

ASSESSMENT REPORT

Student Climate Study

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THE UNIVERSITY OF SCRANTON

PLANNING, ASSESSMENT & INSTITUTIONAL RESEARCH OFFICE

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EXECUTIVE SUMMARY

The goals of this study were to determine the perceptions and needs of students related to the climate in which they live and learn at the University of Scranton. The study was initially requested because of concerns about the type of climate that was present at the University for its students. Ernest Boyer's model for campus community, as measured by the College and University Community Inventory, was used as the basis for examining our campus climate. This model is based on six elements which Boyer used to define the framework for campus community. These principles and the dimension of the Inventory which was designed to assess each are listed below.

Principles for Community

An educationally purposeful place where learning is the focus

An open place where civility is affirmed

A just place where persons are honored and diversity pursued

A disciplined place where group obligations guide behavior

A caring place where individuals are supported/service is encouraged

A celebrative place where traditions are shared

Dimension of the Inventory

Mission and Curriculum

Membership and Responsibilities

Respect for Diversity and Individuality

Standards and Regulations

Service to Both Students and Community

Rituals and Celebrations

Overall, student responses on the Inventory indicate agreement that the University does provide the framework necessary for a healthy campus community as measured by the dimensions listed above. The University's strongest dimension was Mission and Curriculum where five of the seven questions received 90% or more agree/strongly agree responses. The three dimensions identified as areas of concern for the University (where responses to several items dipped below 75% agreement) were Respect for Diversity and Individuality, Standards and Regulations, and Rituals and Celebrations.

Remarks gathered from the open-ended questions on the Inventory and from the follow-up focus group sessions focused on four aspects of the University community — the physical environment, social offerings, interactions with faculty, and differences among community members — and give additional insight into their needs. Students were “happy” with aspects of the campus physical environment that have recently been renovated, such as the Commons and cafeteria; however, they expressed concerns about the lack of a student center. Students enjoy the social events and speakers sponsored by the University, but they would like to see more offered and a wider variety. Students describe their interactions with faculty as positive overall, but note a lack of faculty involvement outside the classroom and are unsure what recourse is available to them when they have complaints or concerns about specific situations. The students view differences and diversity on campus as a positive attribute of community and would like to see more; they expressed concerns about specific instances where they experienced the University as “unwelcoming.”

This study was developed and conducted due to concerns raised by previous studies and reports related to student climate, particularly the *Strengthening a Mentoring Community Report* from the President's Review Council on Student Lifestyles in 2001, which assessed student behaviors. While this study examined climate by focusing on students' perceptions of the framework for community that the University provides, the students' comments and remarks continue to highlight some areas that had been noted in the President's Review Council Report, such as the importance of student interactions with faculty both inside and outside the classroom, physical areas for these interactions to take place, and creating occasions for interactions through University sponsored activities and events.

BACKGROUND

Information gathered from several sources during the past five years, including formal assessments and anecdotal reports, has raised concerns about the climate in which students at the University of Scranton live and learn. This is particularly noted for students from certain subpopulations, such as women, minorities, those with disabilities, and commuter students.

The first formal report in which issues related to the student climate on campus were raised was the 2001 *Strengthening a Mentoring Community: A Report of the President's Review Council on Students' Lifestyles*. Based on data from the Student Lifestyle Survey 2000, the report described a "culture of coarseness and acceptance of violence" within the University of Scranton student body. The Council also reported findings that some students believed that the abuse of alcohol and other drugs, promiscuous sexual behavior, and a degree of violence are acceptable in college. This report brought the issue of student climate to the attention of the University administration and several initiatives were launched to address the issues raised, particularly by the Student Affairs division.

Another assessment conducted in 2002 by the Planning, Assessment & Institutional Research Office was the Your First College Year (YFCY) Survey. This was conducted as part of an intensive assessment of the freshman year experience at the University. The study found nine statistically significant differences between resident and commuter student populations, including academic, personal, and financial issues. The results clearly suggested that different student populations have different experiences at the University.

In 1999, the University established an Equity and Diversity Office. This office began tracking complaints and concerns brought by students about their experiences on campus. The director of the office reports a substantial number of concerns are brought by female, minority, and disabled students about the treatment that they receive while at the University. The Vice President for Student Affairs also meets regularly with student groups on campus which have expressed similar concerns about the climate at the University, particularly the President's Student Cabinet and the United Colors groups.

As a result of the concerns initially raised in the President's Review Council Report and the continuing reports by various student subpopulations about their experiences at the University, the Provost, Vice President for Student Affairs, and Director of Equity and Diversity requested that the Planning, Assessment and Institutional Research Office (PAIRO) conduct a student climate study.

The goals for the University of Scranton Student Climate Study were:

- To determine the perceptions of students regarding the climate at the University of Scranton
- To identify the perceived needs of students regarding the climate in which they live and learn

A review of the literature related to campus climate issues found a model for community developed by Ernest Boyer which describes the elements of a healthy campus community as purposeful, open, just, disciplined, caring, and celebrative. The elements also serve as specific dimensions of campus climate that can then be assessed. A survey instrument, the College and University Community Inventory (CUCI), has been developed by William M. McDonald, Ph.D., to assess individual students' perceptions of community at his/her college or university. McDonald defines community as "the set of policies and practices that mark the distinctive mission of a collegiate institution and that accent the shared values and commitments held in common by institutional constituents" (2002, 160). The CUCI was designed to measure each of Boyer's six principles and was used as the central measure in this student climate study.

METHODOLOGY

The population for the study included undergraduate and graduate students enrolled at the University of Scranton during the spring 2005 semester. A stratified random sample consisting of thirty percent (30%) of the student body was invited to complete the College and University Community Inventory (CUCI). Invitations were sent via email to students selected in the sample during February 2005. A link to an electronic copy of the CUCI instrument was embedded in the email invitation. The Inventory required twenty to thirty minutes to complete.

Following the completion of the survey administration, focus groups were conducted. The focus groups were designed in a cooperative effort between the Planning, Assessment & Institutional Research Office and the Panuska College of Professional Studies' Counselor Training Center. Focus group questions were developed in order to validate and expand upon data gained from the inventory.

For both the CUCI and the focus groups, subpopulations for gender (women), race (minorities), and housing status (commuters) were over-sampled to insure that these particular groups are adequately represented in the responses. Students who disclosed a disability to the Equity and Diversity Office were invited to attend a homogenous focus group in order to insure that their perceptions of the campus climate are also heard. These subpopulations were selected based on the concerns described in the Background section of this report.

RESULTS

The College and University Community Inventory

From a sample of 1,619 students representing one-third of the total student body, 366 students completed the CUCI online survey providing a 23% response rate. Although the response rate for the survey is low, the respondents are representative of the student population and the design (with over-sampling) of the study. To assist with interpreting the results, a margin of error of 3% was calculated for the sample; differences in responses of less than 3% should not be considered true differences.

Respondent Profile

Of the respondents, 69% were female and 31% were male. The breakdown of survey participants by class is: 11% freshman, 17% sophomores, 25% juniors, 27% seniors, and 18% graduate students. Fifty-four percent (54%) live in on-campus housing, 19% live off-campus, and 26% are commuter/local residents. Ninety-four percent (94%) of respondents indicated that they do not have a disability. Seventy-four percent (74%) were Caucasian and 22% were Hispanic, Asian, or African-American. Undergraduate juniors and seniors were the only groups not intentionally over-sampled who were over-represented among the respondents when compared to the student body.

The CUCI is divided into seven sections with each focusing on a different aspect of campus community. The following is a brief summary of the overall findings and each section highlighting the strengths revealed in the survey responses. Also included are areas of concern for the University which can be found in sections three, four, and six and will be addressed therein. As a way of considering the overall responses, an area of concern was defined by responses in which less than 75% of students expressed agreement.

Additional Analysis

In order to examine the responses by subpopulation, a One-Way Analysis of Variance (ANOVA) was completed for each (gender, housing status, race, and disability classification) using the survey questions in sections 1 through 7 as the dependent variables and the targeted subpopulations as the independent variables.

The ANOVA using gender as the independent variable revealed significant differences mainly grouped in sections one, two, and five of the survey which will be presented in those sections of this report. The results from the remaining three ANOVAs using housing status, race, and disability classification as the independent variables yielded a nominal number of significant differences in no specific sections. The complete results from the statistical analysis will not be discussed in this report but are available in the Planning, Assessment, & Institutional Research Office.

Overall Findings

Results indicate that overall, the University provides a community environment that meets the needs of its students. The findings of the CUCI reflect that students at the University have positive experiences of the University as a community. The following table lists the questions for which 90% or more of the student respondents indicated agreement. Five of the ten items come from the Mission and Curriculum section of the Inventory which is designed to measure the principle of community “purpose,” or a sense of shared goals.

Section	Question – My College:	*Strongly Agree/Agree	Disagree/Strongly Disagree	No Observation
Mission & Curriculum	commits to academic excellence in education?	98%	2%	~
Mission & Curriculum	creates a supportive environment for students?	94%	5%	1%
Physical Location & Interaction	maintains appropriate technological advances such as computer networks, multimedia classrooms, use of remote campuses?	93%	5%	2%
Standards & Regulations	expects high standards of student conduct inside/ outside the classroom?	92%	5%	1%
Mission & Curriculum	engages students through creative teaching/intellectual activities with faculty?	91%	7%	2%
Service to Students & Community	addresses student needs through appropriate academic services, facility, and personnel access?	91%	6%	3%
Standards & Regulations	encourages students to adopt effective decision making skills and responsibility for the decisions?	90%	5%	4%
Mission & Curriculum	has a well-defined and published set of core values?	90%	7%	3%
Membership & Responsibilities	creates a climate of civility and protects dignity of students, faculty, and staff?	90%	8%	2%
Mission & Curriculum	has a well-planned core curriculum?	90%	9%	1%

*Some areas may not add up to 100% due to no response to a particular section

Section 1: Institutional Mission and Curriculum

This section of the instrument is designed to reveal whether students perceive their community as purposeful. A purposeful community is one in which “students and faculty share learning goals” and where teachers encourage active learning in the classroom and “encourage students to be creative not conforming” (Boyer, 1990, p.12). Results from the CUCI indicate that students do feel that the University of Scranton creates a purposeful community. In each of the seven questions, a majority of students indicated that they agreed or strongly agreed that the core values and mission of the University is communicated. Specifically, students agreed that the University is committed to academic excellence.

Gender:

For six of the seven questions, the majority of both male and female respondents agreed that the University provides a purposeful community environment; however, female respondents more strongly agreed that this was the case.

Section 2: Institutional Membership and Responsibilities

This section of the instrument is designed to reveal whether students perceive their community as open. “An open community is one in which freedom of expression is nurtured and civility is affirmed” (McDonald, 2002, p. 9). Civility “recognizes the dignity of every person” (McDonald, 2002, p.9). In each of the six questions, a majority of students indicated that they agreed or strongly agreed that the University is an open community where freedom of expression is nurtured and civility is affirmed. Results from the CUCI indicate that a majority (90%) of students feel that the University protects the dignity of students, faculty, and staff.

Gender:

For five of the six questions, the majority of both male and female respondents agreed that the University creates an open community environment; however, female respondents agreed more frequently that this was the case.

Section 3: Institutional Respect for Diversity and Individuality

This section of the CUCI is designed to assess students’ perceptions as to whether the University provides a just community. A just community is one that supports diversity and “is a place where diversity is aggressively pursued” (Boyer, 1990, p. 35). The results in this section are more divided and reveal a possible area of concern for the University. The table below also indicates that for several items in this section, a large percentage of respondents had no observation about how the University addresses the issue.

Question – My College:	*Agree/Strongly Agree	Disagree/Strongly Disagree	No Observation
rejects prejudicial practices and judgments and maintains a fair and equitable environment?	84%	9%	5%
encourages social and educational programming for all students?	83%	9%	7%
defines student responsibility for creating a civil environment?	77%	8%	12%
aggressively pursues institutional diversity as a model for society?	57%	24%	18%
has stated goals for minority student enrollment?	44%	13%	40%
supports organizations that are exclusive in membership?	40%	31%	27%

*Some questions may not add up to 100% due to no response to a particular question

The majority of students agreed or strongly agreed that the University rejects prejudicial practices, encourages social and educational programming for all students, and defines student responsibility for creating a civil environment. Yet, forty percent (40%) agree or strongly agree that the University supports organizations that are exclusive in membership.

Section 4: Institutional Standards and Regulations

This section of the CUCI is designed to assess students' perceptions as to whether the University provides a disciplined community. A disciplined community is "a place where individuals accept their obligations to the group and where well-defined governance procedures guide behavior for the common good" (Boyer, 1990, p. 37). Safety, security, and codes of conduct are upheld and courtesy and privacy are respected (Boyer, 1990). Student responses presented in the table below show some areas of concern for the University when it comes to being a disciplined community.

Results indicate that a large majority of students agree or strongly agree that the University expects high standards of student conduct inside and outside the classroom and encourages students to adopt effective decision-making skills and take responsibility for decisions. Areas of concern, where one-third or more of the students either disagree or made no observation about the expectations of the University are: effectively addresses criminal acts committed by students; involves students in creation/evaluation of policies and procedures, and codes of student conduct; and provides appropriate investigation procedures and review boards for alleged student violations.

Question –My College:	Agree/Strongly Agree	Disagree/Strongly Disagree	No Observation
expects high standards of student conduct inside/outside the classroom?	92%	5%	1%
encourages students to adopt effective decision making skills and responsibility for the decisions?	90%	5%	3%
encourages students to acknowledge their obligations to the campus community?	78%	10%	11%
encourages faculty/staff to model institutional values in their professional and personal lives?	76%	9%	13%
effectively addresses criminal acts committed by students?	64%	17%	17%
involves students in creation/evaluation of policies and procedures, and codes of student conduct?	57%	22%	20%
provides appropriate investigation procedures and review boards for alleged student violations?	54%	14%	30%

*Some questions may not add up to 100% due to no response to a particular question

Section 5: Institutional Service to Both Students and Community

This section of the CUCI is designed to assess students’ perceptions as to whether the University encourages a caring community. A caring community is present when service to the needs of others is affirmed and when a “sense of connection between student and campus is cultivated” (McDonald, 2002, p. 9). Students also should be brought in touch with those genuinely in need, and through field experiences, build relationships that are inter-generational, intercultural, and international (Boyer, 1990, p. 54).

In each of the six questions in this section, a majority of students agree or strongly agree that the University provides for the well being of its students and community by encouraging supportive relationships between students and faculty, addressing student needs through appropriate services, encouraging connections between academic pursuits and everyday life, and encouraging service to the community.

Gender:

For all six questions, the majority of both male and female respondents agreed that the University has a caring community environment; however, female respondents agreed more frequently that this was the case.

Section 6: Institutional Rituals and Celebrations

A celebrative community exists when the heritage and traditions of campus are the heart of campus life and culture. The ceremonial traditions establish connection in the lives of students and live on in their memory (McDonald, 2002). In this section, a majority of students agreed that the community at the University of Scranton is celebrative and

shares its history and purpose with students. As stated earlier, however, the results from this section reveal some possible areas of concern regarding community at the University of Scranton.

Question – My College:	Agree/Strongly Agree	Disagree/Strongly Disagree	No Observation
celebrates academic accomplishments of institution, as well as those of faculty, staff, and students?	85%	7%	7%
shares its history and purpose with students?	81%	9%	9%
provides activities to celebrate its heritage?	72%	14%	13%
respects all students’ heritage and demonstrates commitment to diversity through celebrations?	72%	13%	14%
conducts ceremonies/activities that connect students to alumni, benefactors, and retirees?	64%	18%	17%

*Some questions may not add up to 100% due to no response to a particular question

Areas of concern, where one-quarter of the students either disagree or made no observation about the University’s efforts to maintain and create traditions are: provides activities to celebrate its heritage; respects all students’ heritage and demonstrates commitment to diversity through celebrations; and conducts activities that connect students to alumni, benefactors and retirees.

Section 7: Institutional Physical Location and Interaction

This section of the CUCI assesses students’ perceptions of how the physical layout of campus affects the community experience. The physical layout affects connection students feel with the institution and with others in their community (McDonald, 2002).

Overall, a majority of students indicated that the University’s physical layout positively affects the connection students feel with the institution. In this section, 93% of respondents agreed or strongly agreed that the University maintains appropriate technological advances. 85% agreed or strongly agreed that the University provides buildings and grounds that facilitate informal gatherings and 76% agreed or strongly agreed that the University effectively addresses accessibility requirements of all campus members. When asked whether the University designs facilities to engage students with campus alumni, guests, and other constituents, 69% agreed while 20% disagreed and 11% reported no observation.

Comments

The last two questions on the survey instrument were open-ended and asked students to comment on their perceptions of the attributes of campus community. First students were asked, what is the **most important attribute for creating and nurturing community** on campus? Four themes emerged in response to this question: physical, social, faculty, and differences.

Physical refers to the physical layout of the campus and facilities. Frequent responses included positive mentions of **the Commons** and upgrades to the Commons area which has created "...a greater bond between the students in the past year." Also mentioned were the **locations of freshman and sophomore dormitories**. Students felt that the grouping of the classes by residential setting helps to "...create a community of students that is very personable and welcoming." The **library** was also mentioned as a positive aspect to the University and campus life.

Social refers to programmatic offerings and social life on campus. Students mentioned two types of meaningful activities in response to this question: **social events and speakers**. The students observe that the staff "...really makes an effort to sponsor activities that students want to attend."

Faculty: Students commented on **faculty and student interaction** as well as support and acceptance of all backgrounds. The faculty and staff are "... genuinely concerned with their students' well-being and success."

Differences refer to race, ethnicity, socioeconomic status, disability, and differences of opinion and/or belief. Students' responses revolved around the **diversity of campus community**. Noted in the responses was the "... promotion and practice of mutual respect for students, faculty, staff, and their surrounding community, regardless of one's race or religious beliefs."

Students were also asked, what is the **greatest detractor to creating and nurturing community on campus**? The same themes emerged in response: physical, social, faculty, and differences.

Physical refers to the physical layout of the campus, facilities, and personal safety. There were numerous student responses regarding a **lack of designated areas on campus for students to congregate and socialize**. Although the Commons was noted as a positive attribute, students would like to have a **student center** "...where everyone can go to do various things regardless of the weather." There were several comments about the **need to cross Jefferson Avenue and Mulberry Street**. Students also mentioned that **crime** is another detractor to campus community. Despite the efforts of Public Safety, students commented that a "... lack of supervision and provision of student safety" negatively affects campus life.

Social refers to programmatic offerings and social life on campus. Students indicated that there are **insufficient numbers of activities** and that some of the activities already in place are not as welcoming as they could be. Students commented that there are not enough activities “...after school hours open to students or faculty of all majors” and that the lack of activities which welcome new members leads to students feeling that “...they have no say in anything.” Students then become “...less likely to contribute and become a part of the community.”

Faculty refers to teaching, level of involvement, and other related concerns. Student respondents noted **a lack of involvement by the faculty outside of the classroom** and having experienced an **unwelcoming classroom environment** as detractors to their sense of community at the University. Students commented about the “...inability of certain faculty members to provide an open environment in their classrooms where multiculturalism is welcomed and appreciated.” Others remarked that the faculty members are not as involved in non-classroom activities that promote things such as diversity and community.

Differences: Student respondents noted two areas related to difference - **diversity of the campus population** and **allowing a diversity of opinions to be heard on campus**. Numerous students commented that there is a lack of diversity on campus, especially with regard to differences of opinion and/or belief. The student population was characterized as a “... white, mid-to upper-class campus.” Others noted “...sensing [of] certain things that are contrary to the Catholic/Jesuit tradition. . .”

Focus Groups

Focus groups were conducted after the administration of the CUCI instrument. The study consisted of a total of eight focus groups. Four of the groups were comprised of a random selection of students while the remaining four were homogeneous. The homogeneous groups were identified as women, commuter, minority, and disabled students. The groups were conducted on Wednesday, April 6th and Thursday, April 7th. Each group lasted 60-75 minutes. The groups were co-facilitated by graduate students enrolled in the community, rehabilitation and/or school counseling programs as part of their practicum requirements.

The turnout for the groups in general was light. A total of 27 students participated in the groups. The data gathered from these groups are not readily generalized and given the low participation rate, need to be examined with caution. However, common themes may present an opportunity to identify convergent areas of concern with the CUCI instrument and direct focus on issues that warrant further exploration.

The participants were asked the following questions:

1. How are your needs as a student being met by the University of Scranton **inside** the classroom? How are your needs as a student not being met by the University of Scranton **inside** the classroom?
2. How are your needs as a student being met by the University of Scranton **outside** the classroom? How are your needs as a student not being met by the University of Scranton **outside** the classroom?
3. How does the University create and nurture community among its students?
4. What would you change to help create and nurture community among University students?
5. How safe/comfortable do you feel inside and outside the classroom at The University of Scranton?
6. Is there anything we did not cover today that you would like to discuss?

Student responses again centered around four themes: physical, social, faculty, and differences.

Physical

Technology

Overall students are “happy” with the technology on campus however they believe that the experience on campus would be improved if the campus was completely wireless.

Facilities

Students felt that the green spaces on campus contribute positively to campus community. They are also “happy” with the recent changes in the cafeteria offerings and renovations to the second floor.

Negative comments centered on the following:

- *St. Thomas Hall*
Students reported that the lack of windows and old, uncomfortable furniture in St. Thomas detract from the campus climate.
- *Student Center*
The lack of a student center is a large concern for students. They also expressed a desire for more meeting spaces. Along with the student center, students would like administration offices in a more centralized location on campus.
- *Parking*
The lack of parking on campus is a problem for students as well as the high cost of parking permits.
- *Residence Halls*
Students indicated that most of the residence halls are in need of renovations.
- *Outdoor Lighting*
Students commented that the outdoor lighting on Linden Street by the Linden Street Apartments creates an unsafe environment.

Safety

Positive: Students stated that they feel safe within the campus. They see the Silent Witness option for students as a positive attribute to campus community. Also, students feel that Community Advisories help contribute to their feelings of safety.

Students have concerns with the Public Safety Escort Service. Some students feel that the response time of escort service is too long and that Public Safety needs to extend the service to the bus station. Students also said that they don’t call for help because they fear citations when alcohol is involved regardless of amnesty policy.

Social

Activities

Students commented that activities on campus contribute positively to the sense of community. These include Orientation, guest lectures, comedians, concerts, student clubs, and the event hotline and online calendar. Students also liked that Student Government was a voice for students.

Negative aspects related to social activity on campus include the lack of diversity among guest speakers, the lack of a campus pub, and the lack of late night programming. Also mentioned was that some club initiation processes are not fairly implemented. Students would like more advertising of programmed activities and would also like a “Ride Board” to help them carpool.

Residence Life

Students commented that the programming done by Residence Life is a positive attribute to the social activities on campus; however, students felt that the following aspects negatively affect feelings of community on campus:

- Housing lottery
- Students are required to live with students of same social class
- GPA-based housing is a residence hall but would be more appropriate as a theme house
- Access to dorms is too difficult and visiting hours should be extended

Faculty and Academic Support

Faculty

Overall, students are satisfied with most of the professors. They felt that the professors care about students and get to know them. They also felt that professors connect coursework to real life.

Students also expressed concerns regarding the faculty and academic affairs. Students commented that there is no where to turn with concerns about faculty members.

Related remarks included the following:

- Some part-time professors are not accessible to students on campus.
- If a student’s opinion differs from the professor, the student’s opinion is not respected
- Faculty not involved enough in student clubs
- Need a forum for students to address perceived inadequacies within the classroom, the curriculum, and academic policies that effect them
- Lack of consistency from professor to professor, particularly with grading
- Some professors lecture only without interactive learning
- Some professors require too many costly textbooks

Academic Support

Students commented positively on the language center, the Center for Teaching and Learning Excellence (CTLE), and the library.

Students expressed concerns about catalogue program/course descriptions that are too vague and advising not always being “on target” with their needs.

The academic calendar was mentioned as having a negative effect on community because it is not conducive to securing and participating in summer jobs and internships. They suggested eliminating intersession as a way to improve the academic calendar.

Differences

Diversity

Students made it clear that they want more diversity throughout faculty, staff, and students. They would like more diversity education and more activities on diversity offered. They also want more diverse students to be recruited by and to attend the University.

SOURCES

Boyer, E. (1990) *Campus life: In search of Community*. San Francisco: The Carnegie Foundation for the Advancement of Teaching.

McDonald, W.M. & Associates. (2002). *Creating Campus Community*. San Francisco: Jossey-Bass.

APPENDICES

- A. College and University Community Inventory Sections 1-7 with % Agreement
- B. Analysis of Responses by Gender

APPENDIX A

**CUCI Survey Questions with Overall Responses
of Strongly Agree and Agree in Percentages**

Question - My College:

Section 1 INSTITUTIONAL MISSION AND CURRICULUM	Strongly Agree and Agree
commits to academic excellence in education?	98%
engages students through creative teaching / intellectual activities with faculty?	91%
creates a supportive environment for student learning?	94%
provides opportunities bringing entire campus together?	69%
connects student learning experiences inside and outside of class through programs/activities?	78%
has a well-planned core curriculum?	90%
has a well-defined and published set of core values?	90%
Section 2 INSTITUTIONAL MEMBERSHIP AND RESPONSIBILITIES	Strongly Agree and Agree
encourages freedom of speech and written expression as an institutional value?	72%
encourages students to speak and listen to one another carefully?	85%
creates an environment where students, faculty and staff trust one another?	83%
allows offensive language/behavior that inhibits student learning?	12%
encourages understanding/acceptance of individual differences among students?	79%
creates a climate of civility and protects dignity of students, faculty, and staff?	90%
Section 3 INSTITUTIONAL RESPECT FOR DIVERSITY AND INDIVIDUALITY	Strongly Agree and Agree
rejects prejudicial practices and judgments and maintains a fair and equitable environment?	84%
has stated goals for minority student enrollment?	44%

encourages social and educational programming for all students?	83%
defines student responsibility for creating a civil environment?	77%
supports organizations that are exclusive in membership?	40%
aggressively pursues institutional diversity as a model for society?	57%
Section 4 INSTITUTIONAL STANDARDS AND REGULATIONS	Strongly Agree and Agree
expects high standards of student conduct inside/outside the classroom?	92%
effectively addresses criminal acts committed by students?	64%
encourages student to adopt effective decision making skills and responsibility for the decisions?	90%
involves students in creation/evaluation of policies and procedures, and codes of student conduct?	57%
provides appropriate investigation procedures and review boards for alleged student violations?	54%
encourages students to acknowledge their obligations to the campus community?	78%
encourages faculty/staff to model institutional values in their professional and personal lives?	76%
Section 5 INSTITUTIONAL SERVICE TO BOTH STUDENTS AND COMMUNITY	Strongly Agree and Agree
encourages faculty and students to build supportive relationships?	86%
addresses student needs through appropriate academic services, faculty and personnel access?	91%
encourages students to maintain a proper balance of loyalty between groups and college mission?	75%
encourages students to connect academic pursuits to every day life?	85%
encourages students and faculty to provide service to the community?	87%
encourages faculty to exhibit a personal concern for students?	83%

Section 6 INSTITUTIONAL RITUALS AND CELEBRATIONS	Strongly Agree and Agree
shares its history and purpose with students?	81%
provides activities to celebrate its heritage?	72%
celebrates academic accomplishments of institution, as well as those of faculty, staff, and students?	85%
conducts ceremonies/activities that connect students to alumni, benefactors, and retirees?	64%
respects all students' heritage and demonstrates commitment to diversity through celebrations?	72%
Section 7 INSTITUTIONAL PHYSICAL LOCATION AND INTERACTION	Strongly Agree and Agree
has been located in an appropriate location?	85%
provides buildings and grounds that facilitate informal gatherings between faculty, staff, and students?	85%
effectively addresses accessibility requirements of all campus members and guests?	76%
minimizes physical barriers such as major streets, railways, or waterways that detract from the physical attributes of campus community?	73%
designs facilities to engage students with campus alumni, guests, and other constituents?	69%
maintains appropriate technological advances such as computer networks and multimedia class rooms, use of remote campuses?	93%

APPENDIX B

Analysis of CUCI Responses by Gender

The scale for the questions on the CUCI survey ranged from “Not Observed” to “Strongly Agree”. When coding the data for analysis, “Not Observed” received a code of 1 and “Strongly Agree” received a code of 5.

Question - My College:	Female Mean	Male Mean	Significance*
Section 1: Mission & Curriculum			
Commits to academic excellence in education?	4.52	4.32	.009
Engages students through creative teaching/intellectual activities with faculty?	4.19	4.05	.131
Creates a supportive environment for student learning?	4.36	4.06	.002
Provides opportunities bringing the entire campus together?	3.82	3.50	.015
Connects student learning experiences inside and outside of class through programs/activities?	4.02	3.59	.000
Has a well-planned core curriculum?	4.28	4.09	.033
Has a well-defined and published set of core values?	4.39	4.03	.001
Section 2: Membership & Responsibilities			
Encourages freedom of speech and written expression as an institutional value?	3.92	3.53	.002
Encourages students to speak and listen to one another carefully?	4.16	3.88	.015
Creates an environment where students, faculty and staff trust one another?	4.08	3.87	.042
Allows offensive language/behavior that inhibits student learning?	2.47	2.49	.884
Encourages understanding/acceptance of individual differences among students?	4.06	3.57	.000
Creates a climate of civility and protects dignity of students, faculty, and staff?	4.18	3.95	.019
Section 5: Service to Students & Community			
Encourages faculty and students to build supportive relationships?	4.14	3.90	.035
Addresses student needs through appropriate academic services, facility and personnel access?	4.27	3.89	.000
Encourages students to maintain a proper balance of loyalty between groups and college mission?	3.74	3.35	.012
Encourages students to connect academic pursuits to every day life?	4.13	3.82	.003
Encourages students and faculty to provide service to the community?	4.29	3.91	.001
Encourages faculty to exhibit a personal concern for students?	4.08	3.75	.005

*Significance was set at the .05 level



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