



SPRING 2021 MESSINA STUDENT SURVEY FINDINGS

Abstract

The following document describes the results of the Spring 2021 Messina End of 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 Spring 2021 from April 19, 2021-May 24, 2021. The instrument included questions from the Spring 2017 and Fall 2020 Messina student survey that addressed this same area of learning outcomes. The survey was administered to 996 students with 409 students starting the survey and 317 students finishing the survey. 288 fully answered every question in the survey for a response rate of 29%—these results are included in this document. This data is shared with leadership from the division for Student Development, Academic Affairs, the Office of Equity and Inclusion, and the Messina Advisory Board. It is publicly available on our [Messina Program Assessment website](#).

KEY FINDINGS AND RECOMMENDATIONS

“I FEEL SUPPORTED BUT NOT CONNECTED.”

This excerpt from an open-ended student response captures the struggle of a virtual fall 2020 semester followed by a hybrid/ virtual spring semester expressed by students in their responses to this survey. While students developed areas of support and were exposed to campus resources, there still is a feeling of not being connected to peers and the campus to be aware of as students begin their sophomore year. More information: [pages 6-8](#)

Recommendation: Additional emphasis on opportunities to support connection and belonging with the Class of 2024 are necessary in Fall 2021 given their unique experience during the 2020-2021 academic year.

ACADEMIC BENEFITS OF MESSINA FOR UNDERREPRESENTED STUDENTS

Both fall 2020 and spring 2021 data indicate underrepresented students including Students of Color, First-Generation, and PELL students indicate Messina being influential in developing academic-related outcomes at higher levels. Areas include academic coursework support, additional resources for assignments, study groups, and integrating learning across courses. More information: [pages 10-12](#)

Recommendation: This data supports aspects of the [Diversity, Equity, and Inclusion Action Steps](#). If this continues to be a positive trend, best practices of Messina working groups in establishing these supportive environments for underrepresented students could be utilized more broadly in other courses at Loyola.

LONGITUDINAL GROWTH IN HOW STUDENTS EXPERIENCE CRITICAL UNDERSTANDING

Open-ended responses indicate similarities in how students experience our learning outcomes related to critical understanding over time. These include class and enrichment experiences, personal strategies for academic success, use of campus resources including the Writing Center, Library, and the Study, and out of class connections. Messina’s influence in these areas has increased since our previous assessment in Spring 2017. More information: [pages 12-16](#)

Messina Participation Influence in Experiencing Critical Understanding Learning Outcomes	% Some Influence + Very Influential	
	Spring 2017 (n=229)	Spring 2021 (n=288)
Develop habits of reading, writing, and intellectual conversation that support academic excellence and engagement.	68%	77%
Demonstrate increased knowledge and use of campus resources that aid critical thinking.	56%	76%

Recommendation: In open-ended responses, students spoke highly about the structure of Loyola’s Effective Writing courses in expecting students to use the Writing Center and Library research resources in completion of assignments. Students applied this to other courses in their first year. Student responses also alluded to examples of how their Effective Writing Messina course had integrated experiences connected to their other Messina course that speaks to collaborative efforts between faculty. More exploration and documentation of these best practices could provide ideas for other Messina course pairings.

CONNECTION BETWEEN PERSONAL WELL-BEING AND ACADEMIC SUCCESS

Compared to spring 2017 data, in open-ended responses students described supporting their academic success by intentionally building in time to utilize resources such as the Counseling Center and the Fitness and Aquatic Center because these resources aided in stress management. Similarly, students spoke more about discovering the spaces and environments where they could be most productive on campus in completing their work. These included the Library, Student Center, and Sellinger Hall.

Recommendation: If there is a continued trend among students in utilizing campus resources that support their emotional and physical well-being, a closer look at resource allocation toward counseling and Recreation and Wellness may be necessary. Additionally, when space renovation projects at Loyola involve projects addressing student needs, continued use of involving student feedback in space renovation projects at Loyola should be prioritized.

MESSINA'S SUPPORT OF THE IGNATIAN COMPASS STRATEGIC PLAN

100% of respondents ($n=288$) indicated anti-racism was addressed in Messina at least 1-2 times in the spring 2021 semester, with 43.71% of students indicating this occurred 5 or more times. Conversely, 81.60% students selected "Strongly agree" or "Somewhat agree" that this was covered in their non-Messina courses. 96.53% of respondents ($n=288$) indicated Baltimore was addressed in Messina at least 1-2 times in the spring 2021 semester, with 20.49% of students indicating this occurred 5 or more times. Conversely, 45.49% students selected "Strongly agree" or "Somewhat agree" that this was covered in their non-Messina courses.

Recommendation: Messina serves as foundational program that exposes all first-year students to elements of Ignatian citizenship and Jesuit education. As new programs and initiatives are created for other class years, understanding specific elements of this foundation provided in Messina can help with this expansion.

PEDAGOGICAL APPROACH RELATED TO TOPICS OF ANTI-RACISM, PRIVILEGE, OR POWER AND DEMOGRAPHIC CONSIDERATIONS

Similar to Fall 2020, 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. Overall results indicate generally high levels of effectiveness by faculty, mentors, and Evergreens. One notable difference is when evaluating their Messina professor in this area, collectively Students of Color ($n=51$) selected "very effective" or "extremely effective" at lower levels, however, in breakdowns by individual demographical identities, underrepresented students selected these two options at higher levels. This was only noted in evaluation of professors, not other working group members. For example:

Classroom Management Style in Relation to Topic(s)	% selecting "Very Effective + Extremely Effective"
All students ($n=260$)	75.38%
Black students ($n=20$)	80.00%
PELL students ($n=42$)	80.95%
LGBTQ+ students ($n=31$)	90.32%
Students of Color ¹ ($n=50$)	68.00%

Across all areas, Asian students ($n=13/14$) indicated all working group members as being less effective in their approach. More information: [pages 23-26](#)

Recommendation: While the limitations of having a smaller response rate related to demographic identities must be considered in this dataset, these results can still provide supplemental insights to other institutional data on the experience of underrepresented students at Loyola in and outside of the classroom. Responses to this set of questions should be considered in the implementation of future training and professional development opportunities for faculty and administrators. 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. Loyola community members interested in seeing this dashboard should reach out to messina@loyola.edu for access.

¹ This includes Asian, American Indian or Alaskan Native, Black, Native Hawaiian or Other Pacific Islander, Two+ races. If a student selected "White" along with another selection, they were counted as a Student of Color.

OVERVIEW OF PROJECT METHODOLOGY

In Spring 2021 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.”² Assessment measures were based on a previous survey developed in Spring 2017 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

Note: These questions were not asked in previous spring semesters, so no longitudinal data is available.

SPRING SEMESTER EXPERIENCE

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

	During your spring 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 ³ (almost every day)	SOMEWHAT TO VERY IMPORTANT	NO INFLUENCE	LITTLE INFLUENCE	SOME INFLUENCE	VERY INFLUENTIAL
SPRING 2021 (n=288)	3 1.04%	19 6.60%	62 21.53%	113 39.24%	91 31.60%	287 99.65%	11 3.82%	35 12.15%	150 52.08%	92 31.94%

2021 Demographic differences: Felt that you had support in regard to becoming a part of the Loyola community

Frequency: 70.83% of all students selected “very often” or “daily”

- ↓ to 59.09% by First-Gen students (n=44), 60.00% by LGBTQ+ students (n=35), 62.96% by Black students (n=27), 65.96% by PELL students (n=47)

Importance: 99.65% of all students selected “somewhat important” or “very important”

- No major demographical differences

Messina Influence: 84.03% of all students selected “some influence” or “very influential”

- ↓ to 74.29% by LGBTQ+ students (n=35), 77.27% by First-Gen students (n=44), 77.78% by Black students (n=27)

² Messina Learning Outcomes. Retrieved from <https://www.loyola.edu/department/messina/about/program-design/learning-outcomes>

³ 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 BELONGED AT LOYOLA

	During your spring 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 ⁴ (almost every day)	SOMEWHAT TO VERY IMPORTANT	NO INFLUENCE	LITTLE INFLUENCE	SOME INFLUENCE	VERY INFLUENTIAL
SPRING 2021 (n=288)	8 2.78%	34 11.81%	45 15.63%	90 31.25%	111 38.54%	287 99.65%	19 6.60%	39 13.54%	126 43.75%	104 36.11%

2021 Demographic differences: Felt that you belonged at Loyola

Frequency: 68.79% of all students selected “very often” or “daily”

- ↓ to 56.82% by First-Gen Students (n=44), 57.14% by Asian students (n=14), 62.86% by LGBTQ+ students (n=35)

Importance: 99.65% of all students selected “somewhat important” or “very important”

- No major demographic differences

Messina Influence: 79.86% of all students selected “some influence” or “very influential”

- ↓ to 64.42% by Asian students (n=14), 65.71% by LGBTQ+ students (n=35), 73.33% by Students of Color (n=60), 73.68% by 2+ races students (n=19)

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?					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
SPRING 2021 (n=288)	2 0.69%	18 6.25%	69 23.96%	115 39.93%	84 29.17%	285 98.96%	19 6.60%	59 20.49%	144 50.00%	66 22.92%

2021 Demographic differences: Felt that you had support in regard to your academic coursework

Frequency: 69.10% of all students selected “very often” or “daily”

- ↑ to 85.71% by Asian students (n=14)
- ↓ to 51.43% by LGBTQ+ students (n=35), 57.45% by PELL students (n=47)

Importance: 98.96% of all students selected “somewhat important” or “very important”

- No major demographic differences

Messina Influence: 72.92% of all students selected “some influence” or “very influential”

- ↑ to 80.51% by PELL students (n=47), 84.21% by 2+ races students (n=19)
- ↓ to 66.67% by Black students (n=27)

⁴ 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.

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.

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 Spring 2021 Responses:

- *“During the Spring Semester of our Messina particularly in Enrichment sessions. My Messina Evergreen would have weekly check-ins and see how I was doing regarding stress level of work, and what the overall positives and negatives were throughout the week. I felt like my professor was supporting us to the best of his ability with completing academic coursework and addressing any problems the students may have. Overall, after just about completing my freshman year at Loyola, I felt like I found my place... I thought the students I have come across and the faculty were very nice, honest, and are willing to have conversations with you. Although it was a tough transition for me, I got along with all of my roommates for the most part by talking about each other's day and hanging out. I had recently spoken with my Messina Evergreen on campus and he really made me feel like I belong and cares about my academic future.”*
- *“I absolutely love and feel that I (hopefully) belong at Loyola. Overall my Messina has held out an open hand if I ever needed help or advice. This however is difficult for me especially during the pandemic because of my disability. Being online even in hybrid strongly affects my ability in class and it becomes very stressful. All in all, everyone is supportive but some resources are difficult to acquire in regards to receiving direct answers.”*
- *“I felt supported but not connected. There were very few activities that created a sense of community so I made fewer friends and had minimal connection. I didn't necessarily feel like a member of the Loyola community because I knew a very small portion of the student population because of the limited opportunities to meet new people. In particular I knew no upperclassmen and felt a great disconnect in that sense.”*
- *“My evergreen made it a point to keep our Messina group involved by creating a group chat and notifying us when something was going on around campus. He also frequently checked in and asked how we were doing. I enjoyed making a one on one connection with an upperclassmen and felt that the relationship really helped me in my transition to college.”*

LEVEL OF SATISFACTION WITH DECISION TO COME TO LOYOLA

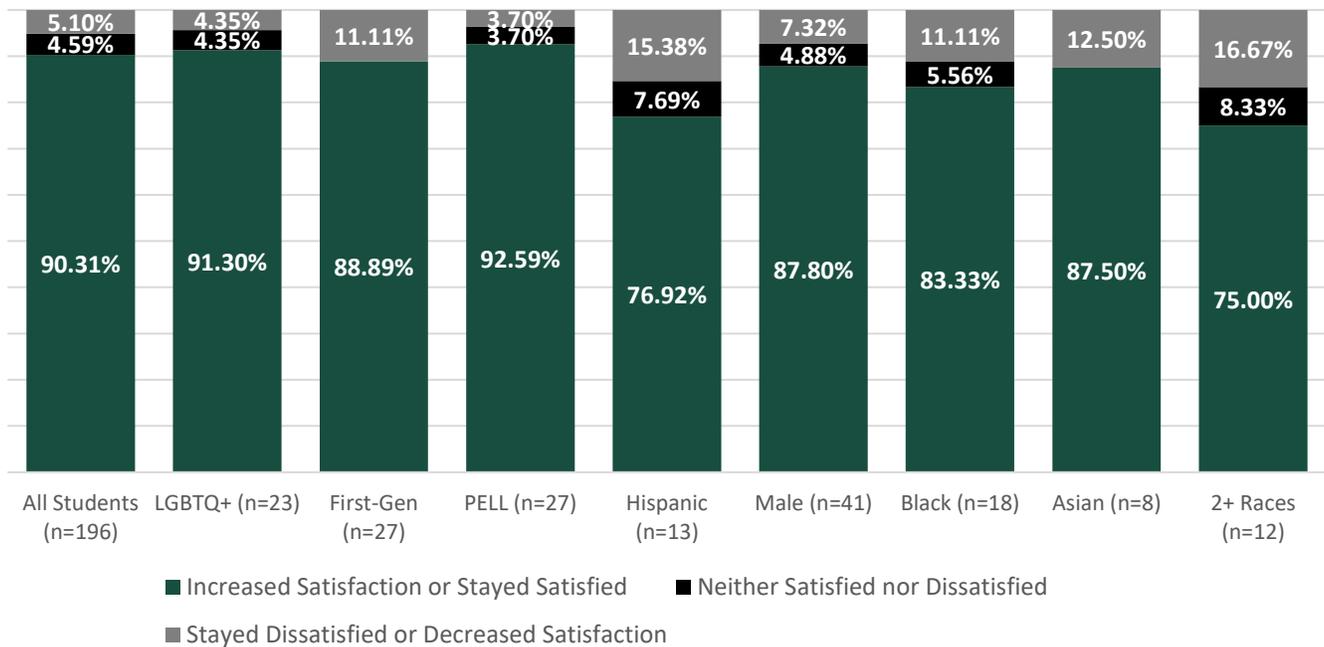
Question: At this current time, how satisfied are you with your decision to come to Loyola?

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

	FALL 2020 (n=452)	SPRING 2021 (n=288)	Spring 2021 Demographic Differences
Extremely Satisfied	145 32.08%	93 32.29%	↓ to 14.29% by Asian students (n=14), 18.33% by Students of Color (n=60), 18.52% by Black students (n=27), 21.05% by 2+ races students (n=19), 27.27% by Hispanic students (n=33)
Moderately Satisfied	213 47.12%	132 45.83%	↑ to 54.55% by Hispanic students (n=33), 57.14% by Asian students (n=14) ↓ to 36.84% by 2+ races students (n=19), 38.64% by First-Gen students (n=44)
Slightly Satisfied	42 9.29%	25 8.68%	↑ to 14.12% by Male students (n=85), 14.29% by LGBTQ+ students (n=35), 21.05% by 2+ races students (n=19) ↓ to 0.00% by Hispanic students (n=33)
Neither Satisfied nor Dissatisfied	19 4.20%	15 5.21%	↓ to 0.00% by First-Gen students (n=44)
Slightly Dissatisfied	15 3.32%	7 2.43%	
Moderately Dissatisfied	11 2.43%	11 3.82%	↓ to 9.09% by Hispanic students (n=33), 10.53% by 2+ races students (n=19)
Extremely Dissatisfied	7 1.55%	5 1.74%	↓ to 7.14% by Asian students (n=14)

This question was asked both on a mid-year reflection instrument and this end of semester survey. 196 students answered this question on both instruments. The following chart represents these 196 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:
Mid-Year to End of Year Response Change



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.⁶

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

	During your spring 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	VERY INFLUENTIAL
SPRING 2021 (n=288)	6 2.08%	34 11.81%	82 28.47%	107 37.15%	59 20.49%	273 94.79%	15 5.21%	164 56.94%	109 37.85%	0 0.00%

2021 Demographic differences: Used knowledge and skills discussed or developed in your classes to contribute to your understanding of content in other classes

Frequency: 57.64% of all students selected “very often” or “daily”

- ↑ to 63.64% by Hispanic students (n=33)
- ↓ to 37.14% by LGBTQ+ students (n=35), 42.86% by Asian students (n=14), 48.94% by PELL students (n=47), 50.00% by Students of Color (n=60), 52.63% by 2+ races students (n=19)

Importance: 94.79% of all students selected “somewhat important” or “very important”

- ↓ to 84.21% by 2+ races students (n=19), 89.36% by PELL students (n=47)

Messina Influence: 37.85% of all students selected “some influence” or “very influential”

- ↑ to 43.18% by First-Gen students (n=44), 44.44% by Black students (n=27), 48.48% by Hispanic students (n=33)
- ↓ to 21.43% by Asian students (n=14)

⁶ These questions were asked on previous surveys, and when available, past year data is included.

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.

FOUND ADDITIONAL RESOURCES FOR COURSE ASSIGNMENTS

	During your spring 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
SPRING 2021 (n=288)	5 1.74%	48 16.67%	96 33.33%	89 30.90%	50 17.36%	272 94.44%	45 15.63%	74 25.69%	118 40.97%	51 17.71%

2021 Demographic differences: Found additional resources for course assignments

Frequency: 48.26% of all students selected “very often” or “daily”

- ↑ to 54.55% by Hispanic students (n=33)
- ↓ to 21.43 by Asian students (n=14), 40.00% by LGBTQ+ students (n=35), 41.66% by Students of Color (n=60)

Importance: 94.44% of all students selected “somewhat important” or “very important”

- ↓ to 88.64% by First-Gen students (n=44)

Messina Influence: 58.68% of all students selected “some influence” or “very influential”

- ↑ to 67.06% by Male students (n=85), 68.42% by 2+ races students (n=19), 72.73% by Hispanic students (n=33)
- ↓ to 42.86% by Asian students (n=14), 45.71% by LGBTQ+ students (n=35)

DEVELOPED STUDY GROUPS WITH PEERS TO LEARN CLASS MATERIAL

	During your spring 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 ⁹ (almost every day)	SOMEWHAT TO VERY IMPORTANT	NO INFLUENCE	LITTLE INFLUENCE	SOME INFLUENCE	VERY INFLUENTIAL
SPRING 2021 (n=452)	56 19.44%	76 26.39%	57 19.79%	58 20.14%	41 14.24%	256 88.89%	60 20.83%	63 21.88%	100 34.72%	65 22.57%

2021 Demographic differences: Developed study groups with peers to learn class material

Frequency: 34.38% of all students selected “very often” or “daily”

- ↑ to 42.42% by Hispanic students (n=33), 47.37% by 2+ races students (n=19)
- ↓ to 14.29% by Asian students (n=14), 22.73% by First-Gen students (n=44), 25.71% by LGBTQ+ students (n=35), 29.63% by Black students (n=27)

Importance: 88.89% of all students selected “somewhat important” to “very important”

- ↓ to 78.57% by Asian students (n=14)

Messina Influence: 57.29% of all students selected “some influence” or “very influential”

- ↑ to 63.83% by PELL students (n=47), 64.71% by Male students (n=85), 68.42% by 2+ races students (n=19)
- ↓ to 35.71% by Asian students (n=14), 47.73% by First-Gen students (n=44)

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.

⁹ 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.

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 Spring 2021 Responses:

- *"I found that the information I learned in my classes overlapped a little bit which I thought was cool. I was learning about things that were relevant and interesting. I had a few study groups which was good."*
- *"I found that through Messina, I grew to be friends with my fellow classmates and we developed study groups to learn class material."*
- *"I have realized how the core assists my learning in other areas. For example, Philosophy ties into my politics classes."*
- *"In Messina earlier in the semester, I reflected on my core values and what matters the most to me. This contributes to another class I have where we were asked to reflect on ourselves and I was more able to think about what values mean the most because of being in Messina and having prior experience. In the Applied Calculus course, I learned about how concepts of Calculus and Economics combined relate to real world scenarios. For course assignments, my professor introduced us to this website called Desmos which is a graphing/calculator tool to complete course work. Also, for doing scholarly research... My professor introduced me to this website called JSTOR for information. I did not personally develop study groups however through our zoom rooms, the professor would put me into groups with other students to collectively brainstorm and figure out the class material."*

CRITICAL UNDERSTANDING LEARNING OUTCOMES

Students were provided the two definitions of the Messina Learning Outcomes related to Critical Understanding. For each definition they were then asked to respond to the following two questions:

Question 1: During your first year at Loyola, in what ways did you experience this learning outcome within and beyond the classroom? In your response, please give examples of specific course content, assignments, programs, activities, or other experiences.

Question 2: What level of influence did your participation in Messina have in relation to this area? (select one)
No influence, Little influence, Some influence, Very Influential

Learning Outcome 1: Developing Habits

Messina has two learning outcomes related to the area of Critical Understanding. Please review the learning outcome and respond to the corresponding question.

Critical Understanding Learning Outcome 1: Develop habits of reading, writing, and intellectual conversation that support academic excellence and engagement.

Question: During your first year at Loyola, in what ways did you experience this learning outcome within and beyond the classroom? In your response, please give examples of specific course content, assignments, programs, activities, or other experiences.

Themes From Student Responses

- Class¹⁰ related experiences, including enrichment session content (231)
 - Activities related to class
 - Assignments and course structure; including research and examination of text, writing prompts, service-learning experiences, and class discussions

¹⁰ Responses included Messina classes and non-Messina classes

myself doing it in class breakout room discussions, specifically in psychology, where we would discuss the information we read or were just lectured about.”

- Broader reflections; making connections between coursework and real-world applications (25)
 - *“I developed habits of reading, writing, and intellectual conversation that support academic excellence and engagement in many of my classes. I felt that I grew in my ability to write especially after this first year and can use that in ways beyond the classroom for applications and resumes. Messina also gave me the opportunity to have important conversations about certain topics that I otherwise would not have.”*
 - *“In many of my classes, we related our course material to things relevant to our lives and the world (Ex: In Effective Writing, we wrote and reviewed personal essays. In Macroeconomics, we discussed current economic events.) The main goal of my courses was not to bloat us with information, but to foster critical thinking skills.”*
- Response not related to learning outcome (14)
 - These responses were varied. In some instances, students described an experience that was not tied to the learning outcome but connected to a different learning outcome- particularly responses that demonstrated the Messina learning outcomes described in Connections to Loyola Community.
 - Students also provided responses about being disappointed in their Loyola experience, specifically related to being online in the fall and hybrid in the spring.
- Did not experience: student responses were not specific- mentioning variations on “nothing” or “n/a” (14)
- Other (11)
 - Responses focused on students noting appreciation for being back in person in the spring semester and that this helped foster this learning outcome.

Question: In regard to this learning outcome, what level of influence did your participation in your Messina fall and spring courses have in relation to this area? If you transferred into Loyola this spring, please answer this question in relation to your spring Messina class.

Critical Understanding Learning Outcome 1: Develop habits of reading, writing, and intellectual conversation that support academic excellence and engagement.

This question was previously asked on the Spring 2017 Messina student survey. Those results are reflected in the following chart. In Spring 2017 a demographic breakdown did not occur.

	Spring 2017 (n=229)	Spring 2021 (n=288)	Spring 2021 Demographic Differences
No influence	30 13.10%	16 5.56%	77.43% students selected “Some influence” or “Very influential” ↑ to 87.88% by Hispanic students (n=33) ↓ to 66.67% by Black students (n=27), 68.42% by 2+ races students (n=19), 70.21% by PELL students (n=47), 71.43% by Asian students (n=14)
Little influence	43 18.78%	49 17.01%	
Some influence	100 43.67%	157 54.51%	22.57% students selected “No influence” or “Little influence” ↑ to 28.57% by LGBTQ+ students (n=35) and Asian students (n=14), 29.79% by PELL students (n=47), 31.58% by 2+ races students (n=19), 33.33% by Black students (n=27) ↓ to 12.12% by Hispanic students (n=33)
Very influential	56 24.45%	66 22.92%	

Learning Outcome 2: Demonstrate Increased Knowledge

Messina has two learning outcomes related to the area of Critical Understanding. Please review the learning outcome and respond to the corresponding question.

Critical Understanding Learning Outcome 2: Demonstrate increased knowledge and use of campus resources that aid critical thinking.

Question: During your first year at Loyola, in what ways did you experience this learning outcome within and beyond the classroom? In your response, please give examples of specific course content, assignments, programs, activities, or other experiences.

Themes From Student Responses

- Knowledge and utilization of campus resources (138)
 - Students described experiences of both gaining knowledge of and utilizing campus resources, including the Writing Center, the Study, the Library, and the Counseling Center. Students noted the beneficial information on websites for these resources, particularly during the virtual fall semester.
 - Effective Writing courses were primarily mentioned by students as a source for utilizing the Writing Center and the Library.
 - *“During Messina, our Evergreen offered us many resources that the school provides us as well as offered his own help if needed. This influenced my learning outcome in the classroom as I had many resources in which I can utilize to improve my work such as the Writing Center or work on my mental health such as the Counseling Center.”*
 - *“Using the study to work on my academic performance really improved it and it is evident in my grades. I also used the library a lot because it was so convenient and helpful in my academic success this year.”*
- Messina program elements (85)
 - Students described learning about campus resources through enrichment session content in the form of presentations, resource scavenger hunts, outside speakers, and working group support. Responses described here often contained elements related to knowledge and utilization of campus resources.
 - *“I think messina did a very good job at increasing my knowledge on campus resources. [Messina Evergreen] always made it a purpose to highlight different services on campus. I especially enjoyed the scavenger hunt we did to familiarize ourselves with where certain services were located.”*
- Class¹¹ related experiences (24)
 - These responses mentioned work on specific assignments and elements of the course structure; including research and examination of text, writing prompts, service learning experiences, and class discussions. Students spoke about both Messina and non-Messina classes.
 - *“In effective writing my professor continually pushed us to use the writing center and library in order to strengthen our work. Throughout the year, messina has encouraged us students to attend co-curriculars which have also bettered my learning. In [Messina course name], my professor had multiple alumni come speak to us which was interesting and helpful for us to see different areas of study.”*
 - *“Courses with real-world connections helped! I liked clubs / career fairs too!”*
- Out of class experiences (17)
 - Students described participation in campus clubs and activities in helping with exposure to different campus resources and seeking out resources such as the Career Center on their own

¹¹ Responses included Messina classes and non-Messina classes

Question: In regard to this learning outcome, what level of influence did your participation in your Messina fall and spring courses have in relation to this area? If you transferred into Loyola this spring, please answer this question in relation to your spring Messina class.

Critical Understanding Learning Outcome 2: Demonstrate increased knowledge and use of campus resources that aid critical thinking.

This question was previously asked on the Spring 2017 Messina student survey. Those results are reflected in the following chart. In Spring 2017 a demographic breakdown did not occur.

	Spring 2017 (n=181)	Spring 2021 (n=288)	Spring 2021 Demographic Differences
No influence	29 16.02%	21 7.29%	76.04% students selected "Some influence" or "Very influential" ↓ to 64.29% by Asian students (n=14), 66.67% by Black students (n=27), 68.57% by LGBTQ+ students (n=35), 70.93% by non-Catholic/non-Christian students (n=86),
Little influence	50 27.62%	48 16.67%	
Some influence	50 27.62%	117 40.63%	23.96% students selected "No influence" or "Little influence" ↑ to 31.43% by LGBTQ+ students (n=35), 33.33% by Black students (n=27), 35.71% by Asian students (n=14)
Very influential	52 28.73%	102 35.42%	

Mean score of all students was 3.04. Mean score of Asian students was 2.64 and mean score of Black students was 2.78.

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=288)	157 54.51%	84 29.17%	35 12.15%	12 4.17%	83.68% by all student responses ↓ to 68.42% by 2+ races students (n=19), 71.43% by Asian students (n=14), 74.29% by LGBTQ+ students (n=35), 75.00% by Students of Color (n=60)
Messina Core Advisor (n=288)	188 65.28%	67 23.26%	25 8.68%	8 2.78%	88.54% by all student responses No major demographic differences
Messina Mentor (n=288)	132 45.83%	101 35.07%	36 12.50%	19 6.60%	80.90% by all student responses ↑ to 92.86% by Asian students (n=14) ↓ to 75.00% by First-Gen students (n=44)
Messina Evergreens (n=317)¹²	196 61.83%	89 28.08%	28 8.83%	4 1.26%	89.91% by all student responses No major demographic differences

¹² This is a higher n because students were able to individually evaluate each Evergreen paired with their section.

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 Spring 2021 Responses:

- *“All of the leaders in my Messina group were very invested in mine and my peers' success and well-being. I developed positive relationships with all of them, and I think these relationships will continue into my next three years here even though we won't be in Messina anymore.”*
- *“[Messina Professor] was absolutely terrific, she was welcoming and understanding and she personally cared for her students. She was a good resource for if there were issues and would answer any questions if one had them. [Messina Evergreen] was also terrific. He had great communication skills and he is part of the reason I applied to be an Evergreen and why I received the position.”*
- *“I feel that the enrichment hours helped everyone form a connection and in regards to communication, it helped me feel more comfortable reaching out to a professor if I needed something.”*
- *“I honestly don't think that my first year at Loyola would've gone nearly as smoothly as it did due to my Messina working group. They all made me feel welcome and like an active member of Loyola despite my being completely remote and away from a majority of the class/rest of the Messina group. They were also all readily available if I required help (even at an inconvenient hour). I know that this semester was just as hard for them as it was for me and the rest of my peers so just knowing that they still went above and beyond to support us is something that means an incredible amount.”*
- *“I think that because I saw and communicated with my Messina Professors more often (whether through class or academic advising), I was able to get to know them better and develop more thorough relationships with them. I certainly appreciated Messina so I could see [Messina Mentor] and [Messina Evergreen] each week!”*
- *“Messina has helped me establish a positive relationship with [Messina Spring Professor]. While we are partaking in activities like trying to find the ideal neighborhood we would live in Baltimore, he would give us insight on the experience living in that particular location and I would tend to socialize with him a lot and laugh at times. Thinking back to Fall Semester, Messina helped to establish a positive relationship with [Messina Fall Professor]. Doing activities and discussions that relate to the city of Baltimore like learning about historic places and restaurants prompted a lot of conversations about the good and bad parts of the city. Also, myself being from Baltimore gave me a different outlook as to how someone else views it. Messina has also helped me establish a positive relationship with my Messina Mentor. [Messina Mentor] would always provide me with useful information and resources on campus to use if ever I am in need of help. She was very helpful when she introduced us to building our own resume and practicing how to write a professional one for companies or internships we are looking to apply for in the future. Lastly, Messina has helped me establish a positive relationship with [Messina Evergreen]. [Messina Evergreen] tends to always check up on us and see how we are doing. I am also in a group chat with him and others from Messina and we message each other back and forth about upcoming news and deadlines that are important. [Messina Evergreen] and I have actually talked together on Campus recently about how the Semester is going for each of us. [Messina Evergreen] actually takes my education into consideration and helps figure out the details of something if I inquire about it. While talking with [Messina Evergreen], I have asked him questions about how his sophomore year is going that way I know what to prepare for and look forward to.”*

MESSINA THEME

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

Area	Fall 2020 (n=452)	Spring 2021 (n=288)
Through conversations/activities during my weekly Messina enrichment session (Professor, Mentor, Evergreen)	371	231
Through conversations/activities during my Messina class (just with my Professor)	290	170
On my own with students from my Messina class	167	96
Through attendance at Messina theme events	162	108
Through conversations/activities during classes not connected to Messina	155	109
On my own with students not in my Messina class	76	67
I did not experience my Messina theme	22	7
Other	1	0

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

	Fall 2020 (n=452)	Spring 2021 (n=288)
Never experienced Messina theme	20 ¹³ 4.42%	0 ¹⁴ 0.00%
7 items	0 0.00%	2 0.69%
6 items	17 3.76%	16 5.56%
5 items	41 9.07%	26 9.03%
4 items	72 15.93%	43 14.93%
3 items	116 25.66%	60 20.83%
2 items	93 20.58%	69 23.96%
1 item	93 20.58%	72 25.00%

¹³ 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.

¹⁴ This number is 0, not 7 as displayed in the previous chart because seven students selected this option along with other item(s). In this chart, those seven student responses have been factored into the having selected between 1-7 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.

FA20 Mean Score: 3.63 SP21 Mean Score: 3.72	Scale	Fall 2020 (n=452)	Fall 2020 Percentage	Spring 2021 (n=288)	Spring 2021 Percentage
7 or more times	5	84	18.58%	72	25.00%
5-6 times	4	162	35.84%	87	30.21%
3-4 times	3	162	35.84%	105	36.46%
1-2 times	2	42	9.29%	23	7.99%
Never	1	2	0.44%	1	0.35%

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

Area	Fall 2020 (n=450)¹⁵	Spring 2021 (n=287)¹⁶
Had a discussion as an entire class	407	255
Had a small group discussion	396	256
Watched a video	314	243
Listened to a lecture on this topic	249	154
Read a book or article	203	144
Completed an assignment	166	102
Attended a campus event	77	107
Listened to a podcast	32	27
Other, please specify	8	5

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

Total count of unique items selected by students	Fall 2020 (n=450)	Fall 2020 Percentage	Spring 2021 (n=287)	Spring 2021 Percentage
9 items	0	0.00%	1	0.35%
8 items	1	0.22%	2	0.70%
7 items	22	4.89%	28	9.76%
6 items	61	13.56%	47	16.38%
5 items	84	18.67%	63	21.95%
4 items	129	28.67%	71	24.74%
3 items	89	19.78%	49	17.07%
2 items	57	12.67%	19	6.62%
1 item	7	1.56%	7	2.44%

¹⁵ Only students indicated that these were topics in their Messina class or enrichment were able to respond to this question.

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

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.

FA20 Mean score: 3.22 SP21 Mean score: 3.41	Fall 2020 (n=452)	Fall 2020 Demographic Differences	Spring 2021 (n=288)	Spring 2021 Demographic Differences
7 or more times	47 10.40%	Black students (n=53): 30.19% selected "1-2 times," 49.06% selected "3-4 times" Mean: 2.96 Asian students (n=20): 15.00% selected "1-2 times," 25.00% selected "3-4 times" 2+ races students (n=22): 50.00% selected "3-4 times" Hispanic students (n=39): 30.77% selected "1-2 times" LGBTQ+ students (n=83): 34.94% selected "3-4 times" PELL students (n=68): 33.82% selected "3-4 times"	53 18.40%	Black students (n=27): 33.33% selected "1-2 times," 18.52% selected "5-6 times," 7.41% selected "7+ times" Mean: 3.00
5-6 times	117 25.88%		70 24.31%	Asian students (n=14): 7.41% selected "1-2 times," 35.71% selected "5-6 times" Mean: 3.71
3-4 times	182 40.27%		108 37.50%	2+ races students (n=19): 47.37% selected "3-4 times."
1-2 times	101 22.35%		57 19.79%	Hispanic students (n=33): 24.24% selected "7+ times." LGBTQ+ students (n=35): 11.43% selected "1-2 times," 48.57% selected "3-4 times"
Never	5 1.11%		0 0.00%	PELL students (n=47): 31.91% selected "5-6 times." First-Gen students (n=44): 27.27% selected "1-2 times," 45.45% selected "3-4 times," 13.64% selected "5-6 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	Fall 2020 (n=447) ¹⁷	Spring 2021 (n=287)
Had a discussion as an entire class	386	239
Had a small group discussion	356	227
Watched a video	264	209
Listened to a lecture on this topic	204	134
Read a book or article	161	133
Completed an assignment	108	85
Attended a campus event	61	98
Listened to a podcast	27	21
Other, please specify	7	4

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	Fall 2020 (n=450)	Fall 2020 Percentage	Fall 2020 Demographic Differences	Spring 2021 (n=287)	Spring 2021 Percentage	Spring 2021 Demographic Differences
9 items	0	0.00%	The overall mean score was 3.52. This was lower among: Black students (n=53): 3.15 2+ races students (n=22): 3.14 Hispanic students (n=39): 3.13 This was higher among: Asian students (n=19): 4.42	1	0.35%	The overall mean score was 4.01.
8 items	2	0.45%		4	1.39%	This was lower among: Black students (n=27): 3.56 First-Gen students (n=44): 3.70 This was higher among: Asian students (n=14): 4.29
7 items	15	3.36%		19	6.62%	
6 items	34	7.61%		30	10.45%	
5 items	58	12.98%		48	16.72%	
4 items	99	22.15%		74	25.78%	
3 items	124	27.74%		50	17.42%	
2 items	76	17.00%		49	17.07%	
1 item	39	8.72%		12	4.18%	

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. Students could select “No basis for judgement.” *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=268)	Confidence in Presenting the Topic(s) (n=264)	Materials Used (ex. readings, videos, etc.) (n=258)	Classroom Management Style in Relation to the Topic(s) (n=260)	Presentation Strategies or Approach (n=262)	Facilitation Skills Related to the Topic (n=258)
Extremely effective	123 45.90%	124 46.97%	113 43.80%	113 43.46%	117 44.66%	110 42.64%
Very effective	82 30.60%	94 35.61%	83 32.17%	83 31.92%	83 31.68%	92 35.66%
Moderately effective	45 16.79%	35 13.26%	43 16.67%	43 16.54%	41 15.65%	42 16.28%
Slightly effective	16 5.97%	8 3.03%	14 5.43%	15 5.77%	15 5.73%	9 3.49%
Not effective at all	2 0.75%	3 1.14%	5 1.94%	6 2.31%	6 2.29%	5 1.94%

Spring 2021 Demographic differences: Messina Professor pedagogical approach to Anti-Racism

Knowledge of Topic(s): 76.49% of all students selected “very effective” or “extremely effective”

- ↑ to 86.36% by PELL students (n=44), 90.32% by LGBTQ+ students (n=31)
- ↓ to 66.67% by 2+ races students (n=18), 71.43% by Asian students (n=14)
- Mean score of all students was 4.15. Mean score of Hispanic students was 3.90, Asian students was 3.79, 2+ races students was 3.83.

Confidence in Presenting Topic(s): 82.58% of all students selected “very effective” or “extremely effective”

- ↑ to 88.10% by PELL students (n=42), 89.74% by First-Gen students (n=39)
- ↓ to 66.67% by 2+ races students (n=18), 71.43% by Asian students (n=14), 73.33% by Hispanic students (n=30), 75.47% by Students of Color (n=53), 77.22% by Male students (n=79)
- Mean score of all students was 4.24. Mean score of Hispanic students was 3.97, Students of Color was 3.96, Asian students was 3.79, 2+ races students was 3.83.

Materials Used (ex. readings, videos): 75.97% of all students selected “very effective” or “extremely effective”

- ↑ to 80.95% by Black students (n=21), 84.62% by First-Gen students (n=39), 93.33% by LGBTQ+ students (n=30)
- ↓ to 61.54% by Asian students (n=13), 68.75% by 2+ races students (n=16)
- Mean score of all students was 4.10. Mean score of LGBTQ+ students was 4.40, Asian students was 3.69.

Classroom Management Style in Relation to Topic(s): 75.38% of all students selected “very effective” or “extremely effective”

- ↑ to 80.00% by Black students (n=20), 80.95% by PELL students (n=42), 90.32% by LGBTQ+ students (n=31)
- ↓ to 53.85% by Asian students (n=13), 64.71% by 2+ races students (n=17), 68.00% by Students of Color (n=50)
- Mean score of all students was 4.08. Mean score of Asian students was 3.54, 2+ races students was 3.65.

Presentation Strategies or Approach: 76.34% of all students selected “very effective” or “extremely effective”

- ↑ to 81.58% by First-Gen students ($n=38$), 85.71% by PELL students ($n=42$)
- ↓ to 53.85% by Asian students ($n=13$), 64.71% by 2+ races students ($n=17$), 68.63% by Students of Color ($n=51$)
- Mean score of all students was 4.11. Mean score of Students of Color was 3.80, Asian students was 3.38, 2+ races students was 3.71.

Facilitation Skills Related to Topic(s): 78.29% of all students selected “very effective” or “extremely effective”

- ↑ to 85.71% by Black students ($n=21$), 87.80% by First-Gen students ($n=41$), 93.33% by LGBTQ+ students ($n=30$)
- ↓ to 50.00% by Asian students ($n=14$), 62.50% by 2+ races students ($n=16$), 67.74% by Hispanic students ($n=31$), 68.63% by Students of Color ($n=51$)
- Mean score of all students was 4.14. Mean score of Hispanic students was 3.84, Asian students was 3.57, 2+ races students was 3.81.

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. Students could select “No basis for judgement.” *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) ($n=273$)	Confidence in Presenting the Topic(s) ($n=271$)	Materials Used (ex. readings, videos, etc.) ($n=265$)	Classroom Management Style in Relation to the Topic(s) ($n=266$)	Presentation Strategies or Approach ($n=270$)	Facilitation Skills Related to the Topic ($n=268$)
Extremely effective	114 41.76%	130 47.97%	103 38.87%	112 42.11%	120 44.44%	118 44.03%
Very effective	117 42.86%	99 36.53%	105 39.62%	107 40.23%	99 36.67%	99 36.94%
Moderately effective	34 12.45%	34 12.55%	45 16.98%	32 12.03%	39 14.44%	39 14.55%
Slightly effective	8 2.93%	8 2.95%	9 3.40%	10 3.76%	7 2.59%	8 2.99%
Not effective at all	0 0.00%	0 0.00%	3 1.13%	5 1.88%	5 1.85%	4 1.49%

2021 Demographic differences: Messina Mentor pedagogical approach to Anti-Racism

Knowledge of Topic(s) 84.62% of all students selected “very effective” or “extremely effective”

- ↓ to 64.29% by Asian students ($n=14$), 75.61% by First-Gen students ($n=41$), 76.79% by Students of Color ($n=56$), 77.42% by Hispanic students ($n=31$)

Confidence in Presenting Topic(s): 84.50% of all students selected “very effective” or “extremely effective”

- ↓ to 64.29% by Asian students ($n=14$), 72.73% by Students of Color ($n=55$), 76.67% by Hispanic students ($n=30$)
- Mean score of all students was 4.30. Mean score of Students of Color and Black students were each 4.04.

Materials Used (ex. readings, videos): 78.49% of all students selected “very effective” or “extremely effective”

- ↑ to 86.67% by 2+ races students ($n=15$)

- ↓ to 57.14% by Asian students (n=14), 68.00% by Black students (n=25), 70.00% by Hispanic students (n=30), 70.37% by Students of Color (n=54), 71.88% by LGBTQ+ students (n=32)
- Mean score of all students was 4.12. Mean score of Black students was 3.80, Asian students was 3.86.

Classroom Management Style in Relation to Topic(s): 82.33% of all students selected “very effective” or “extremely effective”

- ↓ to 64.29% by Asian students (n=14), 75.93% by Students of Color (n=54), 77.42% by Hispanic students (n=31)
- Mean score of all students was 4.17. Mean score of Black students was 3.84.

Presentation Strategies or Approach: 81.11% of all students selected “very effective” or “extremely effective”

- ↑ to 87.50% by LGBTQ+ students (n=32)
- ↓ to 64.29% by Asian students (n=14), 68.00% by Black students (n=25), 70.91% by Students of Color (n=55), 71.88% by Hispanic students (n=32), 73.81% by First-Gen students (n=42)
- Mean score of all students was 4.19. Mean score of Black students was 3.76.

Facilitation Skills Related to Topic(s): 80.97% of all students selected “very effective” or “extremely effective”

- ↓ to 64.29% by Asian students (n=14), 66.67% by Black students (n=24), 69.81% by Students of Color (n=53), 71.88% by Hispanic students (n=32)
- Mean score of all students was 4.19. Mean score of Black students was 3.79.

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. Students could select “No basis for judgement.” *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=271)	Confidence in Presenting the Topic(s) (n=268)	Materials Used (ex. readings, videos, etc.) (n=256)	Classroom Management Style in Relation to the Topic(s) (n=257)	Presentation Strategies or Approach (n=266)	Facilitation Skills Related to the Topic (n=263)
Extremely effective	121 44.65%	125 46.64%	110 42.97%	116 45.14%	125 46.99%	127 48.29%
Very effective	95 35.06%	92 34.33%	90 35.16%	88 34.24%	91 34.21%	85 32.32%
Moderately effective	43 15.87%	39 14.55%	42 16.41%	39 15.18%	39 14.66%	42 15.97%
Slightly effective	10 3.69%	11 4.10%	11 4.30%	12 4.67%	8 3.01%	6 2.28%
Not effective at all	2 0.74%	1 0.37%	3 1.17%	2 0.78%	3 1.13%	3 1.14%

2021 Demographic differences: Messina Evergreens pedagogical approach to Anti-Racism

Knowledge of Topic(s) 79.70% of all students selected “very effective” or “extremely effective”

- ↑ to 87.18% by First-Gen students (n=39), 89.66% by LGBTQ+ students (n=29)
- ↓ to 61.54% by Asian students (n=13)

Confidence in Presenting Topic(s): 80.97% of all students selected “very effective” or “extremely effective”

- ↓ to 61.54% by Asian students (n=13), 74.51% by Students of Color (n=51), 75.76% by Hispanic students (n=33)

- Mean score of all students was 4.23. Mean score of Asian students was 3.85.

Materials Used (ex. readings, videos): 78.13% of all students selected “very effective” or “extremely effective”

- ↓ to 57.14% by Asian students ($n=14$), 66.67% by Students of Color ($n=48$), 69.23% by 2+ races students ($n=13$), 71.43% by Black students ($n=21$), 71.88% by Hispanic students ($n=32$)
- Mean score of all students was 4.14. Mean score of Asian students was 3.79 and mean score of Black students was 3.86.

Classroom Management Style in Relation to Topic(s): 79.38% of all students selected “very effective” or “extremely effective”

- ↓ to 53.85% by Asian students ($n=13$), 68.09% by Students of Color ($n=47$), 68.18% by Black students ($n=22$), 73.33% by LGBTQ+ students ($n=30$), 74.19% by Hispanic students ($n=31$),
- Mean score of all students was 4.18. Mean score of Asian students was 3.77 and mean score Black students was 3.82.

Presentation Strategies or Approach: 84.38% of all students selected “very effective” or “extremely effective”

- ↑ to 89.74% by First-Gen students ($n=39$)
- ↓ to 61.54% by Asian students ($n=13$), 76.19% by Black students ($n=21$),
- Mean score of all students was 4.23. Mean score of Black students was 3.95.

Facilitation Skills Related to Topic(s): 80.61% of all students selected “very effective” or “extremely effective”

- ↓ to 64.29% by Asian students ($n=14$), 66.67% by 2+ Races students ($n=15$), 69.39% by Students of Color ($n=49$), 71.88% by Hispanic students ($n=32$), 75.00% by Black students ($n=20$)
- 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.)

149 students opted to respond to this question. Students offered both positive (100 responses) and constructive (59 responses) feedback. Occasionally, student feedback addressed both positive and constructive areas. This question was also asked on the Fall 2020 Messina Student Survey and similar themes came from student responses. The charts below describe key themes from student responses and notes similarities and differences to the themes across the fall 2020 and spring 2021 semesters.

Following each chart are a sampling of select open-ended responses provided by students. Except for redacting potentially personally Identifiable information; the responses are direct quotations from student responses and have not been edited in any way.

Positive Themes: Facilitating Conversations or Discussions on the Topics of Anti-Racism, Systemic Racism, Privilege, or Power in Messina

	FA20 (155)	SP21 (100)
COMMUNITY THROUGH CONVERSATION Students were able to develop connections with their peers through the discussions on this topic	X	
EFFECTIVE MATERIALS AND RESOURCES Appreciation for enjoyable and informative materials and resources used to facilitate discussions	X	X
ENGAGEMENT THROUGH DISCUSSION Appreciation for opportunities for small and large group discussions	X	X
INCREASED KNOWLEDGE AND UNDERSTANDING Informative and educational discussions, conversations, and materials	X	X
EFFECTIVE FACILITATION Messina working group members positively navigated facilitating these discussions	X	X
KNOWLEDGEABLE WORKING GROUP MEMBERS Messina working group members understood topics and presented informed, factual information	X	X
SAFE SPACE The spaces established to have conversations felt safe and judgement-free	X	X

SELECTED SPRING 2021 RESPONSES DEMONSTRATING POSITIVE THEMES

- *“My Messina working group did a good job with presenting these topics as we had multiple classes in which we discussed and learned more about each topic. We even came up with certain strategies to fight racism.”*
- *“I thought that attending the Loyola event “How to be an Antiracist” early on in the second semester and having an in depth conversation during class and enrichment hour was effective.”*
- *“I think that my Messina working group did a good job in presenting and facilitating conversations or discussions on topics of anti-racism, systemic racism, privilege and power. By using videos and small/big discussion groups, it was definitely very effective in increasing my knowledge of these subjects.”*
- *“I think we all have a lot to learn, especially white people, and that’s okay. It’s important to listen to those who experience racism and prejudice in their lives rather than just assuming what they need. My Messina working group did that and encouraged us to do the same. I liked the anti racism presentation this semester and I learned a lot as well as continued my pursuit of how to be anti racist.”*
- *“In my Messina Working group, [Names of all working group members] were efficient and professional in the way they communicated about racial topics and how it is prevalent in the world today. Both [Messina Fall Professor] and [Messina Spring Professor] showed us videos and had large group discussions about racism. In particular, [Messina Spring Professor] introduced the concept of Redlining which is how Blacks in particular were unable to receive loans for homes due to their racial status and privilege. In addition, earlier in the Spring semester we watched a talk about Abraham X. Kendi and his stance on racial injustice in correlation with freedom of speech. [Messina Mentor] was very clear in the way they spoke about racism and wanted the students to grasp the concepts she was trying to communicate. [Messina Mentor] also talked to us about resources available on campus to combat and prevent racism or injustice. [Messina Evergreen] was also helpful in providing their on campus experience of racism and if they witnessed anything suspicious first hand. [Messina Evergreen] seemed to know a great deal of knowledge about racism before speaking with us about it. Nevertheless, I got more introduced to racism/privilege/ and power during my Spring Semester.”*
- *“My Messina working group was extremely effective in facilitating conversations and discussions. Every discussion was conducted with respect and understanding, which was incredibly refreshing. Even if someone was confused or wanted clarification, no one sought to ridicule them or cast them into someone who they are not. My group did an incredibly well job at making sure that everyone was heard and not silenced even if they had differing opinions.”*
- *“They made the conversations easy and provided a flow to the conversations. They provided sources, like videos, and reading material to help us feel more knowledgeable on the subjects so we had a better conversation.”*

Constructive Themes: Facilitating Conversations Or Discussions On The Topics Of Anti-Racism, Systemic Racism, Privilege, Or Power In Messina

	FA20 (80)	SP21 (59)
FACILITATOR FEEDBACK Mixed levels of engagement by working group members in leading discussions; more growth in directly calling on students to participate	X	X
INSUFFICIENT AND INCONSISTENT FREQUENCY COVERING OF THESE TOPICS Not enough discussions on the topic (some shared that there were no discussions at all)	X	X
ALTERNATIVE RESOURCE IDEAS Suggestions on what resources could be used to facilitate better discussions; recommendation for a review of current resources used	X	X
HESITANCY OF OPEN ENGAGEMENT Both Messina working group members and students holding back during discussions; general feeling of discomfort from students in talking about these topics; fear of saying the wrong thing	X	X
UNIQUE EXPERIENCES OF STUDENTS OF COLOR IN A PREDOMINANTLY WHITE CLASSROOM More consideration of the experience of Students of Color in how this topic is addressed in a primarily White environment		X

SELECTED SPRING 2021 RESPONSES DEMONSTRATING CONSTRUCTIVE THEMES

- *“My class was very conscious of how we approached the topic. I think as instructors you were very aware if someone was feeling uncomfortable or not and how to approach the scene. The only thing is that a few times I felt that my classmates words were not erroneous and I did not understand why they were corrected in some moment. I, personally, do not like to talk in a general scenario and in these topics I am afraid to talk because I do not want to say something that might be rude. If I was corrected or judged of my wording, I would mostly not talk again or much in the class in future occasions. I understand they do their best and this correction is not in a harmful way.”*
- *“I would encourage more conversations with people of different backgrounds. Like getting more professors and presenters of other races.”*
- *“I think that my Messina team was excellent. However, I also think that letting students have more exposure to what being "racist" is, or any other topic, at the beginning of the year, would help students understand more, and be more inclusive in discussions of "anti-racism, systematic racism, privilege, power, etc." Providing different resources like videos, films, newspapers, etc., would help with that exposure to the student's knowledge.”*
- *“My feedback is to maybe try facilitating discussions on these topics AT ALL for a start. As a Black student concerned about race, privilege and power I was disappointed at the minimal amount it was discussed. A school like Loyola with a massive white majority needs to do better to help Black students feel more safe and comfortable.”*
- *“It's really easy to disconnect ourselves from the subject of race when we limit it to mostly discussion. I wish we did more of 'What can I do to be anti-racist?' and actually went out and did it, instead of just talking about it.”*
- *“Discussions of anti-racism were facilitated greatly by our working group. However, the classroom dynamic in my personal small group did not permit for further conversations because of outright prejudiced comments or refusal to discuss privilege and power.”*
- *“I think they did a good job of addressing these important conversations, but I think maybe watching a video from someone facing discrimination or any issues of racism about what is deemed racist and anti-racist would have been beneficial since the Messina working group is made up of all white staff.”*
- *“To start, I would try bringing the topic up in a more engaging way. Maybe add a contemporary aspect to it, use social media, or ask the group about the experiences they've had or witnessed. Also, mention the topic more than once, it will be more effective that way. And, never be afraid to ask the hard questions.”*

- “I feel as though we did not really discuss anti-racism, systemic racism, privilege, and power all that much in Messina. Although these topics came up a few times, they were oftentimes not topics that were at the forefront of our discussions. I think that integrating more dedicated time to discussing these topics, hearing guest speakers, watching videos, etc. would be beneficial.”
- “I feel like we had these discussions more during the first semester than the second. Maybe it would benefit to spread them out a little more evenly? The discussions were very fruitful though.”
- “Not sure, I think the discussion was good. Except left out the fact that the administration does nothing to prevent or deal with racism in terms of consequences to the actual racist (white) students that I have experienced.”

Other Takeaways From Spring 2021 Responses

While this was not reflective of most comments, students had contradictory perspectives related to the engagement and approach of facilitators. Examples of this included the following:

- Desire to avoid discussions of these topics because of personal differing opinions/perspectives about racism versus a desire for more discussions about these topics.
- Noting that these are sensitive topics that require careful navigation including giving students the option to not speak if they are uncomfortable versus directly calling on students to share when a class is avoiding talking or the same students are participating.
- There was not always consensus around what is a “best approach” to these conversations. For example, a student noted appreciation that in a small group discussion, students were divided into groups by their visual demographic identities. Conversely, another student gave this example and indicated this forced division created an uncomfortable space for discussion.

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. There were no responses to this question.

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.

ANTI-RACISM BEYOND MESSINA

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

FA20 Mean Score: 3.97 SP21 Mean Score: 4.08	Fall 2020 (n=452)	Fall 2020 Demographic Differences	Spring 2021 (n=288)	Spring 2021 Demographic Differences
Strongly agree	156 34.51%	76.77% students selected “Strongly agree” or “Somewhat agree” ↓ 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) 10.84% all students selected “Somewhat disagree” or “Strongly disagree” ↑ to 22.64% by Black students (n=53)	105 36.46%	81.60% students selected “Strongly agree” or “Somewhat agree”
Somewhat agree	191 42.26%		130 45.14%	↓ to 72.34% by PELL students (n=47), 72.94% by Male students (n=85), 74.07% by Black students (n=27), 75.76% by Hispanic students (n=33)
Neither agree nor disagree	56 12.39%		33 11.46%	6.94% all students selected “Somewhat disagree” or “Strongly disagree”
Somewhat disagree	32 7.08%		10 3.47%	↑ to 12.12% by Hispanic students (n=33), 12.77% by PELL students (n=47), 14.81% by Black students (n=27)
Strongly disagree	17 3.76%		10 3.47%	

BALTIMORE IN MESSINA CLASS/ ENRICHMENT

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

	Fall 2020 (n=452)	Fall 2020 Demographic Differences	Spring 2021 (n=288)	Spring 2021 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). One exception was 45.00% Asian students (n=20) selected "1-2 times."	20 6.94%	Fewer non-majority students selected "1-2 times." Specifically, 29.63% Black students (n=27), 31.58% 2+ races students (n=19), and 31.67% Students of Color (n=60). Two exceptions were 45.45% Hispanic students (n=33) and 45.71% LGBTQ+ students (n=35).
5-6 times	72 15.93%		39 13.54%	
3-4 times	140 30.97%		104 36.11%	
1-2 times	179 39.60%		115 39.93%	
Never	29 6.42%		10 3.47%	

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

Area	Fall 2020 (n=420) ¹⁸	Spring 2021 (n=275)
Had a discussion as an entire class	357	216
Had a small group discussion	226	149
Watched a video	184	134
Listened to a lecture on this topic	130	96
Completed an assignment	107	72
Read a book or article	84	67
Other, please specify	38	15
Attended a campus event	28	21
Listened to a podcast	8	3

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

Total count of unique items selected by students	Fall 2020 (n=450)	Fall 2020 Percentage	Spring 2021 (n=275)	Spring 2021 Percentage
9 items	0	0.00%	0	0.00%
8 items	1	0.24%	1	0.36%
7 items	7	1.67%	2	0.73%
6 items	14	3.33%	12	4.36%
5 items	30	7.14%	25	9.09%
4 items	68	16.19%	41	14.91%
3 items	101	24.05%	63	22.91%
2 items	98	23.33%	72	26.18%
1 item	101	24.05%	59	21.45%

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

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	Fall 2020 (n=422) ¹⁹	Spring 2021 (n=288)
Things to do in Baltimore	343	245
Neighborhoods in Baltimore (ex. York Road, Fed Hill, Fells Point)	334	235
History of Baltimore	241	169
Transportation, how to get around Baltimore	232	170
Personal safety in Baltimore	179	143
Service opportunities through the Center for Community Service and Justice (CCSJ) or the York Road Initiative	167	110
Redlining	144	125
Other, please specify	15	7

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.)

126 students opted to respond to this question. Students offered both positive (69 responses) and constructive (65 responses) feedback. This question was also asked on the Fall 2020 Messina Student Survey and similar themes came from student responses. The charts below describe key themes from student responses and notes similarities and differences to the themes across the fall 2020 and spring 2021 semesters.

Following each chart are a sampling of select open-ended responses provided by students. Except for redacting potentially personally identifiable information; the responses are direct quotations from student responses and have not been edited in any way.

Positive Themes: Facilitating Conversations or Discussions on Baltimore in Messina

	FA20 (67)	SP21 (69)
PEDAGOGICAL CONTENT PROVIDED: MATERIALS AND RESOURCES Appreciation for enjoyable and informative materials and resources used	X	X
PEDAGOGICAL STRATEGIES USED BY WORKING GROUP Presentations, technology, conversations	X	X
INCREASED KNOWLEDGE AND UNDERSTANDING Informative and educational discussions, conversations, and materials	X	X
FOSTERING COMMUNITY EXCITEMENT Covering of topic made students more excited about Baltimore and Loyola	X	X
KNOWLEDGEABLE WORKING GROUP MEMBERS Messina working group members shared personal recommendations of places to go, things to do, and general knowledge about the city	X	X

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

SELECTED SPRING 2021 RESPONSES DEMONSTRATING POSITIVE THEMES

- *“I enjoyed getting to know what places students regularly went to near campus. I live nearby and there were places I haven’t heard of and it was interesting.”*
- *“My Messina working group led a presentation/conversation on Baltimore, and it was insightful and very helpful as someone who has never been here before this semester. I enjoyed the assignment we were given, where we were split into groups and each group had to research a different neighborhood. It made the topic exciting, while also getting the entire class engaged.”*
- *“I know it was difficult to show the Baltimore area due to being online this semester, but it would have been nice to have a tour of some of the areas around campus. However, my [Messina mentor and Evergreen] made a nice video to show the group around the area. I also think the service-learning part of [Messina faculty] class was helpful to learn about Baltimore’s neighborhoods and history.”*
- *“I really enjoyed our enrichment session about the Baltimore neighborhoods and found it to be very informative. Especially with COVID, many students have not been able to explore these neighborhoods on their own.”*
- *“My Messina group mentioned Baltimore a few times and talked about different aspects of the city. I believe was a powerpoint presentation discussing different topics of the history and redlining. There was also talk about different community service opportunities and clubs to join to be a part of it.”*
- *“We got to learn about the good parts of Baltimore (its history and things to do) and the not-so-good parts of Baltimore (poverty and racial issues) creating a balance of discussion topics. The assignment where we had to research and present on a place in Baltimore was really nice. I assume that if things were normal we would go to Baltimore in person.”*
- *“I thought it was important to discuss the history of Baltimore and the city is still facing the long-term effects of various policies and actions. For the future, I might add some information about things to do in Baltimore and off-campus opportunities if possible.”*
- *“They made talking about Baltimore fun. They gave a lot of good information on what to do in Baltimore and how to get around, which would be helpful for anyone who has never been to the city.”*

Constructive Themes: Facilitating Conversations or Discussions on Baltimore in Messina

	FA20 (42)	SP21 (65)
PEDAGOGICAL CONTENT OPPORTUNITIES: MATERIALS AND RESOURCES Increasing focus on where to go, transportation, and safety recommendations	X	X
PEDAGOGICAL STRATEGY OPPORTUNITIES Incorporating quizzes, readings, videos, technology, discussion	X	X
AUDIENCE ENGAGEMENT Considering different ways of engagement of students attending virtually vs. in-person, experiences of students from Baltimore, activity timing, students transferring into Messina		X
WORKING GROUP FACILITATION OPPORTUNITIES Increased sharing of personal recommendations of places to go, things to do, and general knowledge about the city	X	X

SELECTED SPRING 2021 RESPONSES DEMONSTRATING CONSTRUCTIVE THEMES

- *“Considering I was a student online this semester, I felt really left out. The group planned trips around Baltimore without even considering the virtual students.”*
- *“Conversations on Baltimore were good, should be more detailed with facts on how much fares cost for transportation, places to see/how far they are located, and how members of Loyola community have interacted with Baltimore.”*
- *“It is important to help students understand that some areas of Baltimore may be more prone to crime, but do not go so far as to disconnect certain areas of Baltimore to the point where we neglect it as part of our community.”*
- *“I felt like it was handled well and it felt right, however nobody was able to relate to most of the content as we could not experience the city.”*

- *“Sometimes be careful what area you call dangerous as some students are locals from those areas in Baltimore and it might make them feel as if they are being labeled as dangerous as well. Maybe think of a better approach or language to let tourists know that it is not their safe zone since they are not local in those areas.”*
- *“I think it would be interesting to talk about possible job and/or internship opportunities that cater to each of our majors in Baltimore that we could look into either during or after college. Since it's a small group, I feel like each student could get more personal attention regarding their academic interests/pursuits and this would certainly be helpful.”*
- *“I would talk more about the stigma around York Road and how to get involved (i.e. York Road Community Day). It is okay to talk about safety but not in a way that takes away from the York Road community and what they offer beyond a surface-level presentation.”*
- *“I think that the project we did with Baltimore was done at a time where a lot of us were burnt out and had a lot of work to do for our classes. Because of this, completing the project was more work than it was fun to learn about Baltimore, which I think was the ultimate goal. I think that if we were to have done this project in the beginning of the semester, it would have been more engaging. Also, I feel that more people would have made plans to go and visit these places with their friends, whereas right now, it is a bit late in the semester.”*
- *“I would have liked to have more conversation about transportation around Baltimore because I am still confused on how to travel (inexpensively) around the city.”*
- *“I think we could have focused more on Baltimore throughout the semester, but I was in a different Messina in my first semester so I do not know what they covered during that time.”*

BALTIMORE BEYOND MESSINA

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

	Fall 2020 (n=452)	Fall 2020 Demographic Differences	Spring 2021 (n=288)	Spring 2021 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)	29 10.07%	45.49% students selected “Strongly agree” or “Somewhat agree”
Somewhat agree	130 28.76%		102 35.42%	↑ to 57.14% by Asian students (n=14) ↓ to 38.30% by PELL students (n=47), 33.33% by Black students (n=27)
Neither agree nor disagree	96 21.24%		69 23.96%	30.56% all students selected “Somewhat disagree” or “Strongly disagree”
Somewhat disagree	99 21.90%		45 15.63%	↑ to 36.36% by Hispanic students (n=33), 40.43% by PELL students (n=47), 48.15% by Black students (n=27)
Strongly disagree	74 16.37%		43 14.93%	↓ to 7.14% by Asian students (n=14)

DEMOGRAPHIC INFORMATION

INTENDED MAJOR AREA

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

(n=288)	All students
Natural and Applied Sciences	84 29.17%
Business	73 25.35%
Social Sciences	57 19.79%
Undecided	22 7.64%
Humanities	44 15.28%
Education	8 2.78%

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=288)²⁰
Catholic	155
Christian, Non-Denominational, Protestant	50
Spiritual but not religious	8
Agnostic	17
Questioning	8
Prefer not to answer	20
Atheist	10
Not otherwise listed (if desired, please specify)	11
Baptist	9
Jewish	6
Muslim	1
Buddhist	1
Hindu	2
Rastafari	0
Sikh	0
Native American Spirituality	0
Baha'i	0
Unitarian Universalist	0

²⁰ A total of 288 students responded to this question with 9 selecting multiple items.

Question: I identify as... (please select all that apply)²¹

Race/ Ethnicity	(n=288)
White, European, European American	216
African, African American	30
Asian or Asian American	18
Black	15
Latinx, Latina/o, Hispanic	30
Multiracial or Biracial	15
Caribbean, Caribbean American	3
Arab, Middle Eastern	5
Prefer not to answer	4
Native Hawaiian, Pacific Islander	1
Native American, Alaska Native, Indigenous, First Nations	3
Not otherwise listed (if desired, please specify)	0

²¹ These numbers reflect items selected by students versus Admission data. The demographic breakdown by race and ethnic identity throughout the document utilizes the Admission data.

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

Gender	(n=288)
Woman	198
Man	84
Non-binary	1
Agender	1
I am currently questioning my gender identity	1
Trans Woman	1
Prefer not to answer	2
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=288)
Straight/ Heterosexual	250 ²²
Bisexual	19
I am currently questioning my sexuality	5
Prefer not to answer	7
Lesbian	2
Asexual	4
Pansexual	3
Queer	3
Gay	6
Fluid	0
Not otherwise listed (if desired, please specify)	0

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.

²² Four students selected heterosexual along with other sexual identities. In the demographic breakdown of data, these four students were coded as LGBTQ+ instead of heterosexual.

Spring 2021 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 Spring. 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 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

Q3.3 Messina has two learning outcomes related to the area of Critical Understanding. Please review the learning outcome and respond to the corresponding question.

Critical Understanding Learning Outcome 1: Develop habits of reading, writing, and intellectual conversation that support academic excellence and engagement.

During your first year at Loyola, in what ways did you experience this learning outcome within and beyond the classroom? In your response, please give examples of specific course content, assignments, programs, activities, or other experiences. (this is an open-ended question)

Q3.4 Critical Understanding Learning Outcome 1: Develop habits of reading, writing, and intellectual conversation that support academic excellence and engagement.

In regard to this learning outcome, what level of influence did your participation in your Messina fall and spring courses have in relation to this area? If you transferred into Loyola this spring, please answer this question in relation to your spring Messina class.

Choice Options: No Influence, Little Influence, Some Influence, Very Influential

Q3.5 Messina has two learning outcomes related to the area of Critical Understanding. Please read the statement and respond to the corresponding questions.

Critical Understanding Learning Outcome 2: Demonstrate increased knowledge and use of campus resources that aid critical thinking.

During your first year at Loyola, in what ways did you experience this learning outcome within and beyond the classroom? In your response, please give examples of specific course content, assignments, programs, activities, or other experiences. (this is an open-ended question)

Q3.6 Critical Understanding Learning Outcome 2: Demonstrate increased knowledge and use of campus resources that aid critical thinking.

In regard to this learning outcome, what level of influence did your participation in your Messina fall and spring courses have in relation to this area? If you transferred into Loyola this spring, please answer this question in relation to your spring Messina class.

Choice Options: No Influence, Little Influence, Some Influence, Very Influential

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

Intro text: The next set of questions are to help us better understand how topics of diversity, equity, and inclusion are addressed in Messina and in other classes at Loyola. At the conclusion of these questions, there will be an optional open-ended question for you to clarify any of your responses.

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 were 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 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

Q5.4 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)

Q5.5 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 Q5.3. 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)

Q5.6 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 Q5.3. 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 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 Q5.3. 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 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.

Q5.9 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.

Q5.10 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

BLOCK 6: Commitment to Baltimore

Intro text: The next set of questions are to help us better understand how Baltimore was addressed in Messina and in other classes at Loyola. At the conclusion of these questions, there will be an optional open-ended question for you to clarify any of your responses.

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.

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

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

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	288	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)	35	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	246	This represents any student that selected heterosexual to the question related to Sexual Identity.
Non-Catholic/ Non-Christian	86	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	202	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	243	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	33	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	252	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	60	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	27	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	219	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	14	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)	19	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	85	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	200	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.