

**Academy of Catholic Thought and Imagination
2017 Campus Survey on Mission and Catholic Identity at LMU
Summary Report**

I. Background

During the 2017-2018 academic year, the Academy of Catholic Thought and Imagination is embarking on a yearlong conversation on the theme of “The Idea of the Catholic University in the 21st Century.” Along with numerous partners, particularly the Bellarmine Forum of the Bellarmine College of Liberal Arts, ACTI will engage questions that face Catholic higher education and Loyola Marymount University specifically: What makes us distinctive? In what respects do, or should, Catholic colleges and universities differ (or not differ) from other institutions? And how might these distinctive characteristics shape the missions, goals, research, curricula, and programs of the Catholic university in the 21st century?

To help us answer these questions we created a survey to better understand the role of mission and identity at LMU. We found a number of surprising and interesting findings, but perhaps the most important was the overarching importance of the mission at all levels of LMU, including faculty, staff, and students. However, there were some significant differences in how these various groups conceived mission and how well they thought LMU was meeting the goals laid out in the mission. Over the coming year, we will explore these findings and others in the hopes of clarifying and better pursuing LMU’s mission-related identity and goals.

II. Method and administration

As ACTI and its partners finalize events, programs, and speakers for the year ahead, we are acutely aware of the necessity for content that is relevant and influential for the LMU community. To that end, in the spring of 2017 we partnered with Rebecca Sager (SOCL) to create and administer a survey for all campus demographics—faculty, staff, and students—with the aim of gauging the LMU community’s experiences and understandings of LMU’s Catholic identity. We designed the survey with a primary focus on the LMU mission statement, with the assumption that all campus community members have some level of familiarity with the mission and its pillars. Our goal was to broadly identify: 1) areas of consensus and/or lack thereof, 2) consistent positive or negative experiences related to mission and Catholic identity, and 3) the elements of LMU’s mission and identity that the campus community finds distinctive and meaningful.

The survey was created via Qualtrics and administered via email to LMU faculty (all full- and part-time), staff (all full- and part-time), and students (a statistically representative sample of 400 undergraduate and graduate students) in late spring and early summer of 2017. It consisted of both quantitative and qualitative questions, as well as optional demographic questions, and took approximately 5-10 minutes to complete. Full text of the survey questionnaire is attached (Appendix B). Participation was incentivized in each group by optional entry in a drawing for one of two \$50 Amazon gift cards. We received a total of 357 responses (93 from faculty, 188 from staff, and 76 from students).

III. Findings

The survey results revealed a number of relevant and sometimes challenging insights. Of particular interest to ACTI and its partners during the coming year are:

- A)** *LMU’s mission and Jesuit/Catholic identity are broadly and consistently important to LMU community members across campus demographics.* Though faculty, staff, and students (as well as Catholics and non-Catholics) differed in areas of specific emphasis or personal resonance, LMU’s mission was consistently identified as influential in terms of attracting, retaining, and forming campus community members. All groups consistently reported personal support for all elements of the mission statement, and

LMU's Catholic/Jesuit identity was among the most commonly-volunteered responses to questions regarding LMU's distinctiveness.

- B) *Experiences of and satisfaction with LMU's integration of mission diverge widely between students and employees.* Students consistently report higher satisfaction with their experience of the mission at LMU; they overwhelmingly identify "the education of the whole person" as a distinct and formative aspect of LMU's identity which they find personally meaningful. On the other hand, faculty and staff are far more likely than students to report dissatisfaction or disappointment with the integration of the mission into their lived LMU experience. Members of these groups report perceptions of gaps between external and internal communication and policy, of a lack of visibility or meaningful integration of LMU's specifically Catholic and Jesuit character, and of administrative decisions that appear to move away from traditional models of liberal education and toward more market-driven trends.
- C) *Despite points of common reference, there remains ambiguity with respect to the meaning and content of mission-related phrases and concepts.* As a representative example: while formal university documents refer to "three pillars" of the mission, a clear majority of respondents indicated that they view the mission statement as having four elements, with "service of faith" and "promotion of justice" comprising separate goals. Additionally, terms such as "Jesuit identity" and "education of the whole person" are used with different implicit or explicit meanings, or often with no reference to specific content at all.

IV. Conclusions and recommendations

As ACTI and its partners move forward with the year's programming on "The Idea of the Catholic University in the 21st Century," these survey results suggest two primary foci for further conversation that can contribute to constructive dialogue and deliberation.

- A) *Explore the questions, "What does it mean—beyond rhetoric, in concrete particulars—to be a Catholic/Jesuit/Marymount university?"* Substantive discussion about the specific impacts of LMU's Jesuit identity on university policies, student and employee experience, academic curriculum, etc. will lead to both greater clarity and consensus regarding our shared campus identity as well as reveal areas of shortcomings or potential for growth. These conversations will also provide opportunities to engage those who express apathy or opposition toward LMU's mission and Catholic identity in a constructive way. We are fortunate to have these conversations concurrently with the university's "Institutional Examen" process through the Office of Mission and Ministry, which will take up similar questions; ACTI is confident that our parallel inquiries during AY18 will be mutually informative and beneficial.
- B) *Identify diverse ways, corresponding to our diverse community, to live the mission with greater integrity across the university.* Though faculty and staff are as likely as students to consider the mission personally meaningful, they are far more likely to express dissatisfaction with their experience of it as employees. This is particularly true for non-administration staff, who are often knowingly or inadvertently excluded from mission-oriented discussions and programs. Exploring ways to proactively engage individual faculty and staff with all aspects of the mission—or at least to make such engagement possible—will improve employee morale and sense of shared identity, increase investment in and visibility of the mission to internal and external constituencies, and continue to provide LMU with a distinctive character that meaningfully separates it from similar institutions.

Appendix A:

Data of Note

- There is broad consensus that LMU takes its Catholic identity seriously (83.1% strongly or somewhat agree) and should either strengthen or maintain current level of Catholic identity (85.0%). This finding is consistent across campus and religious demographic groups.
 - Nevertheless, a small but significant minority of respondents are apathetic toward or dismissive of the mission. 12.32% of all respondents indicated “None at all” when asked how much LMU’s Catholic identity means to them, with a much higher proportion among non-Christian and non-religiously affiliated respondents (41.67% and 31.76%, respectively). 9.67% of all respondents expressed that the mission has played no role in bringing them to or keeping them at LMU in the qualitative section.
 - A small minority of respondents want LMU to weaken, deemphasize, or do away with its Catholic identity: 4.48% of all respondents, 8.33% of non-Christian respondents, and 10.59% of non-religiously affiliated respondents.
- A significant number of faculty and staff express desire for stronger/more visible Catholic identity in qualitative responses. 20.0% of faculty and 16.7% of staff independently identified a stronger or more visible Catholic identity when asked about what kind of university LMU should become in the next 25 years, and 15.0% and 14.1%, respectively, expressed a desire for greater integrity in living out the mission.
- All campus and religious demographic groups identify “encouragement of learning” and “education of the whole person” as the elements of the mission they would like to be most emphasized.
- Students overwhelmingly indicate “education of the whole person” as the most significant element of the mission, in both quantitative and qualitative responses (38.9% would like education of the whole person to be the most emphasized element of the mission statement, and 37.5% mentioned this element, unprompted, as a significant aspect of the role the mission has played in their LMU experience).
- Mission is a significant factor in attracting faculty and staff to LMU. A full 73.9% of faculty and 62.6% of staff strongly or somewhat agree that the mission is a significant part of what attracted them to LMU (versus only 54.2% of students).
 - Mission remains a relevant draw even to a majority of non-Catholic employees and students. 60.61% of those who do not identify as Catholic still strongly or somewhat agree that the mission is a significant part of what attracted them to LMU.
- “Service of faith” is the most “controversial” element of the mission statement, with the lowest percentages of personal support. However, 79.8% of respondents nevertheless strongly or somewhat agree with “I support LMU’s mission to serve faith.”
 - For comparison, 98.5% of respondents strongly or somewhat agree with “I support LMU’s mission to promote learning,” 97.4% with “I support LMU’s mission to educate the whole person,” and 94.7% with “I support LMU’s mission to promote justice.”
- The campus is fairly evenly divided in its understanding of whether the mission statement has three or four elements, with a slight but consistent preference for four (46.3% for three vs. 53.7% for four).
 - Exceptions: Students and Catholics slightly favor three elements (51.4% vs. 48.6% for students, 54.6% vs 45.4% for Catholics), while non-Christians overwhelmingly favor four (16.7% vs. 83.3% of those listing a non-Christian religious affiliation, 31.8% vs. 68.2% of those listing atheist/agnostic/none).
- Catholics are much more likely to say LMU’s Catholic identity matters to them personally, with 75.7% indicating that it matters “a great deal” or “a lot,” vs. 45.7% of non-Catholic Christians, 25.0% other religious affiliation, and 14.1% non-religious affiliation.
- Faculty are significantly more likely than other groups to express that they feel LMU lacks a distinct identity (15.0% of qualitative responses).
- Faculty and staff both strongly indicate Jesuit identity as a distinctive characteristic of LMU (23.8% of faculty and 26.9% of staff independently mentioned this).

Appendix B:

Full text of survey

ACTI CAMPUS SURVEY TEXT

INTRODUCTION

Thank you for your willingness to participate in the Academy of Catholic Thought and Imagination's survey. Your responses will help us to understand current campus experiences and to shape future programming and conversations in the coming year and beyond. The survey will take approximately 5-10 minutes to complete.

Participation in this survey is voluntary, and all responses are anonymous and confidential. After completion of the survey, you will be given the option to enter a drawing for one of two \$50 Amazon gift cards.

You may withdraw from the survey at any time. Questions may be directed to Katherine Brown at 310-338-7759 or acti@lmu.edu.

PART I

1. LMU is a university that takes its Catholic character seriously.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. Not sure

2. How much does LMU's Catholic identity matter to you, personally?
 - a. A great deal
 - b. A lot
 - c. A fair amount
 - d. Very little
 - e. Not at all

3. If it were up to me, LMU would...
 - a. strengthen or emphasize its Catholic character.
 - b. remain on its current course with regard to its Catholic character.
 - c. weaken or deemphasize its Catholic character.
 - d. do away with its Catholic character.
 - e. emphasize different aspects of its Catholic character.

4. Being part of the LMU community has...
 - a. given me a greater appreciation of Catholic higher education.
 - b. confirmed my preconceptions about Catholic higher education.
 - c. caused me to lower my view of Catholic higher education.
 - d. none of these/not sure

PART II

LMU's Mission Statement contains the following goals: "the encouragement of learning, the education of the whole person, and the service of faith and the promotion of justice."

5. On a scale of 1-5, with 1 meaning "Not at all" and 5 meaning "Very much," how important is each element of LMU's mission statement to you?

- | | | | | | |
|--------------------------------------|---|---|---|---|---|
| a. The encouragement of learning | 1 | 2 | 3 | 4 | 5 |
| b. The education of the whole person | 1 | 2 | 3 | 4 | 5 |
| c. The service of faith | 1 | 2 | 3 | 4 | 5 |
| d. The promotion of justice | 1 | 2 | 3 | 4 | 5 |

6. Rank the elements of LMU's mission from most successfully implemented (1) to least successfully implemented (4).

- The encouragement of learning
- The education of the whole person
- The service of faith
- The promotion of justice

7. Which element of LMU's mission statement would you like to see *most* emphasized?

- The encouragement of learning
- The education of the whole person
- The service of faith
- The promotion of justice
- I would like to see all elements emphasized equally.

8. The ways in which LMU describes itself publicly (through its mission statement, advertising materials, public statements, and so on) is consistent with what I have experienced of the character of the university.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure

9. The mission is a significant part of what attracted me to LMU (to apply for a job, apply for admission, etc.).

- Strongly agree
- Agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

PART III

10. I support LMU's mission to encourage learning.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure

11. I support LMU's mission to educate the whole person.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure

12. I support LMU's mission to promote justice.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree
- e. Not sure

13. I support LMU's mission to serve faith.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree
- e. Not sure

14. LMU's mission statement is *best* understood when:

- a. the service of faith and the promotion of justice are understood as coextensive—when one serves faith one promotes justice, and when one promotes justice one serves faith. Thus, the LMU mission statement has three goals: (1) the encouragement of learning, (2) the education of the whole person, and (3) the service of faith and the promotion of justice.
- b. the service of faith and the promotion of justice are understood as two distinct goals, which may or may not overlap—one could serve faith with or without promoting justice, and could promote justice with or without serving faith. That is, the LMU mission includes four goals: (1) the encouragement of learning, (2) the education of the whole person, (3) the service of faith, and (4) the promotion of justice.

PART IV

15. What makes LMU *distinctive*? That is to say, what characteristic or characteristics distinguish LMU from other universities in the Southern California region?

16. What role, if any, has LMU's mission played in attracting you to LMU and/or keeping you here?

17. What event, location, or person at LMU best exemplifies its Catholic character?

18. What type of university do you hope LMU will become over the next twenty-five years?

PART V (Optional Demographic Questions)

19. What is your age?

- a. 18-22
- b. 23-29
- c. 30-45
- d. 46-65
- e. 65 or older

20. What is your sex?

- a. Male
- b. Female
- c. Other _____
- d. Prefer not to say

21. What is your LMU affiliation? (Mark all that apply)
- a. Current undergraduate student
 - b. Current graduate student
 - c. Alumnus/alumna
 - d. Faculty member - tenure or tenure-track
 - e. Faculty member – contingent (part time, clinical, visiting, etc.)
 - f. Staff member – full time
 - g. Staff member – part time
22. Which of the following describes your race? (Mark all that apply)
- a. Black or African-American
 - b. Asian or Asian-American
 - c. Native American/indigenous nations
 - d. Pacific Islander/Native Hawaiian
 - e. Hispanic/Latino
 - f. White
 - g. Other _____
 - h. Prefer not to say
23. How would you describe your religious affiliation?
- a. Protestant
 - b. Catholic
 - c. Eastern Orthodox
 - d. Jewish
 - e. Muslim
 - f. Buddhist
 - g. Hindu
 - h. Atheist
 - i. Agnostic
 - j. Nothing in particular
 - k. Other _____
24. How important is religion in your life?
- a. Very important
 - b. Moderately important
 - c. Slightly important
 - d. Not at all important
25. How important is spirituality in your life?
- a. Very important
 - b. Moderately important
 - c. Slightly important
 - d. Not at all important

Appendix C:

Selections from qualitative responses

What makes LMU distinctive? That is to say, what characteristic or characteristics distinguish LMU from other universities in the Southern California region?

The university's Jesuit identity plays a big part in making it distinct from other universities in Southern California. It places a much greater emphasis on care for people and promoting justice than other colleges, particularly those within Los Angeles. (Staff)

What makes LMU distinctive is the university's mission to educate the whole person. A lot of other universities in the Southern California region are only there to teach its students so that they earn their degree. Also, some of these other universities would rather focus too much on their athletics. However, LMU is all about its students. Our mission of educating the whole person highlights what the LMU experience should be. (Student)

I teach at many universities, and LMU cares the most about social justice. I appreciate it! (Faculty)

The mission and broad core requirements that ensure students are exposed to fields outside of their own. (Student)

LMU Catholic heritage sometimes creates a distinction with other universities, however, often it fades to the background of LMU's identity. A commitment to a liberal education that required all students to critically engage in subjects like philosophy, theology, and ethics had a strong influence within the distinct approach of education at LMU, but I fear with the new core and continued separation of departments/programs that is lost as well. In many ways, LMU is not too dissimilar from other small universities in Southern California. (Staff)

The integration of faith and justice; the reliance on Catholic social teachings to add depth to the conversations and actions we can and should consider taking in this current political climate. (Faculty)

Its mediocre commitment to a liberal arts education makes LMU stand out for the disappointment it inculcates in faculty who care about the intellectual and scholarly development of students. Its administrators disengagement with matters intellectual and scholarly is distinctive in my experience; I often feel our administrators might as well run Pfizer but with Christmas cards and lights. (Faculty)

The small classes allow for a more personal learning experience, you can walk up to just about anyone on campus and they'll be the nicest person you've ever met, and it has strong support and guidance for students. (Student)

While I want what is distinctive about LMU to be its deep commitment to serious Catholic intellectual engagement, I see little evidence to convince me that we are meaningfully distinct. I am convinced that, were we to actually embody what we claim, we would be a much stronger and more attractive university. (Faculty)

What role, if any, has LMU's mission played in attracting you to LMU and/or keeping you here?

It attracted me here but has frustrated me since being here (not really lived out, especially among staff and the president). What keeps me here are other employees who are working toward advancing the mission. (Staff)

LMU's mission statement has helped me to grow as a person, not just a student. LMU's mission statement has guided me in finding my purpose in life. (Student)

I was attracted to the mission in part because it fits with my teaching philosophy of embracing service-learning pedagogy in my courses. (Faculty)

I came for the faith aspect of education, specifically the education of the whole person. I stay because LMU encourages me to serve and I love to do it. (Staff)

LMU's mission was the key to my joining LMU as a staff member. I was willing to make less money than available in other places and industries to help contribute to what I felt were meaningful goals, fairly well articulated by the mission statement of the university. As I feel the commitment to mission wanes, I find myself less and less inclined to remain the university. (Staff)

Not much. It would do more to keep me here if it were interpreted and implemented differently-- e.g., if "the encouragement of learning" meant promotion of traditional humanities and pure (not applied) sciences FOR THEIR OWN SAKE, not with a view to future employment, practical applications, or even the betterment of society. (Faculty)

LMU's mission to promote justice has changed my career path and what I hope to achieve with my education. Taking a wide range of classes also opened my mind to different ways of thinking. (Student)

I love teaching at this university! The mission aligns with my own value system and desire for engaged pedagogy. I can think of no other institution at which I have encountered such remarkable and involved students, staff, and faculty. (Faculty)

The emphasis on educating the WHOLE person. I have seen this in all of my classes and activities on campus and believe it has made me a better person. (Student)

I love the IDEA of a Catholic, Jesuit, Marymount University, but, unfortunately, I do not see much of that idea enfolded in the lived reality of being at LMU, apart from occasional institutional lip service to the parts of the "non-embarrassing" part of the mission statement and the banners one sees walking around campus. I appreciate the islands of substantive identity that the University has provided those who are interested (e.g., ACTI, The Center for Ignatian Spirituality), but I don't see a commitment to the identity institutionally. (Faculty)

What event, location, or person at LMU best exemplifies its Catholic character?

The Ignacio Companions program in Campus Ministry is a good example with which I have direct experience. All mission-critical themes overlap in this program. (Staff)

Tom King best exemplifies LMU's Catholic Character due to his dedication to service, justice, and faith. (Student)

The chapel and the new life science buildings represent the wonderful mix of tradition and science that characterizes LMU. There is often a tension between tradition and science and that is embraced here. Refreshing! (Faculty)

As an alum and employee, there has been no one who greater exemplified LMU, its character, and mission to me that Sr. Peg Dolan. (Staff)

While I am a big fan of Bishop Bennett, I also want to express how a person need not be in a religious vocation to espouse the school's Catholic character. Dan Speak is a good example of this, as he does not teach theology or live the consecrated life, but in his philosophy, exemplifies the Catholic idea of searching for universal knowledge across disciplines in the desire for truth. (Student)

CSA [the Center for Service and Action] makes a great (and positive) contribution to campus. (We do not exemplify our Catholic character, however, in our employment practices -- for example, LMU took an anti-labor stance with adjunct faculty, in contrast with schools like Georgetown.) (Faculty)

Its Catholic character is all encompassing; no single building or individual best exemplifies its character. As with the institutional church, LMU's character is best exemplified by the whole of its people - students, staff, faculty, alumni, family - in all there diversity, opportunities, and challenges. (Staff)

What type of university do you hope LMU will become over the next twenty-five years?

One that continues to value the liberal tradition of education for its own sake, and as a place where market forces cannot entirely have their way. Anything else is unlikely to be distinctive, or to satisfy the mission. (Staff)

One that is not--out of some misplaced sense of rigor--so scared to embrace the actual young demographic of California, which is ethnically and racially diverse and largely Latino. (Faculty)

I would like to see less expansion so the community can stay small and inclusive. (Student)

One that continues to be academically sound (it does not need, nor should it hope to be a research university), yet committed to forming women and men of strong moral character and values that fit our Mission in the world. (Staff)

I wish we were a more serious university, with a more robust intellectual culture. I wish we were committed to the liberal arts. I wish we realized that there is something valuable in the Catholic and Jesuit and Marymount traditions that formed our university. I even wish, on a purely pragmatic level, that we cannot compete in our region, much less the nation, if we abandon our niche--without a Catholic and liberal arts tradition that is actually living and breathing, we become little more than a joke or afterthought next to UCLA and USC. (Faculty)

I hope that LMU will become a stronger university in terms of our Catholic, Jesuit identity and mission. I think that if we can continue to do what is distinctively LMU, all the rest (high-profile, competitive, or whatever else) will naturally follow. (Staff)

I hope that over the next twenty-five years, LMU will be a university that students from all over the country and all over the world will want to attend partly because of how beautiful it is and because of its sports, but mainly because they want to get the whole LMU experience. That during and after attending LMU, they will: Integrate mind, body, and spirit; commit to service and justice, become a global citizen, practice Ignatian values, and live a life of purpose. (Student)

One part I wasn't sure of with LMU's mission is whether or not the mission is supposed to apply to staff? I think it does because it was covered during the new employee training. It clearly applies to

students and faculty, but I'm not sure to what extent staff are included in the University's mission. I would like to see this clarified over the next 25 years. (Staff)

The best is yet to be. That LMU as a top notch university continues its course of inclusivity, integration of faith and justice, and education of the whole person. (Student)

A university who applies its mission statement in every aspect of the school. While this includes the instruction to students, it also means living the statement in how it administers its daily affairs. The behaviors of the staff at all levels of the university need to reflect the full mission statement. Right now I do not see social justice as being of value to staff. (Staff)

A great Western regional University that stands out for its distinctive mission that distinguishes it from other outstanding private or public universities by developing and modeling what the faith/justice connection means, the difference that spirituality makes, and the relevance/ importance of educating the whole person. (Faculty)

Appendix D:

All quantitative responses compiled

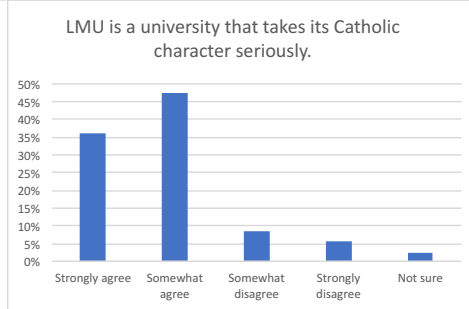
See attached. Data includes all campus groups and religious affiliations.

ACTI Campus Survey Results
All responses

Notes: Not all questions were mandatory, so total response counts vary. Some questions allowed multiple selections; due to this and rounding, not all percentages total 100%.

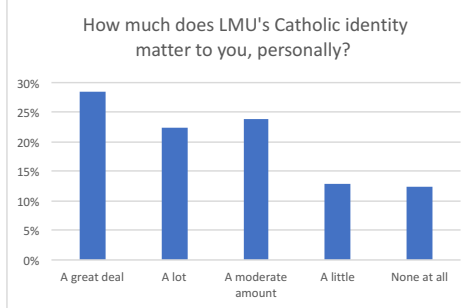
1 - LMU is a university that takes its Catholic character seriously.

	%	Count
Strongly agree	36.13%	129
Somewhat agree	47.34%	169
Somewhat disagree	8.40%	30
Strongly disagree	5.60%	20
Not sure	2.52%	9
Total	100.00%	357



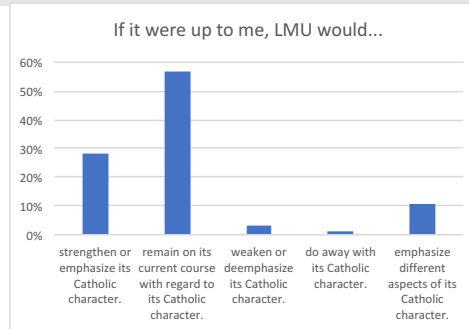
2 - How much does LMU's Catholic identity matter to you, personally?

	%	Count
A great deal	28.57%	102
A lot	22.41%	80
A moderate amount	23.81%	85
A little	12.89%	46
None at all	12.32%	44
Total	100.00%	357



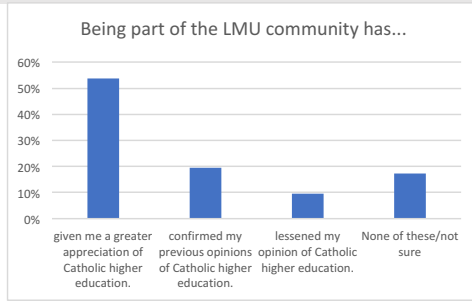
3 - If it were up to me, LMU would...

	%	Count
strengthen or emphasize its Catholic character.	28.01%	100
remain on its current course with regard to its Catholic character.	56.58%	202
weaken or deemphasize its Catholic character.	3.08%	11
do away with its Catholic character.	1.40%	5
emphasize different aspects of its Catholic character.	10.92%	39
Total	100.00%	357



4 - Being part of the LMU community has...

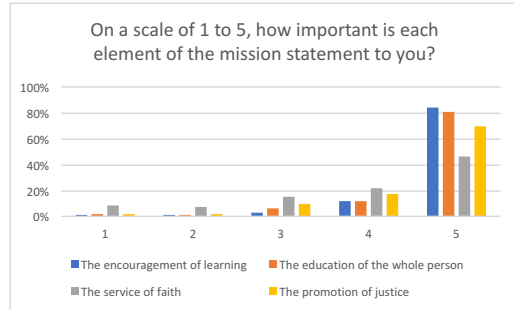
	%	Count
given me a greater appreciation of Catholic higher education.	53.78%	192
confirmed my previous opinions of Catholic higher education.	19.61%	70
lessened my opinion of Catholic higher education.	9.52%	34
None of these/not sure	17.09%	61
Total	100.00%	357



5 - On a scale of 1 to 5, how important is each element of the mission statement to you?

	1	2	3	4	5	Total
The encouragement of learning	3	1	11	41	286	342
The education of the whole person	5	2	20	40	275	342
The service of faith	29	25	53	75	160	342
The promotion of justice	7	5	33	60	237	342

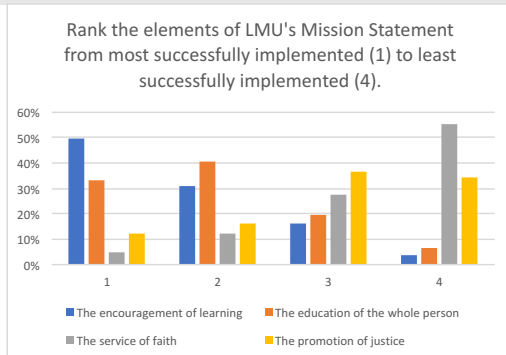
	1	2	3	4	5	Total
The encouragement of learning	0.88%	0.29%	3.22%	11.99%	83.63%	100.01%
The education of the whole person	1.46%	0.58%	5.85%	11.70%	80.41%	100.00%
The service of faith	8.48%	7.31%	15.50%	21.93%	46.78%	100.00%
The promotion of justice	2.05%	1.46%	9.65%	17.54%	69.30%	100.00%



6 - Rank the elements of LMU's Mission Statement from most successfully implemented (1) to least successfully implemented (4).

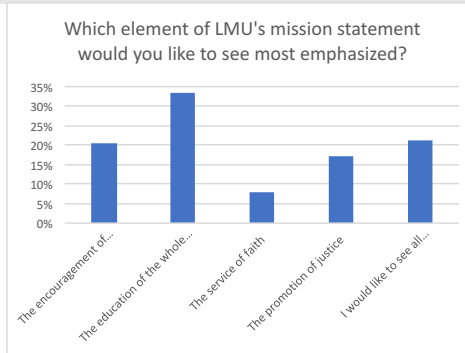
	1	2	3	4	Total
The encouragement of learning	169	105	55	13	342
The education of the whole person	114	139	67	22	342
The service of faith	17	42	94	189	342
The promotion of justice	42	56	126	118	342

	1	2	3	4	Total
The encouragement of learning	49.42%	30.70%	16.08%	3.80%	100.00%
The education of the whole person	33.33%	40.64%	19.59%	6.43%	99.99%
The service of faith	4.97%	12.28%	27.49%	55.26%	100.00%
The promotion of justice	12.28%	16.37%	36.84%	34.50%	99.99%



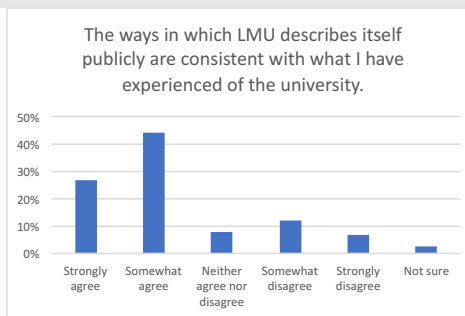
7 - Which element of LMU's mission statement would you like to see most emphasized?

	%	Count
The encouragement of learning	20.47%	70
The education of the whole person	33.33%	114
The service of faith	7.89%	27
The promotion of justice	17.25%	59
I would like to see all elements emphasized equally.	21.05%	72
Total	100.00%	342



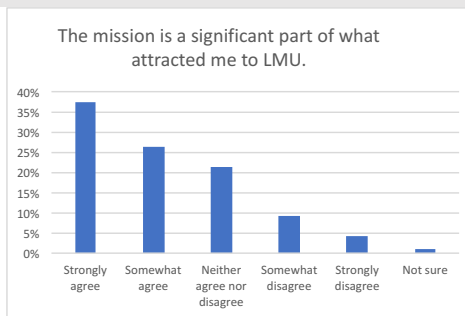
8 - The ways in which LMU describes itself publicly (through its mission statement, advertising materials, public statements, and so on) are consistent with what I have experienced of the character of the university.

	%	Count
Strongly agree	26.90%	92
Somewhat agree	44.15%	151
Neither agree nor disagree	7.89%	27
Somewhat disagree	11.99%	41
Strongly disagree	6.73%	23
Not sure	2.34%	8
Total	100.00%	342



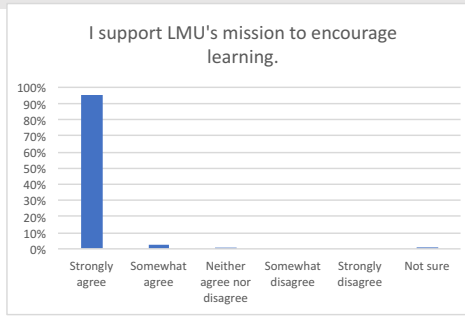
9 - The mission is a significant part of what attracted me to LMU (to apply for a job, apply for admission, etc).

	%	Count
Strongly agree	37.43%	128
Somewhat agree	26.32%	90
Neither agree nor disagree	21.35%	73
Somewhat disagree	9.36%	32
Strongly disagree	4.39%	15
Not sure	1.17%	4
Total	100.00%	342



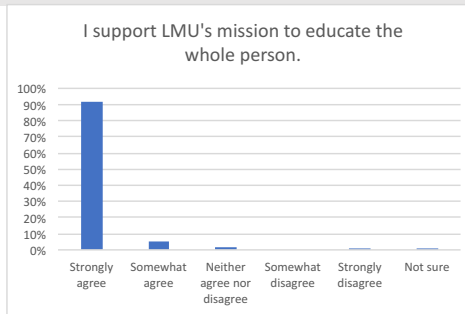
10 - I support LMU's mission to encourage learning.

	%	Count
Strongly agree	95.60%	326
Somewhat agree	2.93%	10
Neither agree nor disagree	1.17%	4
Somewhat disagree	0.00%	0
Strongly disagree	0.00%	0
Not sure	0.29%	1
Total	100.00%	341



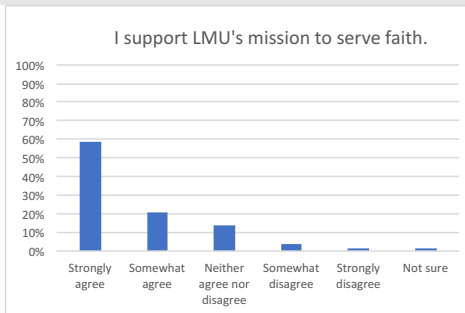
11 - I support LMU's mission to educate the whole person.

	%	Count
Strongly agree	91.79%	313
Somewhat agree	5.57%	19
Neither agree nor disagree	1.76%	6
Somewhat disagree	0.00%	0
Strongly disagree	0.59%	2
Not sure	0.29%	1
Total	100.00%	341



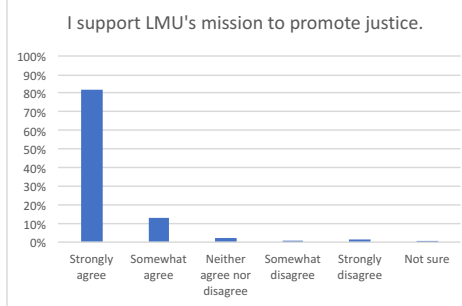
12 - I support LMU's mission to serve faith.

	%	Count
Strongly agree	58.94%	201
Somewhat agree	20.82%	71
Neither agree nor disagree	13.78%	47
Somewhat disagree	3.52%	12
Strongly disagree	1.76%	6
Not sure	1.17%	4
Total	100.00%	341



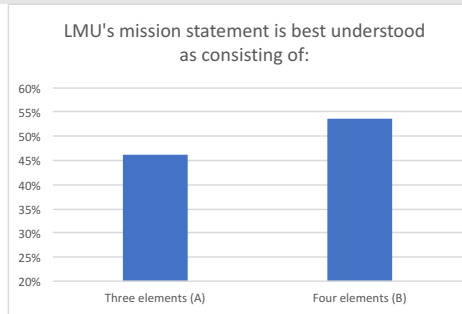
13 - I support LMU's mission to promote justice.

	%	Count
Strongly agree	81.82%	279
Somewhat agree	12.90%	44
Neither agree nor disagree	2.35%	8
Somewhat disagree	0.59%	2
Strongly disagree	1.47%	5
Not sure	0.88%	3
Total	100.00%	341



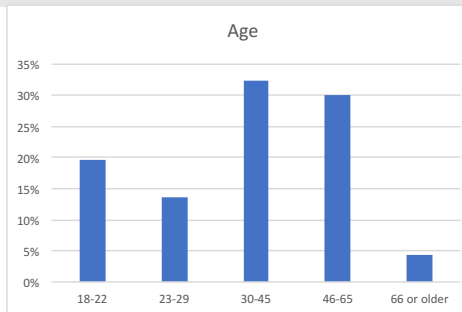
14 - The goals of LMU's mission are understood best when: A) the service of faith and the promotion of justice are understood to be coextensive—when one serves faith one promotes justice, and when one promotes justice one serves faith. Thus, the LMU mission statement has three goals: (1) the encouragement of learning, (2) the education of the whole person, and (3) the service of faith and the promotion of justice. OR B) the service of faith and the promotion of justice are understood to be two distinct goals, which may or may not overlap—one could serve faith with or without promoting justice and could promote justice with or without serving faith. That is, the LMU mission includes four goals: (1) the encouragement of learning, (2) the education of the whole person, (3) the service of faith, and (4) the promotion of justice.

	%	Count
Three elements (A)	46.33%	158
Four elements (B)	53.67%	183
Total	100.00%	341



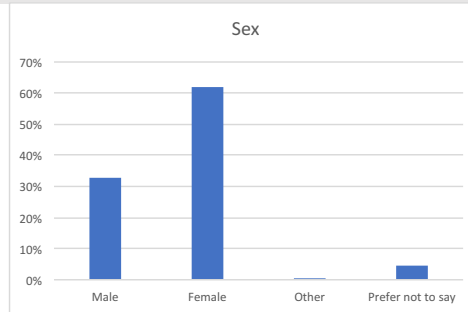
Q24 - What is your age?

	%	Count
18-22	19.59%	58
23-29	13.51%	40
30-45	32.43%	96
46-65	30.07%	89
66 or older	4.39%	13
Total	100.00%	296



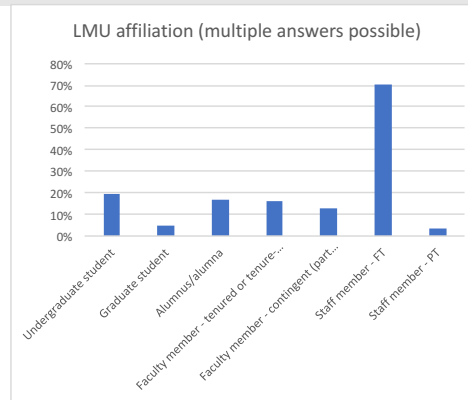
Q25 - What is your sex?

	%	Count
Male	32.89%	98
Female	62.08%	185
Other	0.34%	1
Prefer not to say	4.70%	14
Total	100.00%	298



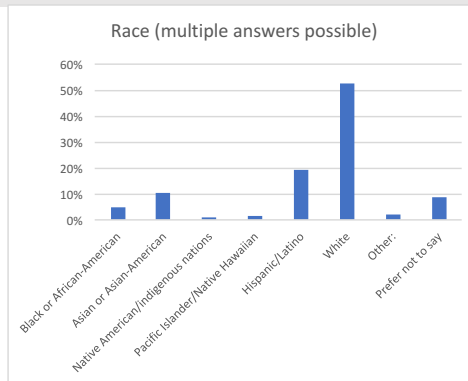
Q26 - What is your LMU affiliation? (Mark all that apply)

	%	Count
Undergraduate student	19.59%	57
Graduate student	4.81%	14
Alumnus/alumna	16.84%	49
Faculty member - tenured or tenure-track	16.15%	47
Faculty member - contingent (part time, clinical, visiting, etc.)	13.06%	38
Staff member - FT	70.10%	204
Staff member - PT	3.44%	10
Total	143.99%	291



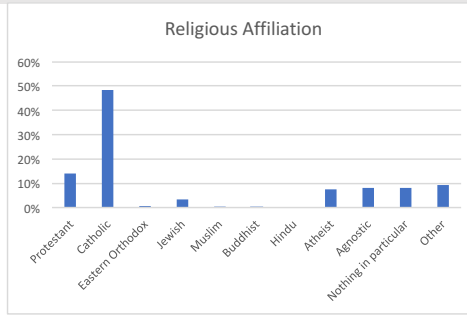
Q28 - Which of the following describes your race? (Mark all that apply)

	%	Count
Black or African-American	4.64%	15
Asian or Asian-American	10.53%	34
Native American/indigenous nations	0.93%	3
Pacific Islander/Native Hawaiian	1.24%	4
Hispanic/Latino	19.50%	63
White	52.63%	170
Other:	1.86%	6
Prefer not to say	8.67%	28
Total	100.00%	323



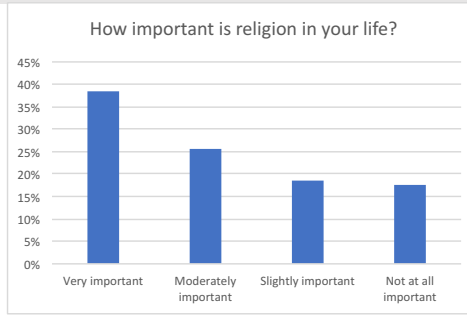
Q29 - How would you describe your religious affiliation?

	%	Count
Protestant	13.87%	43
Catholic	48.39%	150
Eastern Orthodox	0.32%	1
Jewish	3.55%	11
Muslim	0.65%	2
Buddhist	0.65%	2
Hindu	0.00%	0
Atheist	7.42%	23
Agnostic	8.06%	25
Nothing in particular	8.06%	25
Other	9.03%	28
Total	100.00%	310



Q30 - How important is religion in your life?

	%	Count
Very important	38.38%	114
Moderately important	25.59%	76
Slightly important	18.52%	55
Not at all important	17.51%	52
Total	100.00%	297



Q33 - How important is spirituality in your life?

	%	Count
Very important	59.60%	177
Moderately important	22.22%	66
Slightly important	10.10%	30
Not at all important	8.08%	24
Total	100.00%	297

