Assessment Plan: Cristo Rey Scholars Program

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Introduction

Institutional Overview

Loyola University (LUC) is a private Liberal Arts institution founded in 1870. Additionally, Loyola University Chicago advertises itself as a Jesuit, Catholic institute grounded in the mission of social justice (Loyola University Chicago). It is located in Chicago, IL with an undergraduate and graduate enrollment of 17,000 (Loyola University Chicago, 2018). The enrolled student population at Loyola University Chicago is 61.3% White, 15.2% Hispanic or Latino, 11.5% Asian, 7.6% Black or African American, 4% Two or More Races, 0.221% Native Hawaiian or Other Pacific Islanders, and 0.0932% American Indian or Alaska Native (Loyola University Chicago, 2018). This includes both full-time and part-time students as well as graduate and undergraduates.

Loyola University Chicago's faculty racial and ethnic demographic is as follows: 82.4% White, 5.9% Black or African American, 4.4% Hispanic/Latino, 6.3% Asian, 2.2% Non-Resident Alien, 0.1% Native Hawaiian or Other Pacific Islander, 0.1% American Indian or Alaska Native, and 2.7% Other (Loyola University Chicago, 2018).

Program Overview

The Cristo Rey Scholars Program is a scholarship program which operates out of the Division of Student Academic Services at Loyola University Chicago. The program participants are comprised of alumni from Cristo Rey Network who have been awarded a full-tuition scholarship to attend Loyola University Chicago. The Cristo Rey Network is a collection of 37 Jesuit high schools across the United States. With LUC's strong Jesuit values and foundation,

they are a natural partner for the Cristo Rey Network. The network of high schools focuses on, "delivering a career focused, college preparatory education in the Catholic tradition for students with limited economic resources, uniquely integrating rigorous academic curricula with four years of professional work experience and support to and through college" (Cristo Rey Network).

The program is operated by the Special Populations branch of the Office of New Student Programs and aims to provide holistic support to students in three main areas: financial assistance, academic and transitional support, and cocurricular community engagement. The Cristo Rey Scholars Program currently support 19 students (five Seniors, five Juniors, five Sophomores, and four Freshmen). The demographic data of the Cristo Rey Scholars Program is as followed: 21% Black or African American, 68% Hispanic, 11% Two or More Races.

The Cristo Rey Scholars Program aims to support students financially by providing five full-tuition scholarships to attend Loyola University Chicago to alumnus of the Cristo Rey Jesuit High School Network. This scholarship covers tuition and mandatory fees, room and board, meal plans, student healthcare insurance, and tuition for study abroad programs at the John Felice Rome Center, Vietnam Center, and other Jesuit Exchange programs over the course of 16 semesters (four years).

Next, the Cristo Rey Scholars Program aims to support students in their academic success at Loyola University by providing direct wraparound support offered, by the Special Populations staff, geared towards ensuring a continued and successful transition to college. Current staff members serve as the Academic Advisor and Program Advisor to students. Students are assigned a Program Advisor to provide transitional support such as assistance with finding an on-campus

job, regular one-on-one check-ins, and access to professional and personal development opportunities. Additionally, during students' first two years, their assigned Program Advisor also serves as their Academic Advisor. While serving in this capacity, Academic Advisors are responsible for providing direct support regarding academic success, connecting students to valuable campus resources, and ensuring all student academic goals and needs are met. Regular meetings with their Academic/Program Advisor are required as stipulations in their scholarship agreement.

Finally, the Cristo Rey Scholars Program aims to support students by providing cocurricular community engagement opportunities for students within the Cristo Rey Scholars Program. Cocurricular engagement events are organized monthly for students to participate in. Additional community service events are coordinated during the academic year as well. Students are highly encouraged to attend these engagement events to build community with their fellow scholars as well as a strong support system.

Purpose of Assessment

The purpose of this assessment is to assess the overall effectiveness that the Cristo Rey Scholars Program has on student satisfaction and academia at Loyola University Chicago. We want to assess the Cristo Rey Scholar's program in a way that enhances both student and program development. Even though Cristo Rey Scholars Program has been committed to assessment through its collection of quantitative academic data, they have neglected to dig deeper into how students are truly experiencing the program. By relying solely on academic quantitative data, the Cristo Rey Scholars program risks "…exchanging holistic educational practices for narrowly crafted content outcomes in order to simplify metrics and minimally comply with regulations" (ACPA & NASPA, 2008, p. 7).

In order to improve the assessment strategy for Cristo Rey Scholars Program, we will create a formative assessment plan that will clearly express the goals, objectives, strategies, methods, and rationales behind the new assessment plan and timeline. We recognize that the Cristo Rey Scholars Program does not currently have defined learning and development outcomes. Our intention with creating learning outcomes for this program is to create a foundation for a program that has been running for ten years without a critical assessment. For stakeholders who truly analyze and reflect on the effectiveness of the Cristo Rey Scholars Program, they should be given a thorough, in-depth assessment, which our team provides. We believe in a more in-depth assessment that will allow for improvements and changes for a greater experience for students. While, we will have a more in-depth assessment, we still want to ensure that the assessment practice is transparent, as this build trust with stakeholders (Henning & Roberts, 2016). We plan to assess the program within three categories: Financial Support; Academic and Transitional Support; and Co-curricular Community Engagement. It will be important for the learning and development outcomes to support the four year experience the students as part of their agreement with the financial support given by Cristo Rey Scholar Program.

Assessment Outcomes

To improve the Cristo Rey Scholars Program students' experience and learning outcomes, we plan to assess the program's effectiveness in delivering on the following three outcomes: Financial Support; Academic and Transitional Support; and Co-curricular Community Engagement. We will include the collection of qualitative data to supplement the academic quantitative data already being collected by the program. This mixed method approach will add depth to the assessment and allow educators to make any necessary program

adjustments to help increase student satisfaction, learning outcomes, and retention in the program. We will use multiple methods of data collection, as Maki (2010) points out it "reduces straitjacket interpretations of student achievement based on the limitations inherent in one method" (Henning & Roberts, 20, p 35). We will rely on the standards outlined in the Council for Advancement of Standards in Higher Education (CAS) (2009) for student learning and development to demonstrate our commitment to continuous program improvement. We will keep in mind that, "To comply with CAS standards, institutional programs and services must identify relevant and desirable learning from specific domains, assess that relevant and desirable learning, and articulate how their programs and services contribute to domains not specifically assessed" (Council for the Advancement of Standards in Higher Education, 2009, p. 2).

Literature Review

Performing assessments is an important part of any student affairs professional's practice. Assessment adds reliability, credibility, and validity to your program. It provides educators with the tools and data to show the value of their program. To expand the Cristo Rey Scholars program assessment practices to include qualitative data collection methods, we turned to literature regarding assessment "best practices." Using models like the Bresciani cycle, Keeling's Practical Stage Model for Assessment Planning, and Barham and Scott's Comprehensive Assessment Model, assessment leaders can improve their assessment practices. Henning and Roberts (2016) state, "Having a model for the assessment process helps staff understand the expectations and the process. Divisions, departments, or units can choose an assessment cycle that fits their particular needs" (p.46) For example, all of these models center assessment around the mission and values of the institution, department, or division. It is

important to create buy-in for the assessment of your program, and one way to accomplish this is by tying the assessment to the mission of your institution. Barham & Scoot (2006) believe that models should be "…comprehensive, intentional, and systematic in guiding practitioners…" while providing a series of steps you repeat (p.212). We plan to use these models as a guide for our assessment of the Cristo Rey Scholars Program so that we stay focused on student learning, the outcome of the assessment, and continuous improvement.

One of the motivations in seeking qualitative data for the assessment of the Cristo Rey Program is to better understand how Loyola University Chicago is serving students in the program. We asked ourselves, "Are we creating a welcoming and supportive learning environment where our scholars can thrive? What things are we doing that are working for them and what things are not?" Because the scholar's program targets communities of color in the Chicago area and often many of the scholars are first-generation college students or Pell Grant eligible, it means they often face different challenges attending university for the first time. We want our assessment to evaluate how the Cristo Rey Scholars are experiencing the Loyola community and culture so that we can ensure that the offerings are truly what the students need. One aspect of the Loyola community is the environment and spaces that our students encounter. Considering that creating safe spaces may serve as the foundation of inclusivity (Schupp, Wilson, McCallum, 2018, p. 127), we believe assessing how students are experiencing those environments will allow us to first better understand how students feel and experience those spaces, and second allow us to make any improvements necessary.

One goal of the Cristo Rey Scholars program is to be a link for students to the Loyola campus. Through involvement in the on-campus activities and service-learning opportunities, we can provide the Cristo Rey Scholars the opportunity to learn and engage with

the Loyola community as well as foster a service mindset in the students. Considering this goal, we must also keep in mind how student's personal lives possibly conflict with the program requirements. Sometimes institutions, like organizations, can be quick to ignore outside-of-work obligations and expect only productive, committed workers (Kuh et al., 2015, p. 71). For example, some students have cited in the past that their attendance at on-campus events is affected by the time the event is scheduled due to work or family obligations. Henning & Roberts (2016) remind us, "In order to best serve stakeholders, stakeholder needs should be determined. Part of the responsibility of student affairs professionals is to meet the needs of students so that they can be successful in their college careers" (p.69). We hope our assessment will help identify days and times that will allow for more participation and increase our awareness of the personal obligations of our students so that we can better serve them.

Finally, we will look to Schlossberg's (2006) transition theory to aid our understanding of the Cristo Rey Scholars development and how we can use the four S's of transition: situation, self, support, and strategies to inform our assessment practices. Keeling (2006) emphasizes, "Learning is not merely academic or cognitive it is a transformative process including affective development and identity" (Keeling, 2006, p. 28). Using Schlossberg's (2006) transition theory will allow our assessment team to better recognize how the transformative experiences of our students are affecting their performance in the Cristo Rey Scholars Program.

Methodology

In order to obtain accurate and reliable results from our assessment we will factor in three fundamental academic services as part of our assessment methodology; (1) the financial assistance students receive, (2) the progression of academics and (3) the participation of students in co-curricular activities. Because this is the first qualitative assessment ever done on the Cristo Rey

Program our initial assessment question(s) will be geared to a personal experience approach. Due to the limited number of respondents, the questions that follow will weight heavy on a narrative approach in order to weave together a sequence of in-depth interviews. We also intend to put them in a chronological order per student class year. It is the articulation of an important question and an explicit understanding of the need for evidence that must drive the assessment process and empower the productive use of evidence. (Kuh, et al., 2015). It will be a combination of open-ended questions, multiple choice and interviews that will allow us to pull out the information needed to improve and or make changes to the program. Taking measurement error into further consideration, questions and responses were designed with consistency in mind. Questions were asked in a similar format, and the survey is designed for participants to provide their responses utilizing a rating scale. The rating scale was chosen to, "make it as simple as possible for respondents to provide information," as noted by Henning & Roberts (2016, pl 122).

By taking the qualitative approach, it will permit us to wheel in more information while giving the student the opportunity to be part of the development and change of Cristo Rey and its future participants. As Patton (2015) states, "the power of a qualitative approach in assessment or evaluations is that these data tell the program's story by capturing participants voice" (Henning & Roberts, 2016). As part of being in the Cristo Rey program, students are held accountable to attend and get involved in co-curriculum activities and are measured by their participation it's only reasonable to use the phenomenon approach. These are students who mostly likely will or already have experienced many similarities as they go through the program at different stages of their journey. Integrating Chickering's Seven Vectors of Development would help as these students' activities and responsibilities are "repeated exposure to appropriate developmental environments over one or more years" (Chickering & Reisser, 2011). Although a

quantitative approach would go hand in hand for this assessment, we find that Cristo Rey already counts with a quantitative approach that includes, but is not limited to, grade point averages (G.P.A), academic data, demographical information and percentages of co-curricular participation as mandated by program and the financial support each student receives.

Methods

Assessment planning is one of the most tedious steps to an evaluation planning process. The most tedious part is identifying what variables are and aren't measurable. In order for assessment to be adopted and integrated into day-to-day practice, it has to be simple and easy (Henning & Roberts, 2016). Finding data can be both challenging and sensitive, which is why it's important to proceed with the most effective practices. When implementing designs that would be most effective for our assessment, we incorporated questions and protocols that can be communicated to stakeholders with feasible and reasonable outcomes. The Cristo Rey Scholarship Program will be evaluated through surveys and interviews, which will take place during the academic year. When deciding the appropriate method, we will take into account the population of students that we are measuring and the purpose of the assessment. We will be assessing a smaller group of students, which will give limited effective but limited options.

When assessing, we will conduct interviews at the end of the year and distribute surveys, not only at the beginning of the academic year but end as well. Using both qualitative and quantitative will allows us to collect data on the effectiveness of the Cristo Rey Scholars Program. We will be measuring the relationship between two variables in our assessment plan. Two or more variables unveil the direct correlation between the Cristo Rey Scholars Program and effectiveness that it has on student retention rates for first year students entering Loyola

University Chicago (Henning & Roberts, 2016). We will be using a mixed method for our approach.

In our first step of our planning process, we will be developing interview and survey questions for students. Regarding the interview protocol, there are several factors Henning & Roberts (2016) introduced that impacted its development. Citing Lichtman (2012, p. 190), Henning & Roberts (2016) states, "assessors want to understand participants' 'feelings, intentions, meaning, sub contexts, or thoughts on a topic, situation, or idea'" (p. 169). Questions for both the interview and surveys were selected to ensure the words, stories and narratives of the participants are apparent in the data collected. Additionally, the protocol was designed to ensure a holistic picture was presented (p. 151).

Before administering surveys and interviews, we collected data on the importance of Loyola's institutional learning outcomes and the purpose for the assessment of the Cristo Rey Scholar's Programs. It's important to research and assess a program's needs, to ensure that interview and survey questions align with the purpose for conducting the experiment. Step two is to administer surveys that answer questions surrounding around co-curricular activities, academics and transitions. With having the end goal to understand the overall effectiveness of the Cristo Rey Scholar Programs, we implemented three key objectives that correspond with the mission of the assessment. To improve the assessment strategy for Cristo Rey Scholars Program, we will create a formative assessment plan that will clearly express the goals, objectives, strategies, methods, and rationales behind the new assessment plan and timeline. We recognize that the Cristo Rey Scholars Program does not currently have defined learning and development outcomes. This assessment will be an opportunity to refine and create clearly defined outcomes.

With knowing the importance of the Cristo Rey scholar's program, we have arranged to conduct a pretest and posttest survey design as step three. We will be using this as a qualitative and quantitative approach in order to examine the ideas, knowledge, effectiveness of the program's performance and the affect that it has on incoming students. This survey will consist of 17 sample questions, as it's important to ensure that surveys are not too lengthy to ensure that students invest real time in completing them (Henning & Roberts, 2016). It will be administered via email, to give students full confidentiality while completing. Pretest and posttest are identified as experimental designs that allows researchers to witness the correlation of change over a consecutive time frame (Henning & Roberts, 2016). This is especially important for assessing the Cristo Rey Scholar Program as we must examine how effective the program is viewed for Loyola University Chicago students at the beginning of the school year and end. The questions of a quantitative part of the survey will be developed to purposely address all five program learning outcomes, allowing for indirect answer to the first assessment question.

We will administer surveys twice a year, at the beginning of the academic year to see where students academically are and feel and at the end of the year to evaluate any changes. In addition, at the end to analyze the relationship between student's participation in the Cristo Rey Scholar's program and the role that it plays in an institutional setting. We will dive deeper into analyzing the affect that this scholarship program has on retention rates for first year students. With having an underlying goal to understand whether the program is upholding its' mission and/or objectives, it's important to conduct an analysis on two or more variables. Step three would be conducting interviews during high-point check-ins for Cristo Rey Scholar Program. Students who are enrolled in the Cristo Rey Scholar's program are required to

complete semester long check-in's that allows academic advisors to check on the current

progress students. We have implements to conduct interview during check-in's, as this would

be most feasible in gathering factual data on first-hand experiences of students, but also one who

is enrolled in the Cristo Rey Scholar's Program. The interview will take place in the first fifteen-

twenty minutes, so that students will still be able to have their normal check-in's. We

recommend scheduling additional time for the high-point check in to be completed, when

possible, to allow sufficient time for the interview and check-in. The interview will consist of a

series of 13 open-ended questions that allow students to elaborate on their experiences since

being involved in the Cristo Rey Scholar's Program.

<div align="center">**Sampling**</div>

This is a purposeful assessment that will have used qualitative and quantitative methods

to identify the ways in which one variable has an effect on the other. We seek to ensure

that change is implemented after presenting necessary information to stakeholders. With the

intended goal of presenting this information to a smaller group of stakeholders, this change is

meant to go into effect for the 2021-2022 academic year. Our goal is that after

presenting collected data from survey and interviews, that we will then present this overview to

board leaders who serve as game changers for the Cristo Rey Scholar's Program.

The assessment is meant to unveil the strengths and weaknesses of the Cristo Rey Scholars

Program and the program's effectiveness in delivering on the following three

outcomes: Financial Support; Academic and Transitional Support; and Co-

curricular Community Engagement. This proposed review will communicate whether the Cristo

Rey Scholar's program is following program guidelines and protocol to ensure optimal success

for first year students who seek to be a part of the Cristo Rey Alumni Network.

Data Reliability and Validity

One of the benefits of assessment is its ability to provide data validating your program, but to claim that their data are reliable and valid, assessment practitioners follow certain standards. When considering quantitative methodology, reliability asks, "Are the finding consistent and objective?" and validity asks, "Are the findings appropriate, correct, meaningful, and useful?" (Henning & Roberts, 2016, p. 29). We will continue to collect quantitative data, such as GPA, and use the standards of rigor set forth currently by the program to validate this type of data. The addition of qualitative data to our assessment cycle will require asking ourselves, is this data credible, dependable, and confirmable (Henning & Roberts, 2016, p. 31). The use of triangulation will provide evidence of credibility, dependability, and confirmability to our assessment of the Cristo Rey Scholars Program. We will make use of data triangulation by collecting data from a variety of sources such as students, faculty, and staff. Using multiple investigators such as an administrative interviewer, survey assessor, and an assessment leader will help reduce the influence of one individual's bias over the assessment results. Our use of multiple assessment and development theories and models will satisfy theory triangulation and reflect more diverse results. Finally, the multiple data collection methods, quantitative methods (ratio and nominal data collection) combined with qualitative methods (online surveys and interviews) will fulfill methodological triangulation and provide a more robust set of data to review. Our data sample will always be limited by the number of participants in the Cristo Rey Scholars Program therefore we do not plan to use these findings to make generalizable statements as we recognize that while a program may be transferable to other schools or departments, the findings might not necessarily transfer. We must always keep in mind that context matters.

The use of surveys will provide us with many benefits, such as ease of distribution and participation, low cost, and the benefit of increased candidness of responses that confidentiality and anonymity bring to surveys. However, we anticipate some challenges. First participation rates will be extremely important to our assessment results because we have only 20 participants in the Cristo Rey Scholars Program. If we end up with a nonresponse error to our surveys, possibly due to survey fatigue, then we will not have enough data to report any significant findings or make any improvements. We will have to create some incentives to encourage students to complete the surveys, such as possibly being entered into a raffle to win a small gift/gift card. We will also consider how we can create enthusiasm through reporting our results and advertising any improvements or successes in multiple spaces, such as social media, the school newspaper, the school website's main page, emails, etc. If our scholars see that their participation in surveys is yielding results, they will be more likely to participate in the future. This is true when reporting positive results and negative results and as part of an assessment team, we must be willing to report all results regardless of how they appear. The important thing to remember when confronting negative results is to present potential solutions to the problem along with those results (Henning & Roberts, 2016, p. 229). This will show stakeholders our commitment to honesty and improving the student experience. We also recognize that surveys yield finite information, that the respondent's identity can be unverifiable, and that you will need some knowledge of statistics to participate in the assessment cycle (Henning & Roberts, 2016, p. 119-120).

We acknowledge that collecting data in a controlled, but more open setting will provide more depth to our assessment. We will use semi-structured interviews because they provide structure but allow us to ask follow-up questions. The Program Coordinator for Special

Populations in New Student Programs will conduct interviews during the already scheduled

high-point check-ins between with the Cristo Rey Scholars. The interviewer's job will be to ask a

series of questions during their high-point check-ins to gain more insight into the scholar's

experience with the Cristo Rey Program and the Loyola Community at large. We chose to embed

the interview into a current practice, the high-point check-ins to create synergy with the

Program Coordinator for Special Population's current workload, and the new assessment tasks

and requirements, and "…reinforce the idea that assessment should be a routine activity across

the institution…" (Kuh et al., 2015, p. 76). It will be important that the interviewer establish an

open and trusting relationship with scholars to encourage the most honest answers possible to the

interview questions. Without an open and honest relationship, we will not be able to rely on the

data that is collected in the interviews. We will use the online survey to assess the interviewer

and their relationship with the scholars to ensure that the scholars feel positively about their

relationship with the Program Coordinator for Special Populations in New Student Programs.

<div align="center">**Ethical Issues and Special Considerations**</div>

Closely tied to reliability and validity are the ethical requirements we will face

in conducting our assessment of the Cristo Rey Scholars Program. When reporting our

qualitative findings from the surveys and interviews our assessment team must ensure that the

participant's confidentiality and anonymity is secure. Once an interview is completed, the

Program Coordinator for Special Populations in New Student Programs will record and have the

interview transcribed. Before using the responses for broader reporting purposes, the names

and identifying markers on the transcribed interview will be removed. This will allow

stakeholders to see the responses of scholars, but not identify who the scholar is. Because we are

using the data to make internal improvements and not publishing larger reports publicly, we will

not seek IRB approval for our assessment. In addition, we will follow the ACPA's

recommendations for ethical assessment practice as listed in Henning and Roberts (2016)

book, *Student Affairs Assessment: Theory to Practice* which advise:

1. Informing students of the purpose of the assessment as well as discussing how
    results will be used.

2. Complying with institutional policies regarding transmission of electronic data.

3. Providing appropriate contextual information prior to participation in evaluation
    processes.

4. Evaluating programs and services regularly to ensure conformity to published
    standards and guidelines. Evaluation should be performed using rigorous methods.

5. Acknowledging contributions of others to evaluation reports. (ACPA-College
    Student Educators International, n.d., pp. 3-5) (p. 245).

A special consideration and actions should be taken due to COVID-

19 impacting attendance in person for any activities from 2020 until present time.

The phenomenon will furthermore open the assessment questions for future assessments to better

understand the impact of COVID-19 on the student experience. For example,

stakeholders should take into consideration the mandated lockdown and not holding

students accountable for not attending co-curricular activities. COVID-19 has created a new way

of learning and seeing things in a new light, the assessment team should consider how do we

include COVID-19 aftermath to improve the program.

The newly created structures bring safety at all angles to accommodate our students. Due

to this worldly phenomenon, there were many blended approaches to education that were

tried, tested and either eliminated or progressively used. There were many uncertainties and downfalls going fully online mode but with time we created news ways to meet the needs of students, faculty and staff. This has shown us that the stake holders will need to be flexible when discussing program requirements. We will also investigate making changes and find new ways in which to accommodate students so they can either attend co-curricular activities or find an assignment in lieu of the required involvement, for future engagement. This will be a moment of assessing and applying learnings as we learn to navigate during COVID-19 times.

Evaluation

Use of Results

 Kuh et al. (2015) state, "a campus that prioritizes gathering evidence to answer important questions about student learning and uses this evidence to improve student success and strengthen institutional performance realizes the double benefit of getting better while also effectively meeting accountability demands" (p. 230). Assessment provides student affairs educators the opportunity to directly evaluate if and how well their work aligns with the objectives and outcomes of their specific office and with the mission of the institute. Kuh et al. (2015) discuss ensuring assessment is an ongoing process but added changes and decisions during the evaluation process should be done in continuity with the assessment results.

It is our utmost intention to provide reliable and trustworthy results that provide insight into the current effectiveness of the Cristo Rey Scholars program as well as suggestions for interventions to maximize on the delivery of the program's outcomes. Our hope is for all recommended interventions to provide opportunity for changes and improvements that align with the mission of the Cristo Rey Scholars program as well as with the overall institution mission of

Loyola University Chicago. But more so, our intention is for this data to be utilized to improve

the quality of experiences of the program participants as their feedback and input is a vital part of

our assessment process.

Report of Results

With the Cristo Rey Scholars program being overseen and operated by staff of the

Special Populations branch of the Office of New Student Programs, the final assessment report

will be given directly to the Associate Director for Special Populations. We will provide a

detailed summary, which will highlight the assessment process, methodology, as well as

the assessment's results and data. We will also include a detailed list of recommendations to

improve the assessment process for future cycles.

Though the Cristo Rey Scholars program is operated by staff of the Special Populations

branch of the Office of New Student Programs we will provide an option for the assessment

results to be formatted to be presented to additional program stakeholders. Along with the full

assessment report, we will include a two to three-page executive summary for the staff of the

Special Populations branch to utilize in any future advertisement efforts or other business

practices related to the Cristo Rey Scholars program.

The executive summary will highlight the assessment methods, important results,

and conclusions (Henning & Roberts, 2016). It can be used to demonstrate the program's

effectives to those outside of Loyola University Chicago. This abridged summary can

be utilized as a way for the staff of the Special Populations branch to broadcast their program

efforts to various program stakeholders such as staff and donors of the Cristo Rey Network as

well as scholarship donors of the Cristo Rey Scholas Program.

   Finally, a detailed set of program interventions will be provided. These interventions will be designed to provide suggestions to improve the overall experiences of the participants involved in the Cristo Rey Scholars Program. These interventions will also be designed to improve the effectiveness of delivering the program's outcomes: Financial Support; Academic and Transitional Support; and Co-curricular Community Engagement. It is our intention to ensure this report contains clear details for all suggested interventions so the staff of the Special Populations branch can decide which interventions they can implement.

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Appendix A
Cristo Rey Scholars Survey

INSTRUCTIONS: Read the following statements. Indicate whether you Strongly Disagree, Disagree, Agree, or Strongly Agree with each statement. If the statement does not apply to you, select "Not Applicable".

Financial Assistance

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable (N/A)
1. The Cristo Rey Scholars Program has made it possible for me to attend Loyola University Chicago.					
2. The financial support provided by the Cristo Rey Scholars Program has made it easier for me to focus on my academics.					
3. The financial support provided by the Cristo Rey Scholars Program has made it easier for me to focus on building community and relationships at Loyola University Chicago.					
4. The Cristo Rey Scholars Program has provided opportunities for me to seek additional financial support at Loyola University Chicago (e.g. employment, fellowships, scholarships, etc.).					
5. The Cristo Rey Scholars Program could do more to support me financially.					
6. Overall, I feel supported financially by the Cristo Rey Scholars Program.					

Academic and Transitional Support

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable (N/A)
1. The Cristo Rey Scholars Program has supported me with adapting to the academic rigor of college.					
2. The Cristo Rey Scholars Program has helped me build skills needed to successfully transition to college.					

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable (N/A)
3. The Cristo Rey Scholars Program has introduced me to academic resources available to me at Loyola University Chicago.					
4. I have utilized the academic resources provided by the Cristo Rey Scholars Program.					
5. The Cristo Rey Scholars Program could do more to support me academically.					
6. Overall, the Cristo Rey Scholars Program has helped me have a successful transition from high school to college.					

Cocurricular Community Engagement

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable (N/A)
1. The Cristo Rey Scholars Program has provided me opportunities to make connections with Students at Loyola University Chicago.					
2. The Cristo Rey Scholars Program has provided me opportunities to make connections with Faculty at Loyola University Chicago.					
3. The Cristo Rey Scholars Program has provided me opportunities to make connections with Staff/Administrators at Loyola University Chicago.					
4. The Cristo Rey Scholars Program could provide me more opportunities to build connections at Loyola University Chicago.					
5. Overall, the Cristo Rey Scholars Program has helped me find a sense of community at Loyola University Chicago.					

Appendix B

Cristo Rey Scholars Interview Questions

Financial Assistance
Question: What is your understanding of the financial assistance you should receive as a result of being a Cristo Rey Scholar? Response:
Question: How has the Cristo Rey Scholars Program provided you with financial assistance while at Loyola University Chicago? Response:
Question: Do you feel the financial assistance you received from the Cristo Rey Scholars Program has impacted your ability to be successful at Loyola University Chicago? If yes, how so? If no, how so? Response:
Question: Do you feel the Cristo Rey Scholars Program provides you with enough financial support? If no, how can the Cristo Rey Scholars Program provide you with more financial support? Response:

Question: Do you feel the Cristo Rey Scholars program financial support was enough during COVID-19? If no, what areas of financial assistance did you require that your scholarship not cover?

Response:

Academic and Transitional Support

Question: What is your understanding of the academic and transitional assistance you should receive as a result of being a Cristo Rey Scholar?

Response:

Question: How has the Cristo Rey Scholars Program provided you with support to help your transition to the academic rigor of Loyola University Chicago? If yes, how so? If no, how so?

Response:

Question: Do you feel the academic support you received from the Cristo Rey Scholars Program has impacted your ability to be successful at Loyola University Chicago? If yes, how so? If no, how so?

Response:

Question: Do you feel the Cristo Rey Scholars Program provides you with enough academic support? If no, how can the Cristo Rey Scholars Program provide you with more academic support?

Response:

Cocurricular Community Engagement

Question: What is your understanding of the cocurricular community engagement assistance you should receive as a result of being a Cristo Rey Scholar?

Response:

Question: Has the Cristo Rey Scholars Program provided you with opportunities to develop new connections Loyola University Chicago? If yes, how so? If no, how so?

Response:

Question: Do you feel the cocurricular community engagement support you received from the Cristo Rey Scholars Program has impacted your ability to be successful at Loyola University Chicago? If yes, how so? If no, how so?

Response:

Question: What day of the week would you like the co-curricular events offered? (Please rate the days of the week you would prefer to meet. From 1 being preferred to 7 being least preferred).

_____Sunday _____Monday _____Tuesday _____Wednesday _____Thursday _____Friday _____Saturday

What time of the day would you like the co-curricular events to be offered? (Please rate from 1 being preferred time to 4 being least preferred time).

_____9-11am_____11am-1pm _____1pm-3pm _____3pm-5pm _____5pm-7pm