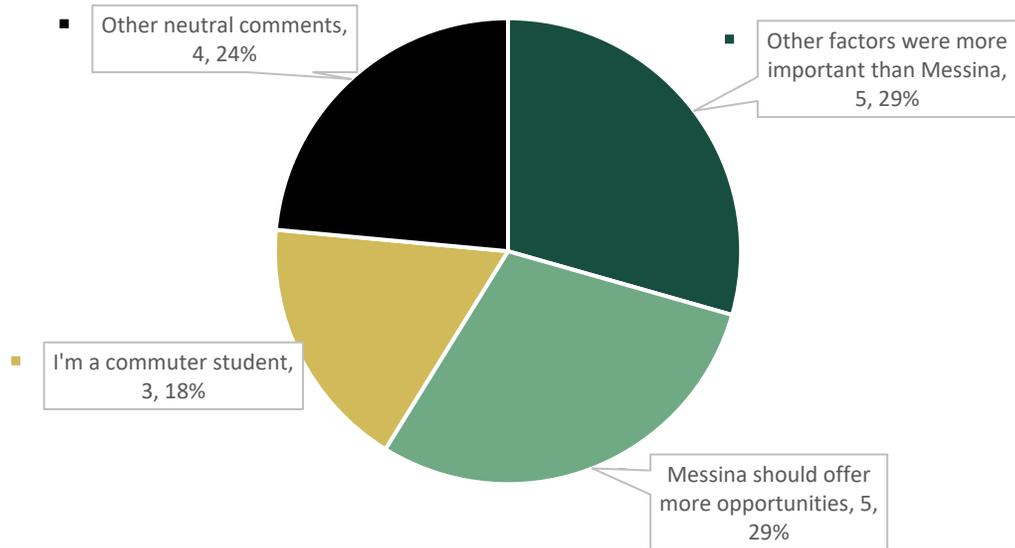


Comments were also categorized into themes under the type of comment provided. The charts below offer a brief overview.

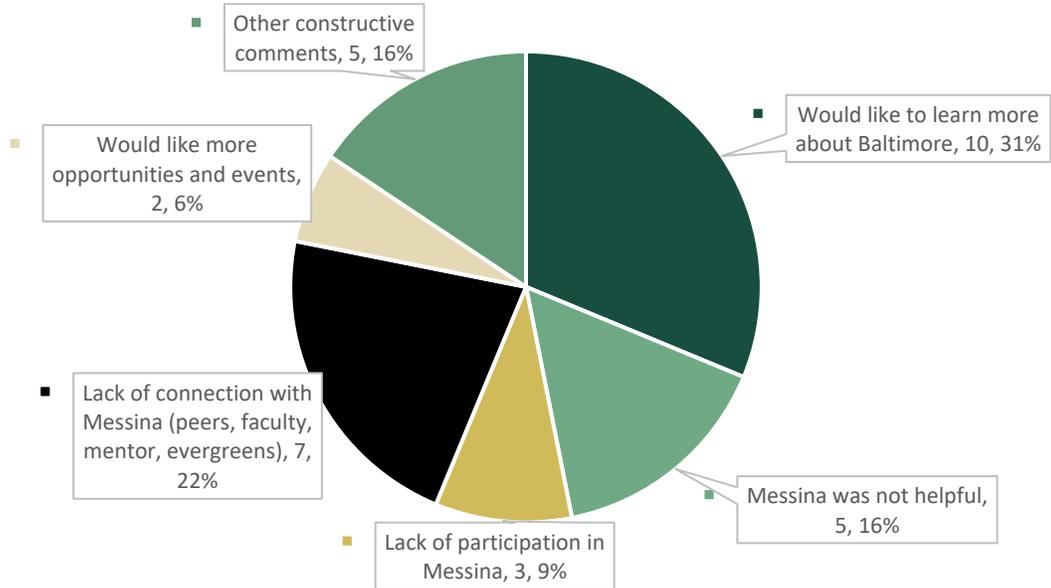
Positive Comments Themes (n=56)



Neutral Comments Themes (n=17)



Constructive Comments Themes (n=32)

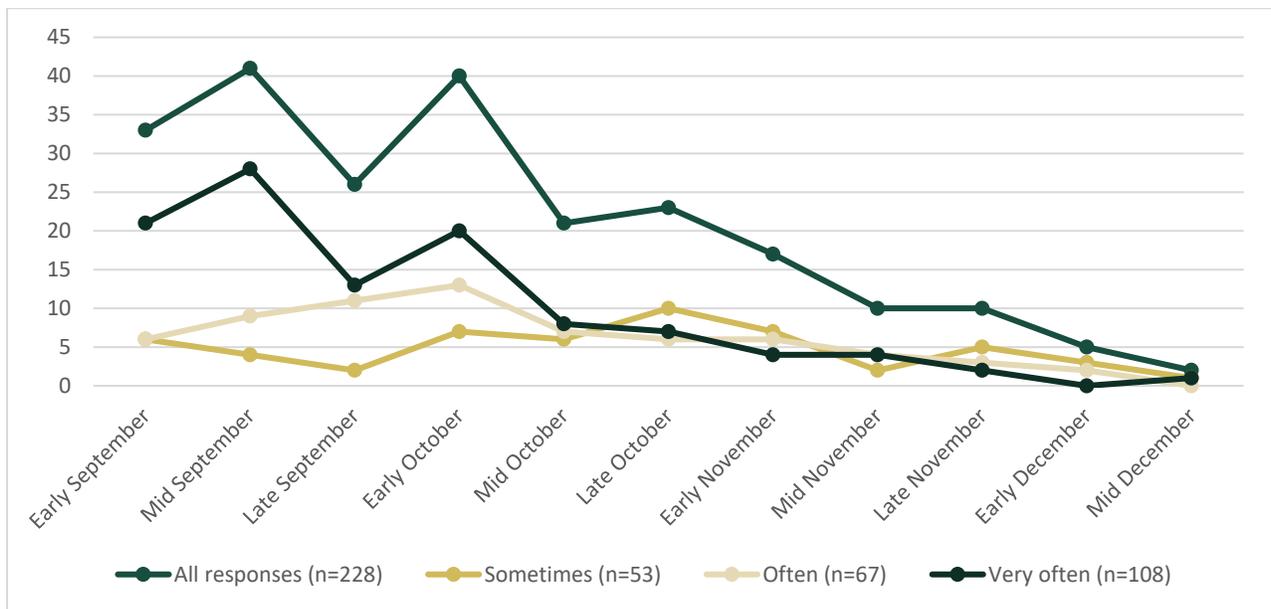


SENSE OF BELONGING

On the Fall 2021 Mid-Year Survey additional questions were asked assessing student’s Sense of Belonging. Questions asked assessed when students began feeling a sense of belonging, and contributors to students’ sense of belonging. Students who had responded “never” to Area 3: Felt that you belonged at Loyola were also asked to share what could have helped. Any student who responded “sometimes, often, or very often” were asked to indicate the approximate time they felt they began to belong at Loyola.

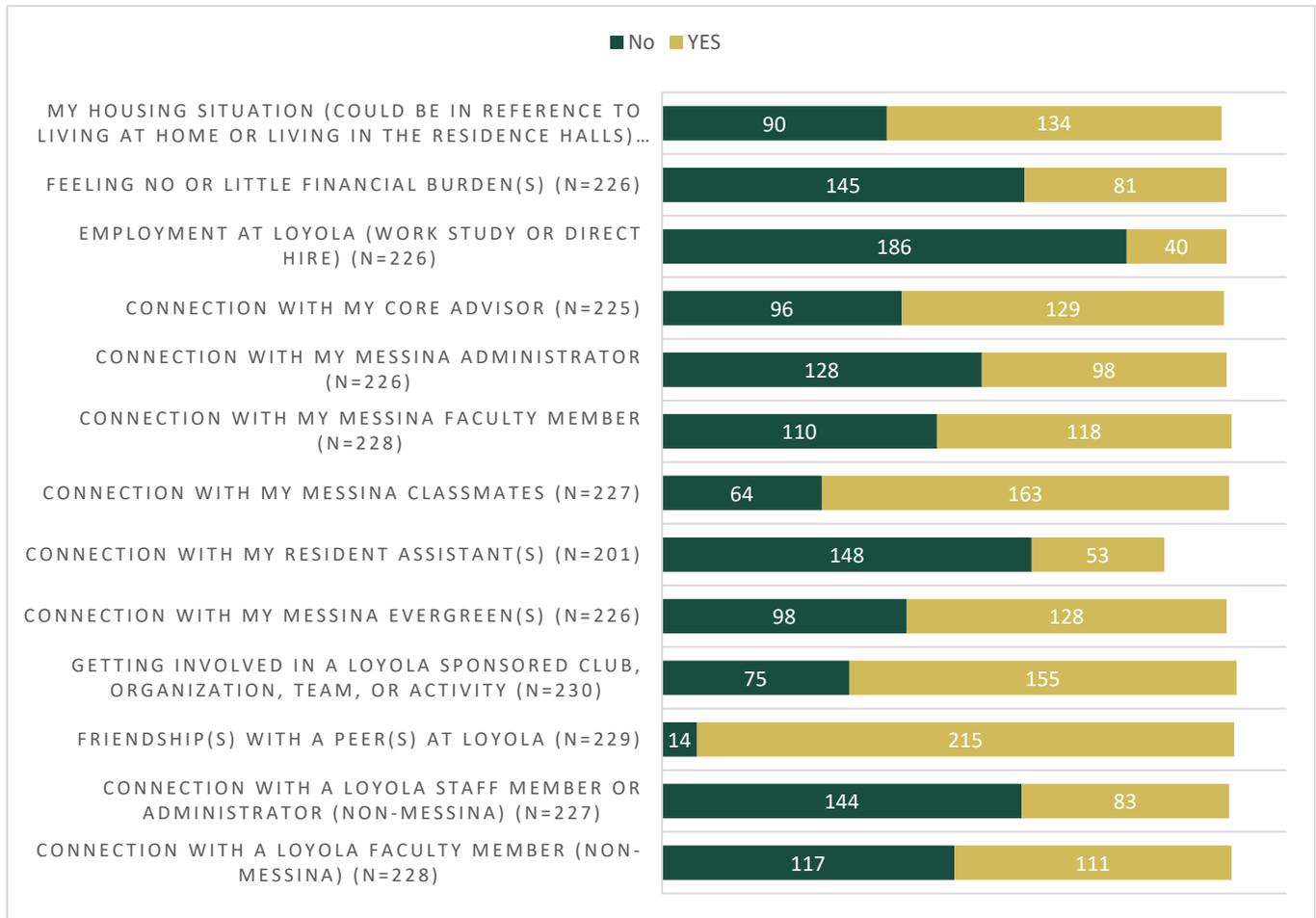
WHEN STUDENTS BEGAN FEELING A SENSE OF BELONGING

The chart below has data breakouts representing individual responses compared to the overall response.

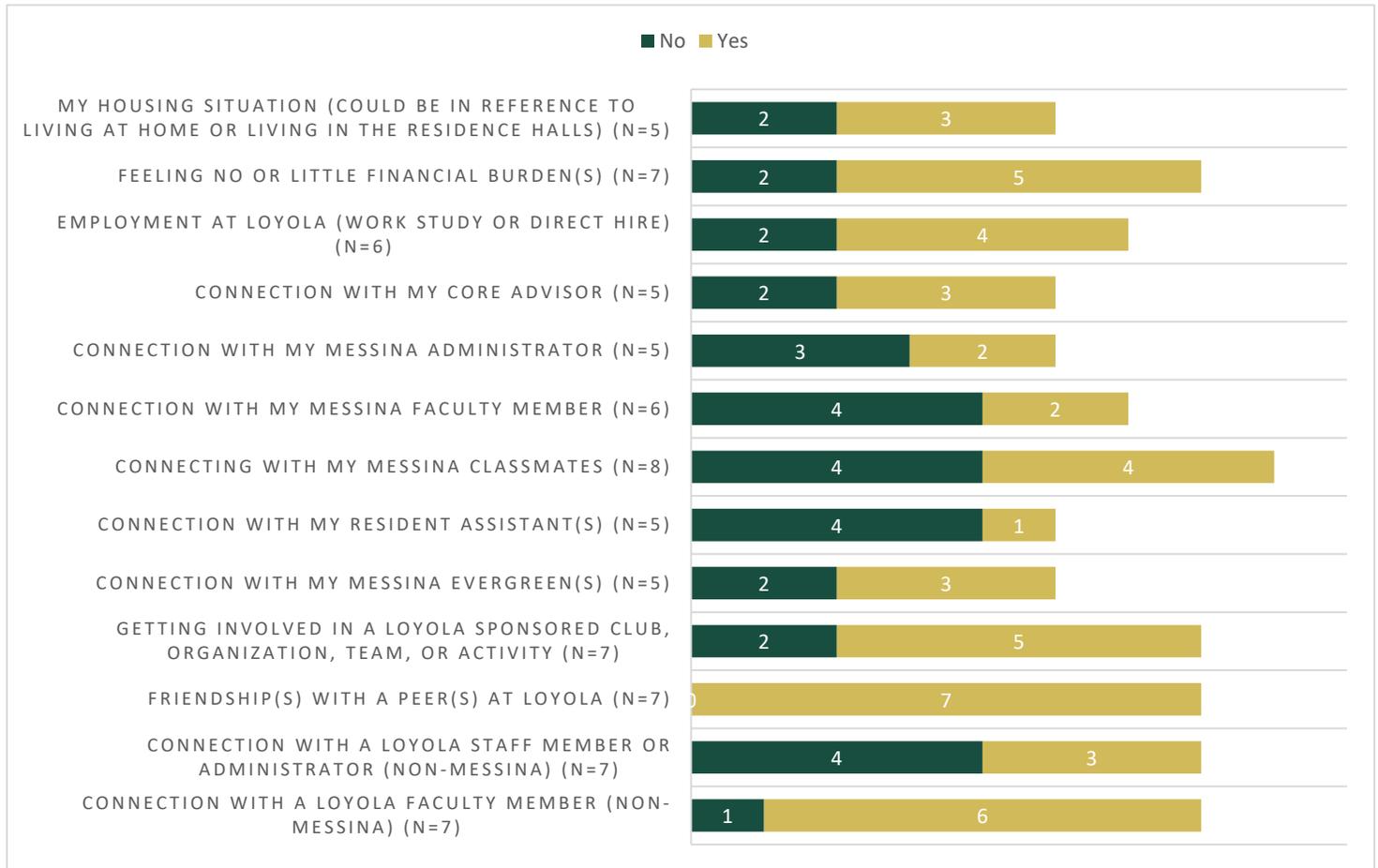


In future years it would be important to also gauge the timeline for students who responded “daily” to the question. This was a new option added post 2017, that was not assessed in the Fall 2021 survey. This question was also not extrapolated into the Spring 2022 survey.

CONTRIBUTORS FOR A SENSE OF BELONGING



WHAT COULD HAVE HELPED CONTRIBUTE TO A SENSE OF BELONGING



“I tried this, but it did not help”

Connection with a Loyola faculty member (non-Messina)	2
Connection with a Loyola staff member or administrator (non-Messina)	1
Friendship(s) with a peer(s) at Loyola	2
Getting involved in a Loyola sponsored club, organization, team, or activity	1
Connection with my Messina Evergreen(s)	2
Connection with my Resident Assistant(s)	1
Connecting with my Messina classmates	0
Connection with my Messina Faculty Member	1
Connection with my Messina administrator	0
Connection with my Core Advisor	1
Employment at Loyola (work study or direct hire)	0
Feeling no or little financial burden(s)	0
My housing situation (could be in reference to living at home or living in the residence halls)	0

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 _____?

Spring 2022

	A Great Deal	Somewhat	A Little	Not at All	Demographic differences of students selecting "somewhat" or "a great deal"
Messina Professor (n=284)	141 49.65%	95 33.45%	34 11.97%	14 4.93%	83.10% of all students selected "somewhat" or "a great deal" <ul style="list-style-type: none"> • ↑ to 100% by Other Gender Identity students (n=5), 92.73% by PELL students (n=55), 90.32% by Black or African American students (n=31), and 87.22% by Catholic/Christian students (n=180) • ↓ to 75.96% by Non-Catholic/Non-Christian students (n=104), 75.44% by LGBTQ+ students (n=57), 75.00% by Asian students (n=20), and 71.43% by Biracial/Multiracial students (n=7)
Messina Core Advisor (n=284)	180 63.38%	72 25.35%	18 6.34%	14 4.93%	88.73% of all students selected "somewhat" or "a great deal" <ul style="list-style-type: none"> • ↑ to 100% by Biracial/Multiracial students (n=7) • ↓ to 80.00% by Other Gender Identity students (n=5)
Messina Mentor (n=284)	115 40.64%	82 28.98%	58 20.49%	28 9.89%	69.61% of all students selected "somewhat" or "a great deal" <ul style="list-style-type: none"> • ↑ to 80.00% by Other Gender Identity students (n=5), 76.36% by PELL students (n=55) • ↓ to 64.29% by Other Race/Ethnicity students (n=14), 63.16% by LGBTQ+ students (n=57), 57.14% by Biracial/Multiracial students (n=7)
Messina Evergreens (n=346)²	192 80.06%	85 24.57%	47 13.58%	22 6.36%	69.61% of all students selected "somewhat" or "a great deal" <ul style="list-style-type: none"> • ↓ to 71.43% by Other Gender Identity students (n=7), 70.00% by Biracial/Multiracial students (n=10), 66.67% by Other Race/Ethnicity students (n=15)

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.

² This is a higher n because students were able to individually evaluate each Evergreen paired with their section. Some sections have two Evergreens.

Selected Spring 2022 Responses:

- All of these people were great! We have such an amazing dynamic within the group and all of them feel like my friends.
- All of my Messina advisors are wonderful and I am lucky to have had the privilege of them guiding me.
- Having our mentor there for every enrichment and trip helped my peers and I grow closer to him. He became someone we could trust and we all knew we could go to him with questions. He was a great person to add to our network of resources at Loyola.
- All of the leaders were amazing and kind and passionate and truly cared about me and the rest of my Messina group. I am truly grateful for all they have done to help me acclimate to Loyola
- I loved getting to know all my advisors and evergreen, I hope to continue building my relationships with them.
- When my brother passed mid semester, [Professor] made sure she reached out to me often and supported me through whatever.
- I had a better connection with my evergreen and group in the fall because we spent more time together, but if I spent that amount of time with my group in the spring then I may have been able to become closer.

MESSINA THEME

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

SPRING 2022

Area	(n=284)
Through conversations/activities during my weekly Messina enrichment session (Professor, Mentor, Evergreen)	204
Through conversations/activities during my Messina class (just with my Professor)	139
Through attendance at Messina theme events	118
On my own with students from my Messina class	95
Through conversations/activities during classes not connected to Messina	81
On my own with students not in my Messina class	57
I did not experience my Messina theme	20

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

	All students (n=284)
Never experienced Messina theme	17 ³ 5.99%
6 items	11 3.87%
5 items	15 5.28%
4 items	39 13.73%
3 items	68 23.94%
2 items	59 20.77%

³ This number is 17, not 20 as displayed in the previous chart because five students selected this option along with other item(s). In this chart, those five 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.

1 item	75 26.41%
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DEMOGRAPHIC INFORMATION

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=284)
Catholic	126
Christian, Non-Denominational, Protestant	57
Agnostic	31
Atheist	23
Prefer not to answer	23
Spiritual but not religious	17
Questioning	14
Not otherwise listed (if desired, please specify)	8
Jewish	4
Hindu	3
Muslim	3
Sikh	3
Baptist	2
Buddhist	1
Unitarian Universalist	1
Baha'i	0
Native American Spirituality	0
Rastafari	0

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

Race/ Ethnicity	(n=284)
White, European, European American	208
Latinx, Latina/o, Hispanic	30
African, African American	27
Asian or Asian American	20
Black	12
Caribbean, Caribbean American	10
Biracial or multiracial	7
Prefer not to answer	7
Native Hawaiian, Pacific Islander	2
Arab, Middle Eastern	1
Native American, Alaska Native, Indigenous, First Nations	1
Not otherwise listed (if desired, please specify)	0

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

Gender	(n=284)
Woman	179
Man	97
Gender Fluid or Genderqueer	5
Non-binary/ third gender	4
Prefer not to answer	3
Agender	2
Gender variant/ non-conforming	2
I am currently questioning my gender identity	1
Trans Man	1
Trans Woman	1
Intersex	1
Not otherwise listed (if desired, please specify)	0

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

Sexual Identity	(n=284)
Straight/ Heterosexual	216
Bisexual	29
Asexual	11
Prefer not to answer	11
I am currently questioning my sexuality	10
Pansexual	9
Gay	6
Lesbian	5
Not otherwise listed (if desired, please specify)	4
Queer	4
Fluid	1

While additional embedded data was included in the survey for further aggregate analysis, in some areas the self-disclosed data was utilized in creating these reports. The following areas from the Loyola demographic records were used: First-Generation, PELL eligible, and Messina Section. The following areas were gathered from self-identification: race and ethnicity, gender identity, and sexual orientation. Appendix 3 includes the breakdown of all demographic data descriptions and *n* used in this report.

Spring 2022 End of Year Student Survey**BLOCK 1: Spring 2022 Messina Student Survey Introduction**

Q1.1 Participant Consent Form

I agree to participate in a study of all first-year students in Messina at Loyola being conducted by Barbara Kurz, Michael Puma, Dr. Carolyn Barry, Jill Snodgrass, and Brianne Roos of Loyola University Maryland under the following conditions:

- This survey will be used to assess my overall experience as a first-year student and in the specific context of my participation in Messina. Information collected will enable Messina and other offices to better support future first-year students.
- This survey will include questions related to the following topic areas:
 - My Connections to the Loyola Community
 - Messina Working Group Feedback
 - Vocation Questions
 - Factors that Contribute to Belonging at Loyola
 - Common Text Related Questions
 - Messina Theme
 - Demographic Identities
- I will receive no direct benefits by participating in this survey. There are no known risks from participating in this study.
- This is the third and final survey about my Messina experience over the 2021-2022 academic year. If I participated in the previous survey my responses will be able to be connected to the responses I would give if I choose to participate in part 3. Any information obtained in this Part 3 study will be recorded with a code number and my responses will not be linked to me as an individual. Additionally, all data collected in this study will be kept in a password protected file only accessible by the researchers. At the conclusion of this study, in June 2022, the separate key that relates my demographical information with my assigned code number will be destroyed. My responses will no longer be personally connected to my name.

Under these conditions, I agree that any information obtained from this research may be used in any way thought best for publication or education, provided that I am in no way personally identified.

I may withdraw from this study at any time.

- I understand I am free to withdraw my consent and discontinue participation in this study at any time. A decision to withdraw from the study will not affect the services available to me from Loyola or my participation in Messina.
- To withdraw from this survey at any time, I should close the internet browser.
- If I have any questions or problems that arise in connection with my participation in this study, I should contact Barbara Kurz, the project director at (410) 617-2225 (*work*) or at brkurz@loyola.edu. Please select one of the following two options below.

Choice options: I have read the information above and **I AGREE** to participate in this survey. I am also 18 years of age or older; I am **DECLINING** to participate in this survey.

Q1.2 Thank you for participating in the Spring 2022 End of Year Student Survey administered by Messina. This survey is an opportunity to offer feedback and input on your first semester experience. The survey should take about 15 minutes to complete. If you begin to complete the survey but need to stop, you may re-access the survey at a later time by clicking

on the link from the original email. It will take you back to where you left off in the survey. Please be honest with your responses.

Some of the questions in this survey refer to your general first year experience- these questions are not specifically focused on your participation in Messina. However, when responding to questions that ask about your specific **Messina experience**, please remember that Messina refers to any of the following:

- Your Messina course (just taught by the faculty member)
- Your weekly Messina enrichment session (co-led by the faculty member, administrator, and/or Evergreen)
- Your Messina leadership (faculty member, administrator, and/or Evergreen)

This survey will include questions related to the following topic areas:

- Your Connections to the Loyola Community
- Messina Working Group Feedback
- Vocation Questions
- Messina Theme
- Demographic Identities

BLOCK 2: Connections to Loyola Community Questions

Q2.1 The next set of five areas begin with a statement. For each statement, you will be asked to respond to three short multiple-choice questions. Please respond to these questions as they relate to your spring semester experience as a first-year student at Loyola. Following these five areas there will be an optional area to add open-ended comments. The five areas are:

- 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
- Participated in college-sponsored events and activities (may include clubs, organizations, sports, service)
- Became familiar with Baltimore

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

- During your spring 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

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

- During your spring 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

Area 3: Felt that you belonged at Loyola

- During your spring 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

Area 4: Participated in college-sponsored events and activities (may include clubs, organizations, sports, service)

- During your spring 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

Area 5: Became familiar with Baltimore

- During your spring 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 five areas. As a reminder these five 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
- Participated in college-sponsored events and activities (may include clubs, organizations, sports, service)
- Became familiar with Baltimore

BLOCK 3: 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 spring 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):

Q3.2 To what extent did your participation in Messina help you to establish a positive relationship with your **Messina Spring Professor**?

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

Q3.3 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

Q3.4 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

Q3.5 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

Q3.6 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

Q3.7 If interested, please comment on the choices you selected in the above questions about your Messina working group. (this is an open-ended question)

Q3.8 If interested, please use this space to add any other positive or constructive feedback about your Messina experience this semester. Messina experience refers to all or any of the following:

- Your Messina course (just taught by the faculty member)
- Your weekly Messina enrichment session (co-facilitated by the faculty member, administrator, and/or Evergreen)
- Your Messina leadership (faculty member, administrator, and/or Evergreen)

BLOCK 4: Vocation: Belief Calling Questions

Q4.1 Broadly speaking, a “calling” refers to a person’s belief that she or he is called upon (by the needs of society, by a person’s own inner potential, by God, by a Higher Power, etc.) to do a particular kind of work. The following questions assess the degree to which you see this concept as relevant to your own life and career. Please respond honestly, not according to what is socially desirable or what you feel you “ought” to think. Please indicate the extent to which each of the following statements currently describe you, using the following scale.

Q4.2 I have a calling to a particular kind of work.

Choice Options: Not at all true of me, Mildly true of me, Moderately true of me, Mostly true of me, Totally true of me

Q4.3 I have a good understanding of my calling as it applies to my career aspirations.

Choice Options: Not at all true of me, Mildly true of me, Moderately true of me, Mostly true of me, Totally true of me

Q4.4 I am trying to figure out my calling in my career aspirations.

Choice Options: Not at all true of me, Mildly true of me, Moderately true of me, Mostly true of me, Totally true of me

Q4.5 I am searching for my calling in my career aspirations.

Choice Options: Not at all true of me, Mildly true of me, Moderately true of me, Mostly true of me, Totally true of me

BLOCK 5: Vocation Discernment Questions *(only shown to students involved in one of the NetVUE grant sessions)*

Q5.2 Discernment entails paying attention to experience, reflecting on its meaning, and deciding how to act. We discern many things in life, including our vocations or careers. Vocational discernment entails the courage to authentically pursue

your passion toward your greater good and the greater good of others.

Please answer the following questions based upon your experience in Messina over the *past year*.

Q5.3 How often was vocational discernment addressed?

Choice Options: Never, Rarely, Occasionally, A moderate amount, A great deal

Q5.4 The discussions, reflections, readings, and/or activities we did focused on vocation were:

Choice Options: Very unhelpful, Unhelpful, Neither helpful or unhelpful, Helpful, Very helpful

Q5.5 Through participating in Messina classes and enrichment sessions, I developed a better sense of my vocation, calling, or purpose.

Choice Options: Strongly Disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree

Q5.6 Vocational discernment is a practice I value.

Choice Options: Strongly Disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree

Q.97 *Only shown if Q5.6 is "agree" or "Strongly agree"*

Describe an experience you had this past year discerning your vocation. (*This is an open ended question*)

Q.98 *Only shown if Q5.6 is "neither agree or disagree"*

In an earlier question asking you if vocational discernment is a practice you value, your response was "Neither Agree nor Disagree." Please briefly describe why you selected that choice. (*This is an open ended question*)

Q.98 *Only shown if Q5.6 is "strongly disagree" or "disagree"*

What, if anything, do you find challenging in regard to vocational discernment in your own life? (*This is an open ended question*)

BLOCK 6: Messina Theme

7.1 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 7: Demographic Questions

Q7.1 This final set of questions is to collect demographic information. We ask these questions to have a better understanding of who is represented in these survey responses. If you prefer not to answer one or more of these questions, please select "**Prefer not to answer**"

Q7.2 Spiritual/ Faith Identity

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

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

Q7.3 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

Q7.4 Gender Identity

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

Choice Options:

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

Q7.5 Sexual Identity

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

Choice Options:

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

Q7.6 At this moment in time, which area best describes your future major choice? If you are still undecided, that is totally fine! There is an option for that below.

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

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: DEMOGRAPHIC DESCRIPTIONS

While additional embedded data was included in the survey for further aggregate analysis, in some areas the self-disclosed data was utilized in creating these reports. The following areas from the Loyola demographic records were used: First-Generation, PELL eligible, and Messina Section. The following areas were gathered from self-identification: race and ethnicity, gender identity, and sexual orientation. Below is the breakdown of all demographic data descriptions and *n* used in this report.

Category	<i>n</i> =	How Category Was Established
All Responses	284	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)	57	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	216	This represents any student that selected heterosexual to the question related to Sexual Identity.
Non-Catholic/ Non-Christian	104	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	180	This represents any student that selected Catholic or Christian, Non-Denominational, Protestant to the question related to faith identity.
First Gen	44	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	240	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.
PELL	55	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 PELL eligible students.
White	208	This represents any student that selected White/ European/ European American to the question related to Race/Ethnic Identity.
LatinX	30	This represents any student that selected Latinx/ Latina/o or Hispanic to the question related to Race/Ethnic Identity.
Asian	20	This represents any student that selected Asian/ Asian American to the question related to Race/Ethnic Identity.
Black or African American	31	This represents any student that selected Black or African/ African American to the question related to Race/Ethnic Identity.
Biracial/ Multiracial	7	This represents any student that selected Biracial or multiracial to the question related to Race/Ethnic Identity. Responses that may include this selection are also counted in other populations.
Other race	14	This represents any student that selected one of the following to the question related to Race/Ethnic Identity: Native American/ Alaska Native/ Indigenous/ First Nations, Arab/ Middle Eastern, Caribbean/ Caribbean American, Native Hawaiian/ Pacific Islander, Not otherwise listed (if desired, please specify). This does not include any student that selected Prefer not to answer.
Male-identifying	98	This represents any student that selected Man or trans-man to the question related to Gender Identity
Female - identifying	178	This represents any student that selected Woman or trans-woman to the question related to Gender Identity
Other Gender Identity	5	This represents any student that did not select man, trans-man, woman, or trans-woman to the question related to Gender Identity. This includes: Agender, Gender Fluid or Genderqueer, Gender variant/non-conforming, Intersex, I am currently questioning my gender identity, Non-binary/ third gender, Not otherwise listed (if desired, please specify). This does not include any student that selected Prefer not to answer