



Preparing people to lead extraordinary lives

# National Survey of Student Engagement, 2005-10

## Institutional Contribution to Students' Jesuit Education: Loyola and Peers

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Loyola participates in a Jesuit Consortium<sup>1</sup> within the National Survey of Student Engagement. Students at each institution in the Consortium receive an extra module of questions at the end of the NSSE, in which they are asked about the extent to which their experience at their institution has contributed to their development in areas related to the Jesuit mission. This report looks at average student responses for Loyola and for the rest of the Jesuit Consortium, for each year from 2005 through 2010.

Responses to the Consortium questions on institutional contribution are on a 4 point scale (1 = very little; 2 = some; 3 = quite a bit; 4 = very much). Results tables show averages on that scale for Loyola and for the Consortium for each year from 2005 through 2010. Consortium averages in red/blue type indicate that Loyola's average is lower/higher than the Consortium average, both statistically and at least somewhat substantively (see note at bottom of Table 1). Results are presented separately for freshmen and seniors. In addition to differences between Loyola and the other institutions in the Jesuit Consortium, this report focuses on changes at Loyola over time.

### Key findings

#### Understanding of mission

- From 2005 to 2010, Loyola freshmen reported a growing extent of institutional contribution to their development in understanding the mission of their institution (2.79 to 3.03). There was no change for seniors.
- Loyola freshmen reported a lower average level of development than freshmen at the Jesuit peers' in 2007 and 2008, but by 2009 Loyola had caught up to their Jesuit peers.
- The average response regarding understanding of institutional mission by Loyola seniors was lower than that of Jesuit peer seniors for 2006 through 2008, but as of 2009 they were equal.

#### Helping others

- Loyola freshmen reported greater institutional contribution in 2010 than in 2005 to their

<sup>1</sup> Which Jesuit institutions participate in NSSE changes somewhat each year. Participating Jesuit institutions in 2010 are listed in Appendix A.

development in devoting help to others in need (2.66 to 2.96). There was no change for seniors.

- From 2005 to 2008, Loyola freshmen reported less institutional contribution to their helping others than did their Jesuit peers, but as of 2009 there was no difference between Loyola and its peers.
- Loyola seniors, compared to their Jesuit peers, reported less institutional contribution to their development in helping others in need beginning in 2007. As of 2010, their average was still lower than their Jesuit peers (2.90 vs. 3.11).

#### Leading by example

- There were no changes over time, for Loyola freshmen or seniors, in reported level of institutional contribution to their development in leading by example (2.90 and 2.97 in 2010).
- For each year except 2009, Loyola freshmen reported less institutional contribution to their leading by example than did their Jesuit peers (2.90 vs. 3.08 in 2010).
- From 2007 to 2009, Loyola seniors reported lower levels of institutional contribution to their leading by example than did their Jesuit peers. In 2010, however, they were about equal (2.97 vs. 3.14).

#### Global and local issues

- Both freshmen and seniors at Loyola, compared to their Jesuit peers, reported equal levels of institutional contribution to their increasing awareness of the relationship between global and local issues.
- Loyola freshman's assessment of Loyola's contribution to their development in global awareness increased from 2005 to 2010 (2.65 to 2.96).

#### Working for social justice

- Compared to their Jesuit peers, both freshmen and seniors at Loyola reported equal levels of institutional contribution to their actively working to further social justice, during the entire period between 2005 and 2010.
- There was an increase from 2005 to 2010 in Loyola freshmen's reported institutional contribution to their working for social justice (2.66 to 2.93).

#### Defining values and beliefs

- From 2005 to 2010, the extent of institutional

contribution to freshmen in their defining of their own values and beliefs increased (2.86 to 3.05).

- From 2007 to 2008 for freshmen and from 2006 to 2008 for seniors, Loyola students reported less institutional contribution to their defining their own values and beliefs, compared to students at the Jesuit peer institutions. From 2009 through 2010, however, there were no differences between Loyola and its peers at either class level.

#### **Respect for differences**

- From 2005 to 2010, freshmen at Loyola reported increasing institutional contribution to their demonstrating respect for others' differences (3.07 to 3.24).
- In 2010 Loyola freshmen reported an institutional contribution to their respect for difference greater than did Loyola seniors (3.24 vs. 3.12).
- Except for freshmen in 2008, there were no differences between Loyola students and their Jesuit peers, of either class level, from 2005 on.

#### **More inclusive community**

- From 2005 to 2010, freshmen at Loyola reported an increase in the extent of institutional contribution to their development in actively working toward a more inclusive community (2.67 to 2.85).
- Loyola freshmen reported a greater institutional contribution in 2010 than did Loyola seniors (2.85 vs. 2.67).
- For a few years for both freshmen and seniors, Loyola reported less institutional contribution than did Jesuit peers. By 2010, however, there were no differences at either class level.

#### **Looking critically at society**

- For neither class were there differences over time or from Jesuit peers in the reported extent of institutional contribution to their ability to look critically at society and its institutions.

#### **Personal ethical decisions**

- For Loyola freshmen, the extent of institutional contribution to their development in making ethical decisions in personal matters increased from 2005 to 2010 (2.77 to 3.04).
- Except for 2008, there were no differences in average response between Loyola students and their Jesuit peers, at either class level, about institutional contribution to personal ethical decisions.

#### **Professional ethical decisions**

- For Loyola freshmen, the extent of institutional contribution to their development in making ethical decisions in professional situations increased from 2005 to 2010 (2.71 to 3.00).
- In 2010, the average response for Loyola seniors was higher than that for Loyola freshmen (3.14 vs. 3.00).

- Except for 2006 for freshmen and 2008 for both class levels, there were no differences between Loyola students and their Jesuit peers in the extent of institutional contribution to professional ethics.

#### **Being "men and women for others"**

- Loyola freshmen reported an increasing institutional contribution to their development in understanding the Jesuit principle of being "men and women for others" from 2005 to 2010 (2.70 to 3.05).
- In 2010, Loyola freshmen said that institutional contribution was greater than did Loyola seniors (3.05 vs. 2.76).
- Except for 2006 and 2007, Loyola freshmen reported the same level of institutional contribution as did their Jesuit peers.
- Loyola seniors have reported less institutional contribution than have their Jesuit peers in every year except 2006 (in 2010, 2.76 vs. 3.03).

#### **Intellectual and spiritual lives**

- For Loyola freshmen, there was no difference over time or from their Jesuit peers in extent of institutional contribution to their making connections between their intellectual and spiritual lives.
- Except for 2006 and 2008, there were no differences between Loyola seniors and their Jesuit peers in reported institutional contribution to their intellectual and spiritual lives.

### **Conclusions**

- In most areas Loyola freshman reported greater institutional contribution to their development in 2010 than in 2005. In no case, however, did Loyola seniors report increased contribution from 2005 to 2010.
- One potential explanation of these findings is that Loyola is doing an increasingly better job of educating students in their first year about Jesuit principles.
- It is more difficult, however, to explain the lack of change among Loyola seniors. It is possible that it is the result of transfer students in the senior class. It is also possible that there is an increasing perception of institutional contribution to development among seniors, but that the increase is not yet large enough to be meaningful. If this is true, we would expect that as additional freshman classes advance toward graduation, there may be a perceptible positive change in the next few years. To know whether this is the case, however, will take more data.
- Both freshmen and seniors at Loyola reported the greatest institutional contribution to their development in demonstrating respect for others' differences,
- Both freshmen and seniors at Loyola reported least

institutional contribution to their development in making spiritual connections between their intellectual and spiritual lives and in actively working toward a more inclusive community.

- It is not clear why Loyola students would report a relatively high level of institutional contribution to their development in respecting others' differences at the same time that they report relatively low levels of institutional contribution to actively working

toward a more inclusive opportunity. In other words, students report that Loyola contributes a relatively high amount to their attitudes, but a relatively low amount to their actions.

- While in the past Loyola students had often reported a lower level of institutional contribution in some areas than did students at Jesuit peer institutions, by 2010 Loyola students had caught up to their Jesuit peers in almost all areas.

**Table 1**  
**Loyola and NSSE Jesuit Consortium:<sup>1</sup> Average Extent of Institutional Contribution to Development in Areas of Jesuit Education:**  
**Freshmen and Seniors**

Extent of institutional contribution to development <i>1 = very little; 2 = some; 3 = quite a bit; 4 = very much</i>	Freshmen						Seniors					
	2005 <i>average</i>	2006 <i>average</i>	2007 <i>average</i>	2008 <i>average</i>	2009 <i>average</i>	2010 <i>average</i>	2005 <i>average</i>	2006 <i>average</i>	2007 <i>average</i>	2008 <i>average</i>	2009 <i>average</i>	2010 <i>average</i>
<b>Understanding the mission of your institution</b>												
Loyola	2.79	2.77	2.73	2.85	2.94	<b>3.03</b>	2.84	2.64	2.74	2.82	2.87	2.92
Other Jesuit institutions	2.90	2.92	<b>2.95</b>	<b>3.04</b>	3.07	3.08	2.88	<b>2.88</b>	<b>2.96</b>	<b>3.04</b>	3.05	3.09
<b>Devoting effort to help others in need</b>												
Loyola	2.66	2.71	2.75	2.81	2.91	<b>2.96</b>	2.81	2.77	2.71	2.80	2.86	2.90
Other Jesuit institutions	<b>2.96</b>	<b>2.95</b>	<b>2.95</b>	<b>3.05</b>	3.07	3.12	2.96	2.93	<b>2.97</b>	<b>3.03</b>	<b>3.04</b>	<b>3.11</b>
<b>Leading by example</b>												
Loyola	2.72	2.69	2.63	2.75	2.93	2.90	2.82	2.75	2.79	2.79	2.86	2.97
Other Jesuit institutions	<b>2.90</b>	<b>2.90</b>	<b>2.92</b>	<b>3.02</b>	3.03	<b>3.08</b>	2.96	2.93	<b>3.01</b>	<b>3.08</b>	<b>3.09</b>	3.14
<b>Increasing your awareness of the relationship between global and local issues</b>												
Loyola	2.65	2.67	2.73	2.78	2.93	<b>2.96</b>	2.89	2.74	2.75	2.87	2.91	2.95
Other Jesuit institutions	2.71	2.77	2.85	2.95	2.94	2.95	2.83	2.86	2.92	2.97	2.99	3.02
<b>Actively working to further social justice</b>												
Loyola	2.66	2.66	2.65	2.75	2.84	<b>2.93</b>	2.87	2.71	2.73	2.72	2.85	2.89
Other Jesuit institutions	2.69	2.76	2.80	2.88	2.91	2.94	2.70	2.78	2.82	2.87	2.92	2.93
<b>Defining your own values and beliefs</b>												
Loyola	2.86	2.81	2.80	2.83	3.00	<b>3.05</b>	3.00	2.82	2.85	2.85	2.94	3.02
Other Jesuit institutions	2.91	2.97	<b>2.98</b>	<b>3.06</b>	3.08	3.10	3.03	<b>3.01</b>	<b>3.04</b>	<b>3.09</b>	3.09	3.14
<b>Demonstrating respect for others' differences</b>												
Loyola	3.07	2.99	3.01	3.00	3.08	<b>3.24</b>	3.08	2.95	2.96	2.98	3.08	3.12
Other Jesuit institutions	3.00	3.08	3.09	<b>3.17</b>	3.18	3.21	3.03	3.08	3.08	3.14	3.14	3.21
<b>Actively working toward a more inclusive community</b>												
Loyola	2.67	2.55	2.59	2.65	2.65	<b>2.85</b>	2.77	2.45	2.54	2.53	2.64	2.67
Other Jesuit institutions	2.80	<b>2.76</b>	2.76	<b>2.88</b>	<b>2.89</b>	2.93	2.79	<b>2.67</b>	2.70	<b>2.79</b>	2.77	2.85
<b>Ability to look critically at society and its institutions</b>												
Loyola	2.88	2.77	2.81	2.87	2.94	3.04	3.03	2.90	2.90	2.93	2.98	3.02
Other Jesuit institutions	2.85	2.88	2.90	2.98	2.98	3.02	3.07	2.98	3.04	3.09	3.09	3.12

Extent of institutional contribution to development <i>1 = very little; 2 = some; 3 = quite a bit; 4 = very much</i>	Freshmen						Seniors						
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	
	<i>average</i>												
<b>Making ethical decisions in personal situations</b>													
Loyola	2.77	2.78	2.82	2.85	2.95	3.04	2.96	2.88	2.93	2.90	3.01	3.09	
Other Jesuit institutions	2.89	2.94	2.92	3.03	3.03	3.07	3.09	3.05	3.07	3.12	3.11	3.19	
<b>Making ethical decisions in professional situations</b>													
Loyola	2.71	2.71	2.76	2.81	2.91	3.00	2.98	2.94	2.97	2.98	3.04	3.14	
Other Jesuit institutions	2.86	2.90	2.89	3.01	3.01	3.04	3.14	3.09	3.12	3.18	3.15	3.25	
<b>Understanding the Jesuit principle of being "men and women for others"</b>													
Loyola	2.70	2.61	2.59	2.74	2.86	3.05	2.57	2.59	2.60	2.60	2.70	2.76	
Other Jesuit institutions	2.84	2.85	2.88	2.92	3.02	2.99	2.88	2.79	2.86	2.91	3.01	3.03	
<b>Making connections between your intellectual and spiritual life</b>													
Loyola	2.63	2.53	2.51	2.56	2.66	2.72	2.53	2.39	2.45	2.43	2.53	2.58	
Other Jesuit institutions	2.72	2.71	2.69	2.76	2.78	2.81	2.72	2.66	2.65	2.69	2.72	2.78	

Source: National Survey of Student Engagement, 2005-10 (weighted by gender, enrollment status, and institutional size)

Note: On the "Other Jesuit Institutions" line, blue/red indicates that Loyola's average is higher/lower than that of the other participating Jesuit institutions, with the difference statistically significant at the .05 level, and an effect size of at least .2 or less than/equal to -.2; effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the results by the pooled standard deviation. For Loyola's 2010 average, blue indicates that the 2010 average was significantly greater than the 2005 average.

<sup>1</sup> Which Jesuit institutions participate in NSSE changes slightly each year; see Appendix A for 2010 participating institutions.

**Appendix A**  
**NSSE Jesuit Consortium Institutions, 2010**

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<b>Institution Name</b>	<b>City</b>	<b>State</b>
Loyola Marymount University	Los Angeles	CA
Loyola University New Orleans	New Orleans	LA
Marquette University	Milwaukee	WI
Regis University	Denver	CO
Rockhurst University	Kansas City	MO
Saint Louis University	Saint Louis	MO
Santa Clara University	Santa Clara	CA
Seattle University	Seattle	WA
Spring Hill College	Mobile	AL
University of Scranton	Scranton	PA
Xavier University	Cincinnati	OH