

# **Assessing Campus Community in the Twenty-First Century**

By

W. Carson Byrd

Thesis submitted to the Faculty of  
Virginia Polytechnic Institute and State University  
in partial fulfillment of the requirement for the degree of  
Master's of Science in Sociology

Committee Members:

Dr. Alan E. Bayer, Chair

Dr. Theodore D. Fuller

Dr. John Ryan

April 2, 2007

Blacksburg, VA

**Keywords:** campus community, college students, purposeful community, open community, just community, disciplined community, caring community, celebrative community

## **Assessing Campus Community in the Twenty-First Century**

W. Carson Byrd

### **ABSTRACT**

The sociological implications of studying campus communities can lead to breakthroughs not only in teaching and improving learning environments, but provide unique and helpful programs to aid diversity, promote unity, and decrease social inequality on campus and in American society. This study applied Boyer's campus community model to assess the campus communities of a private liberal arts college and a public state research university in the Mid-Atlantic. Using a modified version of the College and University Community Inventory (CUCI) administered through a web-based survey software, data on student perceptions of the different aspects of campus community identified by Boyer were collected and analyzed using factor analysis and regression analysis. The factor analysis led the researcher to propose modifications to the survey instrument. The regression analysis found several significant characteristics of undergraduate students and their institutions that can influence their perceptions of the campus community. A discussion of the findings and the implications of the study are presented. The results reported in this study have lead to several recommendations to be developed to enhance and improve the study of the campus community and environment in higher education using the CUCI.

## TABLE OF CONTENTS

Chapter 1: Introduction and Review of Literature .....	1
Statement of Problem .....	1
Community Framework .....	2
Boyer's Community .....	6
Purposeful Community .....	8
Open Community .....	9
Just Community .....	9
Disciplined Community .....	11
Caring Community .....	11
Celebrative Community .....	12
Student Background and Community Perceptions .....	13
McDonald's Operationalization of Student Perceptions of the Campus Community .....	17
Institutional Mission and Curriculum .....	18
Institutional Membership and Responsibilities .....	18
Institutional Respect for Diversity and Individuality .....	18
Institutional Standards and Regulations .....	18
Institutional Service to Both Students and Community .....	18
Institutional Rituals and Celebrations .....	18
Institutional Physical Location and Interaction .....	19
McDonald's Results .....	19

Chapter 2: Models .....	22
Research Approach .....	22
Key Points of Literature Review .....	23
Definition of Community .....	25
 Chapter 3: Methods .....	 27
Population and Scope .....	27
Units of Analysis .....	27
Sample .....	27
Survey Instrument .....	29
Predictor Variables .....	30
Overview of Analysis Used .....	33
Sample Comparison .....	40
Instrument Reliability .....	43
 Chapter 4: Analysis and Discussion .....	 50
Regression Analysis .....	50
Study Limitations .....	62
Implications of Results .....	64
Age .....	65
Race/Ethnicity .....	65
Religion .....	67

Other Individual Characteristics .....	68
College-Affiliated Characteristics .....	70
Previous CUCI Results .....	72
Expectations and Higher Education .....	73
Recommendations .....	77
Conclusion .....	82
References .....	85
Appendices .....	92
Appendix A: Survey Instrument .....	93
Appendix B: E-mail Letters Sent to Students .....	103
Appendix C: Means and Standard Deviations of Campus Community Survey Items .....	108
Appendix D: Detailed Regression Tables .....	116
Appendix E: Discussion of Effects of Technical Error .....	156

## LIST OF TABLES AND FIGURES

Table 1. Description of All Survey Items .....	36
Table 2. Mid-Atlantic Liberal Arts College Sample Comparison (Race/Ethnicity) .....	41
Table 3. Mid-Atlantic Liberal Arts College Sample Comparison (Class Rank) .....	42
Table 4. Mid-Atlantic State University Sample Comparison (Race/Ethnicity) .....	44
Table 5. Mid-Atlantic State University Sample Comparison (Class Rank) .....	45
Table 6. McDonald and Byrd Alpha Comparisons .....	47
Figure 1. Scree Plot of Institutional Respect for Diversity and Individuality Section .....	48
Table 7. Alphas after Factor Analysis .....	49
Table 8. Significant Variables in Model 1 .....	52
Table 9. Significant Variables in Model 2 .....	55
Table 10. Significant Variables in Model 3 .....	58
Table C-1. Means and Standard Deviations for Each Campus Community Survey Item ...	109
Table C-2. Means and Standard Deviations of Campus Community Composites .....	115
Table D-1. Institutional Mission and Curriculum Model Summary .....	117
Table D-2. Institutional Mission and Curriculum Regression .....	117
Table D-3. Institutional Membership and Responsibilities Model Summary .....	122
Table D-4. Institutional Membership and Responsibilities Regression .....	122
Table D-5. Institutional Respect for Diversity and Individuality Model Summary .....	128
Table D-6. Institutional Respect for Diversity and Individuality Regression .....	128
Table D-7. Institutional Standards and Regulations Model Summary .....	133
Table D-8. Institutional Standards and Regulations Regression .....	134

Table D-9. Institutional Service to Both Students and Community Model Summary .....	139
Table D-10. Institutional Service to Both Students and Community Regression .....	139
Table D-11. Institutional Rituals and Celebrations Model Summary .....	144
Table D-12. Institutional Rituals and Celebrations Regression .....	145
Table D-13. Institutional Physical Location and Interaction Model Summary .....	150
Table D-14. Institutional Physical Location and Interaction Regression .....	150
Table E-1 E-mail Responses Received .....	158

## CHAPTER ONE: INTRODUCTION AND REVIEW OF THE LITERATURE

### Statement of Problem

The purpose of this study is to apply Boyer's model of campus community to assess the campus communities of a private, religiously-founded liberal arts college and a public, secular state research university. Analysis of these two higher education institutions and their campus communities allowed a particular aspect of the community at each institution to be identified using the College and University Community Inventory (CUCI). The data for this study were collected from the undergraduate populations at a private liberal arts college and a public research university in the Mid-Atlantic region using the College and University Community Inventory (CUCI) created by William M. McDonald (1996). A quantitative, interpretative approach is used in this study to assess the campus communities.

Understanding the community of a college or university campus may provide valuable information for administrators, faculty, policymakers, and students. Assessing the campus community provides a closer look at the issues not only facing that particular institution, but also the surrounding community and American society. The lack of student community has stronger direct effects on student satisfaction with the overall institution than any other environmental measure (Astin 1993:352). This factor alone puts the study of campus communities at the forefront of many institutions' priorities. The sociological implications of studying campus communities can lead to breakthroughs not only in teaching and improving learning



environments, but provide unique and helpful programs to aid diversity, promote unity, and decrease social inequality on campus and in American society.

The purpose of this literature review is to establish a sociological approach to the conception and identification of community and the relation to higher education; to provide a detailed description of Ernest Boyer's campus community model as described in the Carnegie Foundation for the Advancement of Teaching report *Campus Life: In Search of Community* (1990); and to advance a discussion of student background characteristics and their effects on community perceptions.

### **Community Framework**

As of 1955, sociologists had employed no less than sixteen concepts in creating more than ninety-four definitions of community (Ratcliff 1977:272). These definitions have grown exponentially since then and the conception of community varies between disciplines. The idea of community within the sociology literature tends to be reserved for some middle form of social organization: smaller than a state but larger than a family; more formal than a social class, less organized than an institution; historically situated but evolving; geographically located but often lacking clear boundaries; exclusionary but porous; often a space of intimate anonymity (Campbell 2000:22). The campus community today meets all of these parameters. Theodorson and Theodorson (1969:63-64) define community as such:

“A concentrated settlement of people in a limited territorial area, within which they satisfy many of their daily needs through a system of interdependent relationships. A community is a self-conscious social unit and a focus of group identification. Although a community forms a local

geographic and economic unit, providing many of the primary goods and services for its inhabitants, it is not necessarily a political entity, as it is not necessarily contained within or defined by legal boundaries, such as those of a city or town. Community also implies a certain identification of the inhabitants with the geographic area, and with each other, a feeling of sharing common interests and goals, a certain amount of mutual cooperation, and an awareness of the existence of the community in both its inhabitants and those in the surrounding area.”

The numerous concepts of community that can be found throughout the sociology literature have many recurring themes as well as conflicting ideas. Campbell has broken the concept of community into three basic “meta-elements”: social structure, space, and sentiment. Social structure refers to the communal group and the nature of the social bonds that define it. Space refers to the location of community usually understood geographically but sometimes conceived temporally. Sentiment refers to the ideational and symbolic side of community and can include both social-psychological experiential elements as well as cognitive perceptual ones (Campbell 2000:23). These meta-elements allow community to be understood and ordered into its natural form.

Campbell argues that it is really the *idea* (emphasis added) of the community itself that is essential. He adds the claim that before issues of space and social structure, it is this idea of community, symbolically produced and socially defined, that is constitutatively primary and fundamental to the construction and function of community (Campbell 2000:25). Before analysis of this “idea” of community can be conducted, the social-structural, the spatial, and the sentimental elements must be addressed.

Campbell's analysis of community begins with the social-structural elements. Social-structural elements are categorized into four groups: the nature of social bonds, group membership and size, organizational structure and social hierarchy, and the role and form of community institutions and organizations. The nature of social bonds encompasses how an individual fits into the community structure and who that individual is tied to and the context of that bond. When communal ties are defined in terms of affection or voluntary relationships, neighboring activities such as friendship, kinship, mutual trust and affinity, and the presence of informal, sustained voluntary commitments are identified. When communal ties are defined as coercive, the community-making affects of different processes and institutions – many of which are extracommunal – that conspire to maintain the social order are identified. Such concepts as poverty, racism, and the general degeneration of the social fabric are included here. Lastly, when communal ties are defined as functional, measures of the communal bond highlight patterns of usage and structures of exchange and interdependence within a limited area (Campbell 2000:28).

The social-structural element of group size and membership concerns what constitutes a group and the boundaries of that group. However, this can obviously spark debate about how big, small, or diverse a group can be identified to be a community. The third social-structural element of organizational structure and social hierarchy contains three approaches to studying groups: identifying changes in the social structure of communities, uncovering the power and influence structure of a community, and concentrating on a micro-level of community such as a neighborhood in an urban area.

The final social-structural element identified by Campbell is the role and form of community institutions and organizations. This element is broken down into three approaches of study: the institution-centered approach, where the institution is studied by identifying members, the organization of the institution, and what it does; the community-centered approach, where the institution serves as either a proxy for or an indicator of some other significant community variable; and the third approach treats the institution as a constitutive element of the community, where the emphasis can be established as the institution as a moderating agent responsible for maintaining community solidarity and function (functionalist model) or the emphasis is on the role of formal and informal institutions as centers of power and influence within the community (social power model) (Campbell 2000:32-33).

The focus of the spatial elements is that community can be defined as a place. However, there are conflicting views of a spatially-centered community within the literature pointed out by Campbell. By suggesting that the relationship between geographic space and social structure and action be examined, Campbell tries to approach the troubling concept of place and community by focusing on three approaches. The first approach treats community and a particular geographic condition as essentially one and the same thing (i.e., a town in the mountains is considered a community). The second approach treats space as a semiautonomous causal element that contributes to the making (or unmaking) of community. The last approach suggests that it is the social structure that creates the space (Campbell 2000:33-34). An example of this last approach can be found in the writings of those of the Chicago School, specifically Park, stating that spatial qualities affect social action which in turn determine the boundaries of a geographically located but culturally defined community (Campbell 2000:41).

The last element of community is the sentimental element which refers to community as a felt, experienced, conceived (imagined), or communicated entity. Campbell's definition of sentiment of the community incorporates the emotional and psychological aspects with the social-structural and spatial elements. Three research approaches are used to study sentiment in the communal context. The first approach focuses on the emotional or psychological links between an individual and his or her community. The second approach focuses on a community's culture, those things, behaviors, and ways of being that give any particular community its singular character. The last approach focuses on the idea of a community that becomes the object of study, particularly as this idea is understood, experienced, and presented by those who share it (Campbell 2000:45-47).

### **Boyer's Community**

The late Ernest Boyer blazed a trail of enormous proportions as president of the Carnegie Foundation for the Advancement of Teaching with his many studies and lectures to improve the undergraduate experience in American higher education. One of his most significant studies came at a crucial time in American higher education. Boyer's *Campus Life: In Search of Community* (1990) established a connection between higher education and the need for a solid community framework in what some in America felt was a declining community-based society. This report aids the notions put forth by Etzioni (1993) and Bellah (1996) of the need to revive a declining American community and added the institution of higher education to the list of American institutions incorporated in the decline. Many scholars have used Boyer's vision of a

campus community in relating troubles in higher education and resolutions by focusing on the communal approach to education. The campus community approach was used in the creation of the College and University Community Inventory (CUCI) by William M. McDonald (1996) to allow colleges and universities to assess the status and identify any weaknesses deriving from students' perceptions of the campus community.

Some scholars have stated that the community is no longer the proper model for colleges and universities, writing that the university could and should be seen to be more of a “global city” (Frost and Chopp 2004). This vision of the institution of higher education applies Saskia Sassen's (1991) approach of fluid, flexible, open-ended structures and their ability to strengthen the opportunity for stakeholders (faculty and students) to collaborate and respond to constantly changing conditions (Frost and Chopp 2004:47). Frost and Chopp relate the global city model of higher education to the current aspects of global cities around the world with their permeable boundaries, partnerships, strategic sites, contextual and multi-disciplinary identities. However, this model of higher education states that “by advancing the university from the inside, leaders also may prevent outside agendas from controlling their future” (Frost and Chopp 2004:47). This seems improbable and irrational considering the type of model they propose for higher education to follow. The global city model takes into account three key features of a current global city, but in the given statement Frost and Chopp do not acknowledge the issue of globalization in society and the agendas found scattered throughout it. For a college or university leadership to prevent outside agendas from influencing, let alone controlling, their future would seem to call for a dismissal of all boards of regents, trustees, and all other associated administrative structures attached to colleges and universities today. This would also

cut fiscal policies such as student loans offered by the federal government. Acknowledging this flaw leaves the idea of a campus community the best option for higher education for now.

The Boyer study presented in *Campus Life: In Search of Community* (1990) breaks down campus community into six sub-communities, all of which are pertinent to a functioning college or university. The six sub-sectional communities established by Boyer are the purposeful community, an open community, a just community, a disciplined community, a caring community, and a celebrative community. By breaking down the whole of campus community a more detailed analysis of the undergraduate experience and all that is involved in it can be understood.

***Purposeful Community.*** Boyer first defines a “purposeful community” as a place where faculty and students share academic goals and work together to strengthen teaching and learning on the campus (Boyer 1990:9). This sub-community is the base on which the other subsections build and is the most important aspect from a learning prospective. A purposeful community influences the communication between committed individuals, both students and faculty, and the sharing of intellectual knowledge that seems to be lacking on many campuses around the country. One aspect of higher education that appears to be declining in great degree, according to Boyer, is that of great teaching. Boyer calls for institutions to reward great teaching along with research and publication (Boyer 1990:12). This would allow a more meaningful interaction between students, faculty, and the material being taught.

***Open Community.*** The second sub-community established by Boyer is the “open community”. This sub-community is a place where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed (Boyer 1990:17). The concept of freedom of expression in American higher education takes on such meanings as freedom of speech, freedom of the press, and academic freedom. Within the collegiate community, there have been widely differing perspectives on certain key issues – for example, whether academic freedom applies as fully to students as to professors, how far beyond the classroom and laboratory such protection extends, and what circumstances might warrant the curtailment of academic freedom to serve broader societal interests (O’Neil in Altbach, Berdahl, and Gumport 2005:91). The open community is what makes the world of academia. To compromise this subsection of the campus community could result in catastrophic devastation to the intellectual world and society as a whole.

***Just Community.*** The third sub-community created by Boyer is the “just community”. This sub-community is a place where the sacredness of each person is honored and where diversity is aggressively pursued (Boyer 1990:25). The ever-difficult issue on college and university campuses is closing the racial and ethnic divide, no matter what the institution. Since the desegregation of higher education in the mid-twentieth century, constant legal and physical battles have been found dispersed throughout America. The so-called battles have stretched from racial divides to encompass gender and sexual divides, as well as religious divides. Three telling instances of the remaining divides in higher education is the legal battle waged against the University of Michigan at the turn of the twenty-first century on their separate admissions processes for minority students, the physical bouts against homosexuals on campuses nationwide, particularly the 2005 incident at the University of North Carolina, and the recent incident



also at the University of North Carolina of a graduate attempting to run-down students at a popular hang-out in response to religious tensions between Muslims and American Society. Although the road to equality in higher education has not yet been fully achieved, researchers and administrators have arguably been making steady progress towards equality. Despite the efforts of academia to turn a dream into a reality, research has shown that the perception of discrimination is a major deterrent to Boyer's just community. Danika, Mazella, and Pilant (1980), supported by Ferguson (1990), found that race was a more salient issue for Black students than for White students and that Black students were nearly three times more likely than Whites to view interracial experiences as important for well-being and success and were three times more likely to be dissatisfied with the racial climate on campus.

Larry Roper, vice provost for student affairs at Oregon State, found that OSU students were accepting of diversity on campus; however, there were what one would call qualifications associated with this acceptance (Roper 2004). The main qualification of the student perceptions found in Roper's study was that students felt that diversity was a good addition to the campus as long as it did not interfere with the quality of education they received. In dealing with the main precaution of the OSU students of the acceptance of diversity in their campus community, according to this study it appears that there is more an atmosphere of a tolerance for diversity instead of an acceptance. Without a functioning just community on college and university campuses, the return of elitist stature in American society, not just higher education, would prevail as it did prior to the signing of the G.I. Bill.

***Disciplined Community.*** The fourth sub-community is the “disciplined community”. Boyer stated that 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 1990:37). The control that colleges and universities enact upon students has changed drastically since the founding of Harvard in 1636. The now abolished view of *in loco parentis* has dissipated to an acknowledgement of students as being adults and taking responsibility for their actions and their learning. Boyer stresses the use of honor codes in a recommendation to strengthen this subsection of the campus community. These honor codes convey a powerful message about how honesty and integrity form the foundation of a community of learning (Boyer 1990:46). The life within the boundaries of the campus community has always been much like the society outside its walls. Crime, alcohol and drug abuse, and other deviant actions are becoming a more commonplace part of life on college and university campuses. This isn’t to condone these actions as something to “brush off” and not worry about, but acknowledging these actions allows a plan of reaction to them to be formed. The use of honor codes gives clear and concise guidelines for behavior of students within, and sometimes outside, of the campus community. These honor codes also allow the academic conduct as well as the social behavior of the students to be placed in the students’ hands, producing a document that represents the conduct of a scholar of the community.

***Caring Community.*** The fifth sub-community established by Boyer is the “caring community”. A caring community is a place where the well-being of each member is sensitively supported and where service to others is encouraged (Boyer 1990:47). Boyer calls this subsection of the campus community the “glue that holds it all together”. The goal of this sub-community is to

build upon the previous sub-communities and elaborate on the open community to pursue a more accepting and diverse campus community of scholars. The current student population that contains many more older and international students than previous years reasserts the need for a caring community to keep the community sentiment intact, specifically through socialization and financial opportunities. Boyer elaborates that students need to make a connection between the education they are receiving and the lives that they lead. The goal of educators should be to help students see that they are not only autonomous individuals but also members of a larger community to which they are accountable (Boyer 1990:54).

***Celebrative Community.*** The sixth and final sub-community in Boyer's campus community is the "celebrative community". This sub-community describes a college or university as one in which the heritage of the institution is remembered and where rituals affirming both tradition and change are widely shared (Boyer 1990:55). This subsection of the campus community instills tradition and the legacy of the institution. Intercollegiate athletics is included in this sub-community, but Boyer points out that athletics must enrich the academic mission, not negate it (Boyer 1990:59). Campbell writes that the research on community culture conducted by Park and Burgess in the Chicago School focused on the aspects of culture that are publicly visible and easy to observe; such things as public events and rituals, parades, everyday cultural artifacts, and even the community's name have been studied as important examples of community culture and analyzed as stylized expressions of particular local groups or limited geographic areas (Cambell in Chekki 2000:46).

Within this sub-community lies the celebration of the identity of the college or university. The challenge of an institution's identity is to be able to allow change to occur within the institution without jeopardizing its identity. This is a challenge for all colleges and universities today. The most troubled institutions appear to be the liberal arts colleges based on the amount of articles published concerning this type of institution. Despite the marketization challenges facing higher education institutions and the negative aspects of marketing and advertising, it is important to realize that the most distinguished liberal arts colleges are "brands" that convey powerful messages about the value of attending, working at, and donating money to those institutions (Stimpert 2004:44). By celebrating an established institutional identity, individuals will feel a connection to the college or university and its mission. Stimpert adds that a distinct identity can provide a powerful process of socializing students, faculty, and staff to the institution's core values and how it approaches learning (Stimpert 2004:45).

### **Student Background and Community Perception**

A student's perception of their campus environment or community is shaped by many things. However, the literature on community perception and precollege years is generally lacking enough material to draw any substantial conclusions. Most literature focusing on the campus community or campus environment pertains to how college affects the student and, in turn, how the student affects their campus environment. It would be safe to say, however, that a student's personal and family demographics, the hometown of the student, and the type of high school they graduated from would all have some significant effect on their perception of community while enrolled in college. The student's subjective interpretation or impressions of

their college environment depend not only on the particular patterns of environmental stimuli to which they are exposed, but also on their values, attitudes, abilities, previous experiences, and other personal characteristics (Astin 1968:94). One factor found to have significant effects on student perceptions is socioeconomic status (SES), and peer SES. Peer SES has significant indirect effects on satisfaction with the overall college experience and on willingness to re-enroll in the same college. Also, peer SES has significant direct effects on perceptions of a student-oriented faculty, social change orientation, trust in the administration, and resources and reputation emphasis, and a significant indirect effect on the perception of diversity orientation (Astin 1993:353).

A student's perception of campus community is also shaped by particular environmental variables such as academic major, college residence, and whether they are a Greek fraternity or sorority member. Studies by Stake and Hoffman (2001) and Van Soest (1996), together with evidence indicating few if any specific-major field effects, suggest that the impact of academic environments and activities on students' sociopolitical views are a function of the attitudes and values of the people with whom students associate in these academic enclaves, as well as the academic experiences they have, rather than of the particular major field or discipline (Pascarella and Terenzini 2005:303). An example of one of the few studies that shows any specific-major field effects mentioned by Pascarella and Terenzini are found by Astin (1993). Here, Astin found that students who pursue engineering majors are more likely to have a negative stance concerning their satisfaction of the overall student experience, of faculty, of the quality of instruction, of student life, and of opportunities to take interdisciplinary courses (1993:371). One last example of these specific-major field effects found in Astin is the effects of the business

major. Majoring in business has weak but significant negative effects on altruism and social activism, commitment to promoting racial understanding, self-reported growth in cultural awareness, and on the perception of the institution's diversity orientation (Astin 1993:370).

A student's place of residence during college also has significant effects on their perception of community. Leaving home to attend college has direct positive effects on satisfaction with student life and with the overall college experience, as well as on the student's willingness to attend the same college if the choice had to be made again (Astin 1993:366). Astin also found three positive effects that are directly attributable to living in a campus residence hall: attainment of the bachelor's degree, satisfaction with faculty, and willingness to re-enroll in the same college (1993:367). Students living on campus, rather than off, were found to have more positive and inclusive racial-ethnic attitudes and openness to diversity (Pascarella and Terenzini 2005:603). Place of residence also has a clear bearing on the extent to which students participate in extracurricular activities, engage in more frequent interactions with peers and faculty members, and report positive perceptions of the campus social climate, satisfaction with their college experience, and greater personal growth and development (Pascarella and Terenzini 2005:604).

Joining a Greek social fraternity or sorority has several correlates that can disrupt the sense of community and the associated aspects of the campus environment. Factors associated with joining a fraternity or sorority are having a Protestant religious affiliation, being white, being politically conservative, and coming from an affluent family. Negative predictors of joining include a strong commitment to promoting racial understanding, working at an outside

job, commitment to writing original works, and having a Catholic religious affiliation (Astin 1993:178). Astin also found several other environmental factors that contribute to a student joining a fraternity or sorority, including having a peer group that is strongly oriented toward materialism and status, attending a private university or a Protestant college, and institutional size. An unexpected effect found of fraternity and sorority members is the positive influence of racial conflict on joining a social fraternity or sorority. One possible interpretation of this effect is that the existence of pervasive racial conflict on the campus tends to balkanize the student body, such that students seek out social organizations whose membership is partly racially based (Astin 1993:179).

The traditional college student image is still a valuable, sought-after quality for colleges and universities today. This traditional student image is based on specific generations and contain stereotypes of what a college student “looks like”. These stereotypes also carry over to image identification of specific colleges and universities because of the type of student body they attract. However, the changing student demographics have forced colleges to admit more non-traditional college students than previously. Some institutions continue to seek and enroll students who fit a traditional college student image, while others have taken on more diverse clienteles in order to better serve the changing state and local populations. This suggests that there have been changes not only in the type of student now attending college but in institutional mission and policy, as well, that differentiate institutions across the higher education systems (Dey and Hurtado 2005:319). If a college does not change as fast as the admitted student body, conflicts may occur and a decreased sense of community may result from the slow changes.

Dey and Hurtado also write that if students and faculty find few points of agreement on attitudes and values, these ideological differences increase the potential for conflicts between students and faculties (2005:322-323). This could be seen as another aspect of the changing campus environment that could break down the sense of community perceived by students and faculty; however, faculty should not have to cater to student ideological views to prevent conflicts of view unless desired by the faculty, students, administration, and the institutional mission and policy. Lastly, Dey and Hurtado also suggest that there has been a redefinition of the relationship between academic course work at the high school level and skills related to those courses (2005:329). Faculty must adapt to the under-preparedness of students more so each academic year. This lack of connection in the transition between high school and college could lead to a decreased overall college experience and a diminished sense of community concerning student-faculty relations.

### **McDonald's Operationalization of Student Perceptions of Campus Community**

The College and University Community Inventory (CUCI) was created by William McDonald to assess campus communities through the eyes of students, unlike Boyer's study which used data collected from college and university presidents. Boyer and his model of campus community was the main influence in the creation of the CUCI. This can be seen in the groupings of the questions and their relation to the sub-communities laid out by Boyer's study (1990).



***Institutional Mission and Curriculum.*** The first group of seven questions is defined by McDonald as questions pertaining to the institutional mission and curriculum of the surveyed institution. These questions fall within the definition of Boyer's purposeful community (1990:9).

***Institutional Membership and Responsibilities.*** The next group of six questions is defined by McDonald as questions pertaining to institutional membership and responsibilities, and fall within Boyer's definition of an open community (1990:17).

***Institutional Respect for Diversity and Individuality.*** The third group of six questions is defined as questions pertaining to institutional respect for diversity and individuality. This group of questions falls within Boyer's definition of a just community (1990:25).

***Institutional Standards and Regulations.*** The fourth group of seven questions is defined as questions pertaining to institutional standards and regulations, which can be seen to fall within Boyer's definition of a disciplined community (1990:37).

***Institutional Service to Both Students and Community.*** The fifth group of six questions pertains to the institutional service to both students and community. This group of questions falls within Boyer's definition of a caring community (1990:47).

***Institutional Rituals and Celebrations.*** The sixth group of five questions pertains to the institutional rituals and celebrations, which falls within Boyer's definition of a celebrative community (1990:55).

***Institutional Physical Location and Interaction.*** The seventh group of six questions is defined as institutional physical location and interaction. This group of questions was added to the CUCI by McDonald after an initial field test in which results suggested that the physical location of the college or university could enhance or diminish a student's sense of community. The questions within this section seem to be an extension of Boyer's purposeful and caring communities.

***McDonald's Results.*** McDonald's (1996) study encompassed 445 students at 16 institutions across the United States. The study included three mailings of the survey instrument for the students to complete. The first mailing began in February 1995 and the study closed at the beginning of June 1995, giving students a full semester to complete the survey. All students were randomly selected for participation in the study by the institutions included in the study. McDonald's analysis focused on the type of institution, based on the Carnegie Classifications of institutions used at that time, institutional size (i.e. large or small), and the region of the country that an institution is located in. McDonald used three measures to analyze his data. Central tendency measures were used to determine the students' responses to the survey items. An analysis of variance (ANOVA) was then used to measure "any significant differences among students' responses for each question, based on their institutional characteristics of location, size, and Carnegie Classification" (McDonald 2002:152). Lastly, for the significant differences identified in the ANOVAs, additional ANOVAs were conducted to identify the institutions in which the differences resided.

McDonald's (2002:152-153) analysis identified that students from the Southeast region of the United States "affirmed that their institutions' community practices include articulating a shared vision of institutional mission and purpose that had an impact on their daily lives", and the "students' responses demonstrated that their institutions maintained traditional ceremonies as well as created new activities that reinforced the shared institutional purpose among institutional constituents". The student responses from the Southeast region also indicated that they perceive that their institutions "set high standards for their involvement and afforded them responsibilities and rights as community members", and "indicated that their institutions addressed the needs and goals of all students and provided the well-being of students and the surrounding community" (McDonald 2002:153). Students from the Midwest scored the lowest on all of the campus community measures except for the section of the survey instrument that assessed students' perceptions of institutional rituals and ceremonies.

In terms of institutional size, McDonald (2002:154) found that students who attended smaller institutions (i.e., institutions with a student population of 3,999 or less) had higher scores on a majority of the survey items and "affirmed that their institution's mission and purpose affected them daily", and "affirmed their institution's efforts to provide for the well-being of students and the surrounding community". Finally, in terms of the Carnegie Classifications, students who attended Comprehensive Universities and Colleges scored the highest on a majority of the survey items. These students "consistently affirmed their institution's efforts to establish community practices and relationships", were affected daily by the mission and purpose of their institutions, identified that their institutions affirmed "student rights and responsibilities, addressed the needs and goals of all students, placed expectations on students, provided for the

well-being of students and surrounding community, and maintained traditional ceremonies and activities to reinforce a shared purpose among all members” (McDonald 2002:155).

McDonald’s work on assessing and measuring campus community using student perceptions has extended Boyer’s (1990) work to encompass a large portion of the campus community. Enhancing the survey instrument to gather even more information will help higher education administrators better understand the campus climate of their institutions and make the best decisions to improve the campus moral towards many issues.

## CHAPTER TWO: MODELS

### Research Approach

This study incorporated an exploratory research approach designed to ascertain the possible relationships between students, college characteristics, and each of the campus community composites relating to the facets of the Boyer campus community. The data came from the College and University Community Inventory (CUCI) administered to the undergraduate populations of “Mid-Atlantic Liberal Arts College” and “Mid-Atlantic State University” via a web-based survey. A combination of the analysis of the data and recommendations resulting from the analysis, the literature review, and review of other survey instruments may identify any revisions to Boyer’s campus community model and any additional questions to add to the CUCI to present a more valid survey instrument for assessing campus communities. The purpose of using the CUCI, modified to address numerous deficiencies associated with the demographics section of the instrument, is to identify any needs of students that would create any changes in the instrument construction that directly relate to Boyer’s community model, explore three blocks of variables using regression analysis that may yield findings that go beyond those reported by McDonald (1996), and attempt to enhance the CUCI by reconstructing survey items and other need areas of the survey instrument.<sup>1</sup>

---

<sup>1</sup> The same survey instrument was used by the researcher on the campus of Mid-Atlantic Liberal Arts College during the Spring 2005 semester (Byrd 2005), and there is a desire to compare this study’s data with the previous results for the campus to identify any significant changes in student perception or direct needs relating to the campus community; however, this is not a focus of this thesis.

## **Key Points of Literature Review**

One key point of the literature review is the conception of the spatial elements of community. Campbell's breakdown of the sociological approaches to studying community allows three research approaches to be formed about the spatial elements. The research approach that appears to fit the best with the conception of the campus community is treating space as a semiautonomous causal element that contributes to the making (or unmaking) of community (Campbell 2000:33). Defining community as a geographical place should be applied in some areas of community research before using the semiautonomous causal approach described above. The reason for this is to allow a firm position between specific communities (in this case between the two institutions included in this study) to be identified to allow comparisons and allow the chance of fluid identities to exist between the compared communities. Hetherington (1996:38), in his analysis of heterotopias, describes this specific type of community as allowing multiple identities to be created; thus, creating a community that can be a "safe haven" for beliefs and identities that are not held by the majority of society. Heterotopias are a kind of effectively enacted utopia in which the real sites and all the other real sites that can be found in culture, are simultaneously represented, contested, and inverted (Foucault 1986:24). In comparison, these heterotopias can also be viewed as the more right-wing, religiously-affiliated institutions (e.g., Liberty University and Bob Jones University) and the more left-wing, liberal arts-oriented institutions (e.g., Oberlin College and Warren Wilson College) in higher education.

A second key point of the literature review was Boyer's view of sentiment. It would appear that a campus community would be partially built on sentiment. Campbell (2000:43) refers to this as a felt, experienced, conceived (imagined), or communicated entity. However,

Boyer (1990:54) dismisses sentiment (Boyer's view: "the heads and hearts of the individuals") as a reason for quality in higher education and an aspect the campus community depends upon. Boyer continues by writing that educators should help students understand that they are both autonomous and members of a larger society. This seems to deny the very autonomous nature of an individual to create and sustain a different identity than that of society, or even the institution. Boyer's denial of sentiment in the campus community no longer allows students to be autonomous, to be different and independent, but rather calls for students to be conformists and carry a monolithic ideology. The dismissal of sentiment, in the context of higher education's campus communities, eliminates a psychological-cultural approach to community. Campbell writes:

Unlike traditional psychological or community cultural approaches, this new approach grants ontological preference to the ideational. Meaning, in this strong sense, plays a much more prominent role in the construction of community and it is broadly recognized that, alongside social structure and geography, it is through the image or idea of itself that a particular community is constituted. In this third approach, therefore, it is the *idea* – of a community, of a neighborhood, of a localized group – that becomes the object of study, particularly as this idea is understood, experienced, and presented by those who share it (Campbell 2000:47).

This psychological-cultural approach to sentiment as a structure of certain communities could be seen as reasoning for why some students gravitate to different colleges, "their college". The last key point concerns Campbell's writings describing a reason for closed-mindedness in communities. Losing a sense of distinctiveness can inspire a community to oppose many things including influxes of people with different cultural backgrounds. Citing Palen and London

(1987), Campbell writes that the worry in the community is that by altering the distinctive nature of the social life within a space, the space itself as a particular and identifiable place will, along with its sense of being a distinct community, also disappear. Thus, a closed-minded facade or ideology could be associated with a certain community.

### **Definition of Community**

Defining community in any sense is difficult. Many elements can be seen in a community or, as Bernard points out, “the community” (1973:3-5). Relating community specifically to institutions of higher education is a complex problem for any who attempt it, but is needed in an ever-evolving society and changing institution of higher education. Bernard (1973:3-5) asserts that community emphasizes common-ties and social-interaction with a high degree of personal intimacy, emotional depth, moral commitment, social cohesion, and continuity in time. Locale or location is not as much the focus of a community as it is for “the community”. Bernard’s rough definition of community could be inserted into a combination of the two elements of community identified in Campbell’s writings as part of a community’s social structure and sentiment.

Attaching community to any social institution, especially higher education, results in many more definitions and concepts to be formed and added to the vast array of definitions and concepts that already exist. Applying community to higher education, McDonald (2002:148; 1996:20) defines community as the 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. This application of community is derived from the work by Ernest Boyer and based on the creation of the College and University Community Inventory (CUCI) by McDonald. Although this definition of community as it applies to higher education provides a good base for the CUCI studies, it lacks the sociological aspects of community that will be applied in this study.

Combining the sociological definitions of community with those provided in the studies of higher education give a more concrete form of community in relation to campus communities. Thus, community as applied in this study shall pertain to the spatial, social-structural, and sentimental elements in association with the shared values and commitments of the institutional mission of a college or university. Allowing a closer look at the spatial, social-structural, and sentimental elements of campus communities, this definition combines Campbell's (2000) sociological approach with McDonald's higher education approach. Although the CUCI uses McDonald's definition, the types of questions and responses will allow the application of the sociological aspects of community.

## **CHAPTER THREE: METHODS**

### **Population and Scope**

The population for this study was all students enrolled as undergraduates at Mid-Atlantic Liberal Arts College and Mid-Atlantic State University for the 2006-2007 academic year. Selected survey respondent demographic and educational characteristics were compared to the entire undergraduate student body from institutional statistics available from the respective institutions included in this study to determine representativeness of those respondents included in the study. These demographic variables include percentage of students by race/ethnicity and class rank.

### **Units of Analysis**

The units of analysis for this study will consist of the individual students of the two institutions and the institutions themselves. These two units of analysis were used in this study because of the relation of the students' perspectives used in the CUCI to create the representation of their undergraduate institution.

### **Sample**

The sample for this study was drawn from the undergraduate students enrolled at both institutions. The institutions that were used in this sociological assessment of campus

communities are distinct in many ways including their founding and institutional structure. These two institutions allow the different approaches each uses to create community to be assessed for positive and negative effects, as well as to identify any revisions the Boyer model and the College and University Community Inventory (CUCI) may need.

Mid-Atlantic Liberal Arts College is a liberal arts institution classified by the Carnegie Foundation as having a balanced arts and science/professions curriculum with no co-existing graduate program. Mid-Atlantic Liberal Arts College has approximately 1250 students. In comparison, the second institution studied in this research, Mid-Atlantic State University, is a research university with its curriculum classified by the Carnegie Foundation as professions plus arts and sciences with substantial graduate programming. Enrollment at Mid-Atlantic State University is approximately 22,000 undergraduate students.

Initially, a global e-mail or listserv was to be used to survey all students at only Mid-Atlantic Liberal Arts College. The reason for surveying all students at this institution is because of the small student population and the need to receive as much data from the campus as possible. After a week delay in administering the survey at Mid-Atlantic State University, the slow response rate at Mid-Atlantic Liberal Arts College increased concern that enough completed surveys would not be received in the allotted timeframe from both institutions for proper statistical analyses. Originally, a randomly selected listserv of undergraduate students at Mid-Atlantic State University would have been used to attempt to receive a well-rounded sample to survey. Based on the 2006-2007 institutional populations of the two institutions the total undergraduate population for this study was 23,250 while the total sample that was to be used

originally was 4,250. An anticipated response rate for this study was set at 20% which would have approximately 250 students from Mid-Atlantic Liberal Arts College and approximately 600 students from Mid-Atlantic State University included in the sample. The initial listserv would have consisted of 3,000 students; however, the decision was made to survey all undergraduate students at Mid-Atlantic State University to collect enough completed surveys for statistical analyses. A listserv was created for Mid-Atlantic State University and sent to the undergraduate population. All e-mails sent during the study contained a brief statement of the purpose of the thesis study, what students and their respective institutions can gain from the proposed respondents' aid in the study, and a link to the survey.

### **Survey Instrument**

The survey instrument that was used in this study is the College and University Community Inventory (CUCI). The principle reason for using this instrument is that McDonald (1996) developed this survey instrument to directly measure campus community perceptions based on the Boyer model of campus community. The CUCI also contains forty-three questions in seven Likert scale sections and two open-ended questions<sup>2</sup>. The seven sections are labeled: 1) Institutional Mission and Curriculum, 2) Institutional Membership and Responsibilities, 3) Institutional Respect for Diversity and Individuality, 4) Institutional Standards and Regulations, 5) Institutional Service to Both Students and Community, 6) Institutional Rituals and

---

<sup>2</sup> This study did not analyze the content of these open-ended items. The majority of the respondents did not respond to these two open-ended items; approximately 62% of respondents did not write in any response to question 44 dealing with their opinion on the greatest attribute to campus community, and approximately 60% of respondents did not reply substantively to question 45, dealing with their opinion on the greatest detractor to campus community. As noted in the conclusions below, these responses to these open-ended responses in the CUCI may aid in better assessing the sociological dimensions of community.

Celebrations, and 7) Institutional Physical Location and Interaction. The two open-ended questions ask students to identify the most important campus attribute for creating community on campus and the greatest detractor of the institution for creating community on campus. These items, however, were not analyzed in this study. The seven sections of the CUCI reflect the studies of campus community conducted by Ernest Boyer as president of the Carnegie Foundation for the Advancement of Teaching. The original sections of the CUCI are the first four pages of the modified survey instrument located in Appendix A. Also, Appendix C contains a table that contains the means and standard deviations for all the survey items of the CUCI section of the instrument and the seven collapsed sections of the CUCI.

***Predictor Variables.*** A revised demographics section was created for better analysis of the institutions' campus communities because the CUCI's demographics section as developed by McDonald (1996) did not contain many variables that could act as control or predictor variables to explain any significant differences in the results. These demographic and background questions were derived from selected items in the General Social Survey (GSS) (2004), the College Student Experiences Questionnaire (CSEQ) (Kuh 2006b), the College Student Expectations Questionnaire (CSXQ) (Kuh 2006a), and the National Survey of Student Engagement (NSSE) (Kuh 2006c). Attaching the demographics section at the end of the instrument follows usual survey construction protocol. These variables include Individual Characteristics – age, gender<sup>3</sup>, race, whether the student is Latino, whether the student considers himself or herself a born-again Christian, whether the student is an international student, the student's marital status, the student's political identification; Family and Hometown

---

<sup>3</sup> Gender has also been shown to be an important variable related to perceptions (Astin 1993). However, this variable was inadvertently dropped when the instrument was transcribed to the online survey. Further discussion of this oversight is presented in a later section (Survey Limitations, p.62).

Characteristics – size of student’s hometown, distance of institution from student’s permanent home, student’s high school type, parental financial aid, parental educational attainment level; and College-Affiliated Characteristics – student’s class rank, student’s academic major, type of college residence student resides in, if the student is a fraternity or sorority member, if the student is a student-athlete, if the student began college at the same institution, what other types of institutions the student may have attended, institution type. This more detailed demographics section allows more relationships to be identified within the data and provide a better understanding of the undergraduate populations of the institutions, as well as an understanding of the undergraduate population as a whole. By adding this revised demographics section (the last five pages of instrument shown in Appendix A), the survey instrument provides a more comprehensive assessment tool to apply to communities in higher education.

The selected questions from the aforementioned surveys were then inserted into three blocks for use in regression analysis based on what information was being ascertained from the selected questions. Block 1 describes the basic individual characteristics of a student including age, race, if the respondent is Latino, religion, if the respondent considers themselves to be a Born Again Christian, if the respondent is a foreign student, and the respondent’s marital status. This block allows for the basic control variables to be used in analysis to identify any significant relationships between basic demographic variables and community perception. Block 2 describes the family and hometown characteristics of a respondent which includes size of respondent’s hometown, the distance from the respondent’s college is from their permanent home, high school type (i.e., private, public, etc.), portion of financial aid given by parents, and parental educational attainment level. These additional characteristics allow a more detailed

analysis to be conducted to identify any significant relationships relating to pre-college individual characteristics and community perception. Block 3 describes college-affiliated characteristics such as respondent's class level, academic major, type of college residence, whether the respondent is a member of a Greek fraternity or sorority, whether the respondent is a student-athlete, whether the respondent began their college education at the present institution, and what types, if any, of other higher education institutions the respondent has attended since graduating from high school. These characteristics allow an analysis of college effects to be conducted to identify any significant relationships between these characteristics and community perception.

The CUCI and the revised demographics section were administered through a web-based survey site called Survey Monkey. Survey Monkey's software allowed the appropriate construction of the CUCI and its attributes. Two surveys were created: 1) the CUCI survey for students at Mid-Atlantic Liberal Arts College to complete, and 2) the CUCI survey for students at Mid-Atlantic State University to complete. The purpose of having two surveys was to add personal modifications so that each student will feel more connected to the survey when compared to a survey that is more standardized (i.e., Mid-Atlantic State University promotes... compared to My college promotes...) and to prevent any respondents from selecting the wrong institution when filling out the survey. The data from both surveys were combined into a SPSS data file that allowed analysis of each institution separately as well as an assessment of both institutions together.

On September 18, 2006 the students at Mid-Atlantic Liberal Arts College received an e-mail drafted by the researcher to ask for the undergraduate population at the institution to complete the survey for this study. The e-mail briefly described the study; a web link to the survey hosted by Survey Monkey; survey procedures such as confidentiality; and included contact information for any questions or comments. The e-mail was sent by the Dean of Students at the institution to add legitimacy to the survey and because the researcher would not otherwise be able to receive access to a global e-mail or listserv for that student population. This student population received a reminder e-mail on September 25, one week after the initial e-mail was sent, and also received a final reminder e-mail on October 2, two days before the survey was to close.

On September 25, 2006, using a listserv created to survey the students at Mid-Atlantic State University, an e-mail, similar to the one described above, was sent to the undergraduate population of the institution. No reminder e-mails were sent to this student population and the survey closed after only nine days because of a technical error the researcher incurred while conducting the survey at the institution (see Appendix E). All e-mail messages sent to the student populations are displayed in Appendix B.

### **Overview of Analysis Used**

The statistical analyses used in this study encompassed crosstabulations, hierarchical regression analysis, and factor analysis. The crosstabulations allowed a basic analysis of the students' perceptions concerning specific questions. The hierarchical regression analysis was



chosen for its ability to create multiple blocks of variables and control for many variables. The use of this type of regression analysis is supported by Astin's 1970 two-part article in the journal *Sociology of Education* titled "The Methodology of Research on College Impact". Astin writes that stepwise linear multiple regression analysis is perhaps the most versatile method, particularly if the regression is carried out in separate "stages" dictated by the logic of the college impact process (Astin 1970:223). This type of analysis was used on single variables (questions) from the CUCI. There were three blocks of independent variables to create three regression models.

The blocks contained the variables as follows: Block 1 (Individual Characteristics)-age, gender<sup>4</sup>, race, whether the respondent is Spanish, religion, whether the respondent is a international student, marital status, whether the respondent considers themselves a Born Again Christian, and respondent political identification; Block 2 (Family and Hometown Characteristics)- estimated size of hometown, distance respondent's college is from permanent home, type of high school attended, portion of financial aid contributed by parents, and parent educational attainment level; and Block 3 (College-Affiliated Characteristics)- respondent's class level, respondent's major, type of residence while enrolled in college, whether the respondent was a member of a Greek social fraternity or sorority, whether the respondent was a student-athlete, whether the respondent began their college career at the same institution or elsewhere, what other types of institutions the respondent has attended since graduating from high school, and what type of institution the respondent is currently attending.

---

<sup>4</sup> The gender variable could not be included in analysis because of the researcher's oversight when transcribing the survey instrument into the online survey.

There are several reference categories that were created for the analysis. The racial/ethnic reference category for the six categories is white. For the two marital statuses of students in the analysis, the reference category for this variable was established as “not married”. The reference category for the five religion variables is established as Protestant Christian. The reference category for the four types of secondary school a student attended is a public high school. The reference category for the five types of higher education institutions a respondent may have attended is none, not attended another institution other than their current institution. The reference category for the four types of student residence is a dormitory. The reference category for the six primary majors is business majors while no secondary major was used as the reference category for the six secondary majors. To detail the types of variables used in the regression analyses, Table 1 identifies the type of variable for each one used in the regression analyses. Note that the seven survey sections contain the 1-5 (1 = Strongly Disagree; 5 = Strongly Agree) Likert scale, and were computed by adding together the responses in each section and then dividing the sum by the number of survey items in each section to create the seven dependent variables for analysis. Under the “compute” function, the MEAN function in SPSS allowed analysis of all cases despite the number of responses for each section. If there were missing data for any of the independent variables identified, that item from that particular case was not used in the analysis. A formula that coded all other data as system missing in SPSS was used to account for responses that fell outside of the accepted set responses for a particular item. Note also that the age categories have been created to focus on the traditional college-aged student (18-22 years old). Appendix C contains the means and standard deviations of all the campus community-related survey items and composites.

Table 1. Description of all Survey Items

<i>Variable</i>	<i>Type</i>
<b><i>Dependent Variables</i></b>	
Mission & Curriculum (Composite)	Computed by adding each survey item in section to form section variable
Respect for Diversity & Individuality (Composite) <sup>1</sup>	Computed by adding each survey item in section to form section variable
Standards & Regulations (Composite) <sup>2</sup>	Computed by adding each survey item in section to form section variable
Service to Students & Community (Composite)	Computed by adding each survey item in section to form section variable
Rituals & Celebrations (Composite)	Computed by adding each survey item in section to form section variable
Physical Location & Interaction (Composite)	Computed by adding each survey item in section to form section variable
<b><i>Predictor Variables</i></b>	
<i>Race/Ethnicity</i>	
White	Dummy
Black/African American	Dummy
American Indian/Native American	Dummy
Asian or Asian American	Dummy
Other race or Multiracial	Dummy
Spanish/Latino	Dummy (Yes to any group = 1)
<i>Religion</i>	
Protestant Christian	Dummy
Catholic	Dummy
Evangelical Christian	Dummy
Other Christian	Dummy
No Religion	Dummy
<i>Marital Status</i>	
Married	Dummy
Not Married	Dummy
<i>Secondary Education</i>	

Public High School	Dummy
Public/Magnet/Charter High School	Dummy
Private High School	Dummy
Home School	Dummy
<i>Other Individual and Family Variables</i>	
Age	Continuous (1 = 18 years old, 5 = 22 years or older)
Political Views	Continuous (1 = Far Left; 5 = Far Right)
Hometown Population	Continuous (1 = Less than 9,999; 4 = 1 million or more)
Distance from Home	Continuous (1 = 50 miles or less; 4 = Over 500 miles)
Family Aid	Continuous (1 = All or nearly all; 4 = None or nearly none)
Father's Education	Continuous (Don't Know = System Missing)
Mother's Education	Continuous (Don't Know = System Missing)
<i>Primary Major</i>	
Business Major (Primary)	Series of Dummies (All relevant majors = 1)
Science Major (Primary)	Series of Dummies (All relevant majors = 1)
Social Science Major (Primary)	Series of Dummies (All relevant majors = 1)
Humanities Major (Primary)	Series of Dummies (All relevant majors = 1)
Arts Major (Primary)	Series of Dummies (All relevant majors = 1)
Other/Multidisciplinary/Undecided Major (Primary)	Series of Dummies (All relevant majors = 1)
<i>Secondary Major</i>	
None, no major (Secondary)	Dummy
Science Major (Secondary)	Series of Dummies (All relevant majors = 1)
Social Science Major (Secondary)	Series of Dummies (All relevant majors = 1)
Humanities Major (Secondary)	Series of Dummies (All relevant majors = 1)
Arts Major (Primary)	Series of Dummies (All relevant majors = 1)
Other/Multidisciplinary Major (Secondary)	Series of Dummies (All relevant majors = 1)
<i>College Housing</i>	
Dormitory	Dummy

Live Off-Campus	Dummy
Live In Greek Housing	Dummy
Live With Parents	Dummy
<i>Other Higher Education</i>	
None, Current Institution	Dummy
Began At 2-year Institution	Dummy
Began At Other 4-year Institution	Dummy
Began At Other Type Of Institution	Dummy
Attended More Than One Institution	Dummy
<i>Other College Variables</i>	
Class Level	Continuous (1 = Freshman; 4 = Senior)
Greek Member	Dummy
Student-Athlete	Dummy
Liberal Arts College	Dummy
Missing Data	System Missing; Not included in analysis

---

<sup>1</sup> Survey item 11 is reverse coded.

<sup>2</sup> Survey item 18 is not included in this composite. See factor analysis, page 46.

Before the hierarchical regression analysis was run, factor analysis was used. The reasoning for using factor analysis before running the hierarchical regressions is to establish the dependent variable (employing multiple measures). The use of factor analysis in this study was an attempt to produce a smaller number of linear combinations of the original variables in a way that accounts for most of the variability in the pattern of correlations. In other words, each item from every dimension assessed by the instrument was taken to see how well they fit together. Confirmatory factor analysis was chosen over exploratory factor analysis because this study has a theory component. Tabachnick and Fidell (2001) conclude that “if you are interested in a theoretical solution uncontaminated by unique and error variability, [confirmatory] factor analysis is your choice” (In Pallant 2005:173). Also, confirmatory factor analysis allows the researcher to specify particular patterns of relationship between measured variables and common factors. All statistical tests were evaluated at a 95% confidence interval.

Data were collected over an approximate two week period at Mid-Atlantic Liberal Arts College and for one week at Mid-Atlantic State University (see Appendix E). The data collection resulted in 2,955 surveys being filled out by the students at Mid-Atlantic State University and 198 surveys from Mid-Atlantic Liberal Arts College for a total of 3,153 surveys filled out. After the data were cleaned<sup>5</sup>, there were 1,789 completed surveys from Mid-Atlantic State University and 121 completed surveys from Mid-Atlantic Liberal Arts College, for a total of 1,910 completed surveys. This results in an approximate response rate of 8.1% for Mid-

---

<sup>5</sup> During the data cleaning process most of the surveys were determined incomplete if the respondent did not finish at least three-quarters (32 questions) of the CUCI portion of the survey. Many of the respondents completed the required date of birth question for screening and did not proceed to complete the survey. Other respondents whose surveys were not used in the analysis typically did not complete half of the CUCI section of the survey.

Atlantic Liberal Arts College, an approximate response rate of 13.5% for Mid-Atlantic State University, and an overall response rate of 8.2% for the study.

### **Sample Comparison**

This section provides the comparisons between the sample of students from both institutions collected during the study with the 2006-2007 academic year statistics provided by both institutions on their undergraduate student bodies. The following tables concern the racial/ethnic makeup of the sample of each institution with the actual student body and the class rank makeup of the sample collected with the actual student body of each institution.

The sample collected at Mid-Atlantic Liberal Arts College had some deviations from the characteristics of total undergraduate population (Table 2). White students accounted for approximately 88.4% of the total respondents in the survey sample. This overrepresentation of this student group is roughly 9% more than is found at the institution. African American students had a lower representation in the sample (5.0%) than can be found at the institutional level (13.9%). There was a slightly higher amount of Native American students who responded to the survey (1.7%) compared to the percentage of those students at the institutional level (0.6%). All other group percentages were around those that can be found at the institutional level. The slight overrepresentation found for this institution in the sample should not substantially affect the analysis or the results of the analysis in this study. Overall, the sample collected at Mid-Atlantic Liberal Arts College was unusually skewed more towards the Freshman (27.8%) and Sophomore (24.1%) classes (Table 3).

Table 2. Mid-Atlantic Liberal Arts College Sample Comparison (Race/Ethnicity)

<i>Race/Ethnicity</i>	<i>Sample Population</i>		<i>Institution Population</i>	
	Frequency	Percent	Frequency	Percent
African American	6	5.0	174	13.9
White	107	88.4	993	79.4
Native American	2	1.7	8	0.6
Asian	0	0.0	11	0.9
Hispanic	2	1.7	20	1.6
Other/Unknown	4	3.3	44	3.5
Total	121	100.0	1250	100.0



Table 3. Mid-Atlantic Liberal Arts College Sample Comparison (Class Rank)

<i>Class Rank</i>	<i>Sample Population</i>		<i>Institution Population</i>	
	Frequency	Percent	Frequency	Percent
Freshman	22	18.2	348	27.8
Sophomore	34	28.1	301	24.1
Junior	29	24.0	246	19.7
Senior	36	29.8	310	24.8
Unknown	0	0.0	45	3.6
Total	121	100.0	1250	100.0

The sample collected during the administration of the survey at Mid-Atlantic State University did not result in parallel percentages to those of the actual undergraduate student body at the institution concerning the racial/ethnic composition (Table 4). There was an overrepresentation of white students who responded to the survey (84.6%). The two groups of students that had lower percentages of respondents to the survey when compared to the institutional student population were African Americans (1.6%) and Asians (5.9%). The percentage of Hispanic students that responded to the survey (3.6%) was slightly higher than the actual percent of students who identify as Hispanic (2.3%).

Looking at the sample taken from Mid-Atlantic State University compared to the actual undergraduate population of the institution, with regard to class enrollment, there is one notable difference (Table 5). There is an overrepresentation of the percent of the freshman class that responded to the survey (36.6%) compared to the actual percent of the student body that is in the freshman class (27.3%).

### **Instrument Reliability**

When comparing McDonald's (1996) original Cronbach's alphas reported for each section of the survey instrument, there were slight differences among those alphas found in this study and the original reported alphas (Table 6). Although these results are different, they are not substantially so. The Cronbach's alphas could have changed because of the different sampling methods used between the original field experiment of the CUCI and the results collected in this study. Moreover, the subject being studied (campus community) could have

Table 4. Mid-Atlantic State University Sample Comparison (Race/Ethnicity)

<i>Race/Ethnicity</i>	<i>Sample Population</i>		<i>Institution Population</i>	
	Frequency	Percent	Frequency	Percent
African American	29	1.6	975	4.4
White	1514	84.6	15850	72.2
Native American	3	0.2	55	0.3
Asian	106	5.9	1523	6.9
Hispanic	65	3.6	503	2.3
Other/Unknown	72	4.0	3031	13.8
Total	1789	100.0	21937	100.0

Table 5. Mid-Atlantic State University Sample Comparison (Class Rank)

<i>Class Rank</i>	<i>Sample Population</i>		<i>Institution Population</i>	
	Frequency	Percent	Frequency	Percent
Freshman	654	36.6	5987	27.3
Sophomore	365	20.4	5122	23.3
Junior	358	20.0	4840	22.1
Senior	406	22.7	5911	26.9
Unknown	6	0.3	77	0.4
Total	1789	100.0	21937	100.0

changed in the ten year time since the first study. In other words, the meaning or positive sentiment of “community” to undergraduate students could have changed since the first study using this instrument in 1996.

A factor analysis was conducted shortly after the dataset was assembled. Using SPSS, a Principal Components Analysis (PCA) was substituted for a Confirmatory Factor Analysis since the needed addition to SPSS, AMOS, was not available during the time of analysis. The PCA was conducted using a varimax rotation. The results of the analysis found one section (Respect for Diversity & Individuality) with a variable that did not fit as well with the other variables used in the section. In the instrument section titled “Institutional Respect for Diversity and Individuality” the item asking students if the institution “supports organizations that are exclusive in membership” (Factor Loading= 0.025) was identified as not “fitting well” with the other items according to the factor loadings. The most plausible explanation for why this survey item did not fit well with the other survey items is the wording used in the item. The wording in the item was of a negative connotation, while the other items had a more neutral to positive wording to them. That variable was taken out and the reliability tests were conducted again. The deletion of the item from the Respect for Diversity & Individuality section also resulted in an increased Cronbach’s alpha by 0.092 ( $\alpha = 0.718$ ). Consequently, in the subsequent analyses with this dependent variable, this questionnaire item was dropped. Figure 1 presents the Scree Plot taken from the factor analysis to illustrate the difference between the deleted survey item and the other survey items in the Respect for Diversity & Individuality section. An item to note on the chart is the deleted variable, identified as “qirdi18”. Table 7 presents the modified Cronbach alpha’s for the instrument sections originally included in the CUCI.

Table 6. McDonald and Byrd Alpha Comparisons

<i>Instrument Section</i>	<i># of Items</i>	<i>McDonald Alphas</i>	<i>Byrd Alphas</i>	<i>Alpha Difference</i>
Mission & Curriculum	7	0.781	0.779	-0.002
Membership Rights & Responsibility <sup>1</sup>	6	0.804	0.627	-0.177
Respect for Diversity & Individuality	6	0.788	0.626	-0.162
Standards & Regulations	7	0.854	0.790	-0.064
Service Students & Community	6	0.903	0.799	-0.104
Rituals & Celebrations	5	0.831	0.786	-0.045
Physical Environment	6	NA	0.738	NA

<sup>1</sup> Survey item 11 is reverse coded.

Figure 1. Scree Plot of Institutional Respect for Diversity & Individuality Section

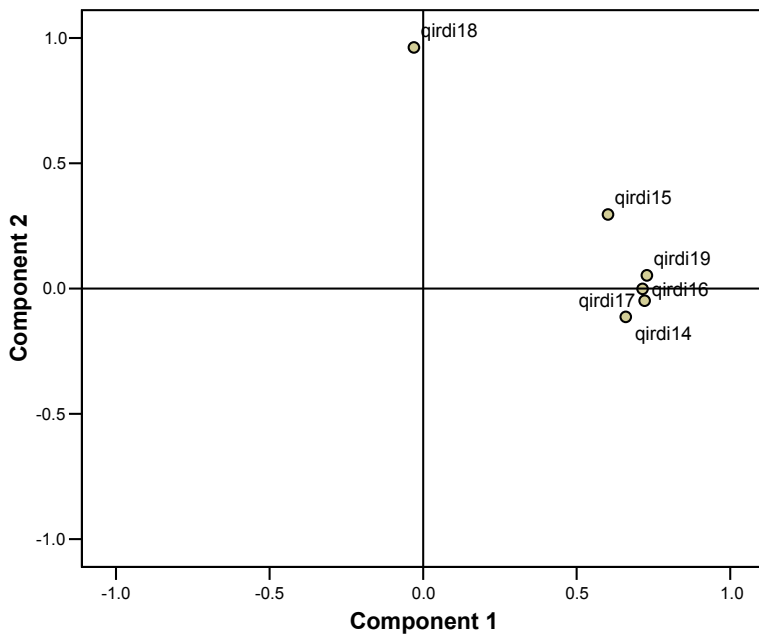


Table 7. Alphas after Factor Analysis

<i>Instrument Section</i>	<i>Original # of Items</i>	<i>Modified # of Items</i>	<i>Original Alphas</i>	<i>Modified Alphas</i>	<i>Alpha Difference</i>
Mission & Curriculum	7	7	0.779	Same	0.000
Membership & Responsibility <sup>1</sup>	6	6	0.738	Same	0.000
Respect for Diversity & Individuality	6	5	0.626	0.718	0.092
Standards & Regulations	7	7	0.790	Same	0.000
Service Students & Community	6	6	0.799	Same	0.000
Rituals & Celebrations	5	5	0.786	Same	0.000

<sup>1</sup> Survey item 11 is reverse coded.



## CHAPTER FOUR: ANALYSIS AND DISCUSSION

### Regression Analysis

All of the regression analyses were run on a combined SPSS data file that contained the data for both institutions and included 1,910 cases. To simplify the results of the regression analysis, three summary tables were created from the output. The complete and detailed regression output is reported in Appendix D. The first summary table identifies all of the variables that were significant in the first model of the regression analyses. The second summary table identifies all of the variables that were significant in association with any of the seven dependent variables in the second model of the regression analyses. The third summary table identifies all of the variables that were significant in association with any of the seven dependent variables in the third and final model of the regression analyses. In these three tables, the variables have been inserted under the appropriate section in which they were used in the analyses (i.e., Individual Characteristics, Family and Hometown Characteristics, and College Affiliated Characteristics). Instead of only listing the significant variables under the appropriate sections, each variable has all seven coefficients listed in the tables to enable the researcher to track the variable across the different survey sections.

For all three tables, the Adjusted R-squared value ( $R^2$ ) is listed along with the standard error at the bottom of the table. The standard error is listed below the Adjusted  $R^2$  value. In all three tables the names of the seven sections of the survey instrument have been abbreviated. The abbreviations are as follows: Institutional Mission and Curriculum (M & C); Institutional

Membership and Responsibility (M & R); Institutional Respect for Diversity and Individuality (D & I); Institutional Standards and Regulations (S & R); Institutional Service to Both Students and Community (Service); Institutional Rituals and Celebrations (R & C); and Institutional Physical Location and Interaction (Location).

For all seven of the survey sections in Model 1 (Table 8), the variables measuring whether a student identifies their self as Native American or American Indian, whether a student identifies their self as coming from Spanish origin, whether a student identifies their faith as another form of Christianity not listed in the survey item, and whether a student identifies themselves as an international student were found to not be statistically significant in the regression analysis. Age was found to be the most significant variable throughout all seven survey sections. Accordingly, the older a student is the less likely they are to agree that their institution affirms the institutional mission and curriculum, creates and promotes positive membership and responsibilities within the campus community, creates and promotes a positive environment for diversity and individuality, affirms high standards of student and faculty/staff conduct, promotes a nurturing environment for students and service learning activities, creates opportunities for the community to partake in rituals and celebrations, and provides a campus layout that promotes interaction between students and faculty/staff. Students who identify themselves as African American are less likely to agree that their institution creates and promotes positive membership and responsibilities within the campus community, creates and promotes a positive environment for diversity and individuality, and provides a campus layout that promotes interaction between students and faculty/staff. Students who identify themselves

Table 8. Significant Variables in Model 1

<i>Variables</i>	<i>M &amp; C</i>	<i>M &amp; R</i>	<i>D &amp; I</i>	<i>S &amp; R</i>	<i>Service</i>	<i>R &amp; C</i>	<i>Location</i>
<i>Individual Characteristics</i>							
Age	-0.143**	-0.079**	-0.110**	-0.116**	-0.152**	-0.133**	-0.105**
African American	-0.220	-0.516**	-0.559**	-0.065	-0.193	-0.039	-0.252+
Asian	-0.130	-0.107	-0.113	0.008	-0.110	-0.053	-0.198*
Other Race/Multiracial	-0.015	-0.102	-0.084	-0.085	-0.117	-0.071	-0.215+
Catholic	0.049	0.090+	0.004	-0.010	-0.020	0.031	0.030
Evangelical Christian	0.000	0.055	-0.067	-0.119	-0.037	-0.174+	0.021
Other Religion	-0.176*	-0.030	-0.109	-0.187+	-0.224*	-0.059	-0.029
No Religion	-0.031	0.026	-0.099+	-0.105+	-0.091	-0.081	-0.001
Born Again	-0.060	-0.074	-0.036	-0.098+	-0.020	-0.036	-0.072
Married	-0.230	-0.212	-0.325+	-0.207	-0.231	-0.418+	-0.077
Political Orientation	0.024	0.033	0.053*	0.051+	0.054+	0.053+	0.046+
Adjusted R <sup>2</sup>	0.081**	0.048**	0.081**	0.055**	0.079**	0.055**	0.046**
Standard Error	0.561	0.555	0.557	0.595	0.618	0.676	0.580

+ p< 0.05; \* p< 0.01; \*\* p< 0.001; The abbreviations are as follows: Institutional Mission and Curriculum (M & C); Institutional Membership and Responsibility (M & R); Institutional Respect for Diversity and Individuality (D & I); Institutional Standards and Regulations (S & R); Institutional Service to Both Students and Community (Service); Institutional Rituals and Celebrations (R & C); and Institutional Physical Location and Interaction (Location).

as Asian or Asian American are less likely to agree that their institution provides a campus layout that promotes interaction between students and faculty/staff. Students who identify themselves as another race or as multiracial are less likely to agree that their institution provides a campus layout that promotes interaction between students and faculty/staff.

Students who identify their faith as Catholic are more likely to agree that their institution creates and promotes positive membership and responsibilities within the campus community. Students who identify their faith as Evangelical Christian are less likely to agree that their institution creates opportunities for the community to partake in rituals and celebrations. Students who follow a faith other than those listed on the survey are less likely to agree that their institution affirms the institutional mission and curriculum, affirms high standards of student and faculty/staff conduct, and promotes a nurturing environment for students and service learning activities. Students who do not identify following a particular form of religion are less likely to agree that their institution creates and promotes a positive environment for diversity and individuality, and affirms high standards of student and faculty/staff conduct. Students who identify themselves as Born Again Christians are less likely to agree that their institution affirms high standards of student and faculty/staff conduct. Students who are married are less likely to agree that their institution creates and promotes a positive environment for diversity and individuality, and creates opportunities for the community to partake in rituals and celebrations. The more conservative a student's political orientation the more likely they will agree that their institution creates and promotes a positive environment for diversity and individuality, affirms high standards of student and faculty/staff conduct, promotes a nurturing environment for students and service learning activities, creates opportunities for the community to partake in

rituals and celebrations, and provides a campus layout that promotes interaction between students and faculty/staff. Model 1 explained between 4.6% (Institutional Physical Location and Interaction) and 8.1% (Institutional Mission and Curriculum; Institutional Respect for Diversity and Individuality) of the variance.

In Model 2 (Table 9), the variables which measured whether a student identifies themselves as Native American or American Indian, whether a student identifies themselves as another race not listed in the survey item or multiracial, whether a student identifies themselves as coming from Spanish origin, whether a student identifies their faith as another form of Christianity not listed in the survey item, whether a student identifies themselves as an international student, the distance from the student's home to the institution, the size of a student's hometown, whether a student graduated from a public charter or magnet high school, whether a student graduate from a home school, and mother's educational attainment level were not found to be statistically significant in the regression analysis. Again, age was the most consistently significant variable throughout all seven survey sections. The older a student is the less likely they are to agree that their institution affirms the institutional mission and curriculum, creates and promotes positive membership and responsibilities within the campus community, creates and promotes a positive environment for diversity and individuality, affirms to high standards of student and faculty/staff conduct, promotes a nurturing environment for students and service learning activities, creates opportunities for the community to partake in rituals and celebrations, and provides a campus layout that promotes interaction between students and faculty/staff.

Table 9. Significant Variables in Model 2

<i>Variables</i>	<i>M &amp; C</i>	<i>M &amp; R</i>	<i>D &amp; I</i>	<i>S &amp; R</i>	<i>Service</i>	<i>R &amp; C</i>	<i>Location</i>
<i>Individual Characteristics</i>							
Age	-0.139**	-0.075**	-0.102**	-0.108**	-0.149**	-0.132**	-0.095**
African American	-0.212	-0.515**	-0.552**	-0.056	-0.199	-0.031	-0.247+
Asian	-0.134	-0.115	-0.108	0.012	-0.114	-0.056	-0.198*
Catholic	0.066	0.095+	0.024	0.006	0.002	0.040	0.037
Evangelical Christian	0.008	0.066	-0.061	-0.112	-0.026	-0.173+	0.034
Other Religion	-0.162+	-0.024	-0.086	-0.170+	-0.015	-0.054	-0.017
No Religion	-0.028	0.029	-0.089+	-0.097+	-0.210*	-0.079	0.007
Born Again	-0.057	-0.064	-0.036	-0.093+	-0.030	-0.037	-0.050
Married	-0.224	-0.201	-0.301+	-0.187	-0.247	-0.417+	-0.043
Political Orientation	0.025	0.034	0.055*	0.052+	0.051+	0.054+	0.049+
<i>Family and Hometown Characteristics</i>							
Private High School	-0.123+	-0.080	-0.118+	-0.077	-0.071	-0.079	-0.078
Family Aid	-0.030+	-0.023	-0.046*	-0.041*	-0.005	-0.012	-0.052*
Father's Education	-0.018	-0.011	-0.016	-0.014	-0.014	-0.027+	0.002
Adjusted R <sup>2</sup>	0.085	0.048	0.090*	0.058	0.085+	0.055	0.053+
Standard Error	0.559	0.555	0.554	0.595	0.616	0.676	0.578

+ p < 0.05; \* p < 0.01; \*\* p < 0.001; The abbreviations are as follows: Institutional Mission and Curriculum (M & C); Institutional Membership and Responsibility (M & R); Institutional Respect for Diversity and Individuality (D & I); Institutional Standards and Regulations (S & R); Institutional Service to Both Students and Community (Service); Institutional Rituals and Celebrations (R & C); and Institutional Physical Location and Interaction (Location).

Students who identify themselves as African American are less likely to agree that their institution creates and promotes positive membership and responsibilities within the campus community, creates and promotes a positive environment for diversity and individuality, and provides a campus layout that promotes interaction between students and faculty/staff. Students who identify themselves as Asian or Asian American are less likely to agree that their institution provides a campus layout that promotes interaction between students and faculty/staff. Students who identify their faith as Catholic are more likely to agree that their institution creates and promotes positive membership and responsibilities within the campus community. Students who identify their faith as Evangelical Christian are less likely to agree that their institution creates opportunities for the community to partake in rituals and celebrations. Students who follow a faith other than those listed on the survey are less likely to agree that their institution affirms the institutional mission and curriculum, and affirms high standards of student and faculty/staff conduct. Students who do not identify follow a particular form of religion are less likely to agree that their institution creates and promotes a positive environment for diversity and individuality, affirms high standards of student and faculty/staff conduct, and promotes a nurturing environment for students and service learning activities. Students who identify themselves as Born Again Christians are less likely to agree that their institution affirms high standards of student and faculty/staff conduct. Students who are married are less likely to agree that their institution creates and promotes a positive environment for diversity and individuality, and creates opportunities for the community to partake in rituals and celebrations.

The more conservative a student's political orientation the more likely they will agree that their institution creates and promotes a positive environment for diversity and individuality,

affirms high standards of student and faculty/staff conduct, promotes a nurturing environment for students and service learning activities, creates opportunities for the community to partake in rituals and celebrations, and provides a campus layout that promotes interaction between students and faculty/staff. Student who graduated from a private high school are less likely to agree that their institution affirms the institutional mission and curriculum, and creates and promotes a positive environment for diversity and individuality. The less a student's family assists with college expenses the less likely the student will agree that their institution affirms the institutional mission and curriculum, creates and promotes a positive environment for diversity and individuality, affirms high standards of student and faculty/staff conduct, and provides a campus layout that promotes interaction between students and faculty/staff. The higher a father's educational attainment level the less likely the student will agree that their institution creates opportunities for the community to partake in rituals and celebrations. Model 2 was found to significantly explain 9.0% of the variance for the Institutional Respect for Diversity and Individuality survey section, 8.5% of the variance for the Institutional Service to Both Students and Community survey section, and 5.3% of the variance for the Institutional Physical Location and Interaction survey section.

In Model 3 (Table 10), the variables which measured whether a student identifies themselves as Native American or American Indian; whether a student identifies themselves as coming from Spanish origin; whether a student identifies their faith as another form of Christianity not listed in the survey item; whether a student identifies themselves as a Born Again Christian; whether a student identifies themselves as an international student; the distance from the student's home to the institution; the size of a student's hometown; whether a student



Table 10. Significant Variables in Model 3

<i>Variables</i>	<i>M &amp; C</i>	<i>M &amp; R</i>	<i>D &amp; I</i>	<i>S &amp; R</i>	<i>Service</i>	<i>R &amp; C</i>	<i>Location</i>
<i>Individual Characteristics</i>							
Age	-0.065+	0.003	-0.001	-0.011	-0.073+	-0.077+	-0.036
African American	-0.134	-0.488**	-0.522**	-0.034	-0.189	-0.031	-0.205
Asian	-0.124	-0.117	-0.116	0.022	-0.094	-0.047	-0.210*
Other Race/Multiracial	-0.001	-0.089	-0.062	-0.077	-0.051	-0.065	-0.225+
Catholic	0.061	0.093+	0.020	0.013	0.013	0.035	0.024
Evangelical Christian	0.011	0.075	-0.045	-0.109	-0.017	-0.165+	0.030
Other Religion	-0.165+	-0.022	-0.085	-0.164+	-0.215*	-0.044	-0.011
No Religion	-0.028	0.027	-0.095+	-0.085	-0.078	-0.073	-0.011
Married	-0.257	-0.191	-0.319+	-0.178	-0.256	-0.437*	-0.022
Political Orientation	0.024	0.034	0.051*	0.050+	0.056*	0.052+	0.042+
<i>Family and Hometown Characteristics</i>							
Private High School	-0.132+	-0.078	-0.119+	-0.091	-0.083	-0.083	-0.077
Family Aid	-0.020	-0.014	-0.039*	-0.030	-0.012	-0.010	-0.035+
<i>College Affiliated Characteristics</i>							
Class Level	-0.112**	-0.079*	-0.089*	-0.116**	-0.072+	-0.057	-0.063+
Science Major (Primary)	-0.085	-0.054	0.090+	-0.105+	-0.063	-0.136+	-0.061
Humanities Major (Primary)	-0.028	0.040	-0.064	-0.099	0.062	-0.100	-0.134+
Living Off-Campus	0.105+	0.040	0.000	0.058	-0.006	-0.005	0.058
Liberal Arts College	-0.103	-0.227*	-0.156+	-0.290**	0.213+	-0.059	-0.627**
Adjusted R <sup>2</sup>	0.097+	0.054	0.102+	0.078*	0.092	0.052	0.114**
Standard Error	0.556	0.553	0.551	0.588	0.613	0.677	0.559

+ p< 0.05; \* p< 0.01; \*\* p< 0.001; The abbreviations are as follows: Institutional Mission and Curriculum (M & C); Institutional Membership and Responsibility (M & R); Institutional Respect for Diversity and Individuality (D & I); Institutional Standards and Regulations (S & R); Institutional Service to Both Students and Community (Service); Institutional Rituals and Celebrations (R & C); and Institutional Physical Location and Interaction (Location).

graduated from a public charter or magnet high school; whether a student graduates from a home school; mother's and father's educational attainment level; whether a student identified a social science, arts, multidisciplinary or other major, or no major at all; whether the student identified any secondary major; whether a student lived in Greek housing; whether a student lived at home with their parents; whether the student is a member of a Greek social fraternity or sorority; whether the student is a student-athlete; and whether the student began their college education at a 2-year, 4-year, other type of institution, or more than one type of higher education institution were not found to be statistically significant in the regression analysis. The third and final model found age to only be significant in three sections of the survey instrument with the addition of the college affiliated characteristics of the students. The older a student is the less likely they are to agree that their institution affirms the institutional mission and curriculum, promotes a nurturing environment for students and service learning activities, and creates opportunities for the community to partake in rituals and celebrations.

Students who identify themselves as African American are less likely to agree that their institution creates and promotes positive membership and responsibilities within the campus community, and creates and promotes a positive environment for diversity and individuality. Students who identify themselves as Asian or Asian American are less likely to agree that their institution provides a campus layout that promotes interaction between students and faculty/staff. Students who identify themselves as another race or multiracial were less likely to agree that their institution provides a campus layout that promotes interaction between students and faculty/staff. Students who identify their faith as Catholic are more likely to agree that their institution creates and promotes positive membership and responsibilities within the campus

community. Students who identify their faith as Evangelical Christian are less likely to agree that their institution creates opportunities for the community to partake in rituals and celebrations. Students who follow a faith other than those listed on the survey are less likely to agree that their institution affirms the institutional mission and curriculum, affirms high standards of student and faculty/staff conduct, and promotes a nurturing environment for students and service learning activities. Students who do not identify following a particular form of religion are less likely to agree that their institution creates and promotes a positive environment for diversity and individuality.

Students who are married are less likely to agree that their institution creates and promotes a positive environment for diversity and individuality, and creates opportunities for the community to partake in rituals and celebrations. The more conservative a student's political orientation the more likely they will agree that their institution creates and promotes a positive environment for diversity and individuality, affirms high standards of student and faculty/staff conduct, promotes a nurturing environment for students and service learning activities, creates opportunities for the community to partake in rituals and celebrations, and provides a campus layout that promotes interaction between students and faculty/staff. Student who graduated from a private high school are less likely to agree that their institution affirms the institutional mission and curriculum, and creates and promotes a positive environment for diversity and individuality. The less a student's family assists with college expenses the less likely the student will agree that their institution creates and promotes a positive environment for diversity and individuality, and provides a campus layout that promotes interaction between students and faculty/staff.

The higher a student's class level<sup>6</sup>, the less likely that the student will agree that their institution affirms the institutional mission and curriculum, creates and promotes positive membership and responsibilities within the campus community, creates and promotes a positive environment for diversity and individuality, affirms high standards of student and faculty/staff conduct, promotes a nurturing environment for students and service learning activities, and provides a campus layout that promotes interaction between students and faculty/staff. Students who declare their primary academic major as a one that can be classified as a science major are more likely to agree that their institution creates and promotes a positive environment for diversity and individuality; however, these students are less likely to agree that their institution affirms high standards of student and faculty/staff conduct and creates opportunities for the community to partake in rituals and celebrations. Students who declare their primary academic major as one that can be classified as a humanity major are less likely to agree that their institution provides a campus layout that promotes interaction between students and faculty/staff. Students who live in traditional off-campus housing (i.e., not Greek housing or a parent's home) are more likely to agree that their institution affirms the institutional mission and curriculum. Students who attend a liberal arts college are less likely to agree that their institution creates and promotes positive membership and responsibilities within the campus community, creates and promotes a positive environment for diversity and individuality, affirms high standards of student and faculty/staff conduct, and provides a campus layout that promotes interaction

---

<sup>6</sup> Multicollinearity could conceivably be present among any of the variables in analysis. However, in the following analyses the prospect of multicollinearity between age and class level is the most salient, inasmuch as the age variable substantially decreased in statistical significance once class level was entered in the analysis. Tolerance tests were conducted during the regression analyses to test for multicollinearity using the Variance Inflation Factor (VIF). Multicollinearity exists among highly-correlated variables and has the ability to significantly distort the results found in regression analysis. The tests showed that neither age (VIF=4.570) nor class level (VIF=4.719) had high levels of multicollinearity.

between students and faculty/staff; however, these students are more likely to agree that their institution promotes a nurturing environment for students and service learning activities.

Four campus community composites were found to be significant in Model 3. Model 3 significantly explained 9.7% of the variance for the Institutional Mission and Curriculum composite section, 10.2% of the variance for the Institutional Respect for Diversity and Individuality composite section, 7.8% of the variance for the Institutional Standards and Regulations composite section, and 11.4% of the variance for the Institutional Physical Location and Interaction composite section.

### **Study Limitations**

There are a few limitations of this study that should be mentioned. The first limitation is that this study is the comparison of two specific types of higher education institutions in a particular region of the United States. As found by McDonald (1996), there are differences between specific types of institutions and the region in which they are located. However, the findings were based on the former Carnegie Classifications and not the updated classifications used in this study, so it would be difficult to determine any significant similarities between the two studies. The results in this study should not be used to generalize any findings to like institutions across the country. The results do indicate, however, that there are some specific demographic and social aspects of college undergraduate students that lead them to have certain perceptions of their campus communities, and there are a number of statistically significant differences between the two institutions on the campus community composite measures.

Another limitation is the lack of a gender variable in the analysis. During the creation of the online survey instrument, the survey item asking respondents for their gender was overlooked. Although the impact on gender (in terms of variance) in this study cannot be approximated, the data do identify several aspects that should be discussed. Carini, et. al. (2003:8) found that students who live on campus, being young, male, White or Latino/a instead of African American, majoring in math and science fields or having multiple major fields, and attending a more selective institution or one that invests more in academic support are more likely to respond to web-based surveys. In terms of gender, Sax, Gilmartin, and Bryant (2003) also found that males are more likely than females to respond to web-based surveys. However, as mentioned in several studies (Porter and Umbach 2005; Carini, et. al. 2003; Sax, Gilmartin, and Bryant 2003) the literature of what type of individual responds to surveys that are either paper or web-based are conflicting.

One last limitation found during the completion of this study is a low response rate. The data collection at Mid-Atlantic State University was interrupted by a technical error (see Appendix E); thus, a full study could not be completed at the institution as planned. This fact alone cut the anticipated 20% response rate to the received 13.5% response rate. If the follow-up e-mails had been able to be sent to the undergraduate population at Mid-Atlantic State University and the original length of time the researcher had allotted to administer the survey had been completed, the anticipated response rate may have been met and possibly surpassed; however, a 20% response rate would still be considered low. Also, the low response rate of 8.1% at Mid-Atlantic Liberal Arts College adds to the limitation of this study. This lack of responses, which

resulted in the study not accounting for over 80% of possible respondents, could have biased the survey. As mentioned in Sax, Gilmartin, and Bryant (2003:423-424), there are several aspects of comparing response rates of paper and web-based surveys that should be kept in mind. Low response rates of web-based surveys could depend on the frequency with which a student accesses their e-mail accounts. Moreover, little is known about the extent to which students regularly check their campus e-mail addresses (Sax, Gilmartin, and Bryant 2003:423). Students may also opt not to complete an online survey for concern of their privacy and the confidentiality of their responses, and the length of the survey may seem overwhelming to a potential student respondent because of the many screens needed to display a lengthy survey (Sax, Gilmartin, and Bryant 2003:424). Also, the number of computers per student at an institution could affect the response rate. This factor, however, may not have played a role in the low response rates at either institution because of the availability of computers.

### **Implications of Results**

There are several findings to note from the analysis. The affects of age, race/ethnicity, religion, and other individual characteristics on student perceptions of campus community are discussed in this section. Several college affiliated characteristics and their impact on student perceptions of campus community are also discussed in this section. All of the characteristics discussed below are based off of the third and final model in the regression analysis. Several of the findings are accompanied by reported research results from 1) college impact analysis, 2) college student development theory, and 3) college environment analysis.

**Age.** The older a student is the less likely they are to agree that their institution affirms the institutional mission and curriculum, promotes a nurturing environment for students and service learning activities, and creates opportunities for the community to partake in rituals and celebrations. Although age was consistently significant in the first two regression models, the addition of class level led to only three survey sections to be significant. This suggests that student's age, although it impacts student opinion, may be only relevant in that age can only account for the student's experience outside of the college or university while class level accounts for the student's experience inside a college or university, thus the reason for the decline in survey sections found significant for age in third model of this study. Older students appear to value student services and service learning activities as well as the structure of an institutional mission and curriculum. The value older students put on student services and service learning activities could be to assist their transition into the college environment and to keep a connection with the community in which they worked in prior to attending college, assuming they had not attended college before. Older students' desire for more rituals and celebrations relating to the institution and the community could be a result of older students having a greater chance of having families of their own and the want to involve their family in their higher education.

**Race/Ethnicity.** After the addition of all of the variables into the regression models, three racial categories were found to have significant effects on student responses to particular sections of the CUCI survey instrument despite the underrepresented groups having lower representation in the sample populations compared to the institutional populations. African Americans were found to be less likely to agree that their institution creates and promotes positive membership



and responsibilities within the campus community. Moreover, African Americans were found to be less likely to agree that their institution creates and promotes a positive environment for diversity and individuality on the campus. These two sections of the survey instrument could be seen as connecting to one another in several respects. The Membership and Responsibilities section contains survey items that ask if an institution “encourages students to speak and listen to one another carefully”, “encourages understanding/acceptance of individual differences among students”, and “creates a climate of civility and protects dignity of students, faculty and staff”. These three items also reflect the promotion and acceptance of “institutional diversity as a model for society”. Astin (1993:297) found that discussing diversity issues in the college environment with students and socializing with students of other races and ethnicities increases the social development and understanding of the different cultures and views in society; in turn, this could increase African American students’ perceptions of how an institution handles its responsibilities to the faculty, staff, and students, as well as how the institution promotes and accepts diversity on campus. Astin (1993:298) also found that African American students are less likely to trust the administration at an institution. This can be seen in the negative perceptions carried by the African American students who responded to the survey administered in this study pertaining to both the institutional responsibilities to its citizens (i.e., faculty/staff, students) and the institution’s efforts to promote diversity on campus. If a student does not trust the administration and its policies in certain areas, then it is most likely that the student will not perceive the institution in a positive light.

Both students of Asian background and students who identified themselves as another race/ethnicity or as multiracial were less likely to agree that their institution provides a campus

layout that promotes interaction between students and faculty/staff. These two student groups appear to value the interaction between peers and faculty/staff and may view this aspect of the campus community as being an integral part of undergraduate education. In addition to this finding, these buildings and facilities could be designed and oriented to promote more interaction and promote diversity and institutional responsibilities by creating a more fluid environment to promote discussion of diversity issues along with academic and other social issues which could lead to other improvements within the college environment.

**Religion.** There were several notable findings concerning student religious identification. Students identifying themselves as Catholics were more likely to agree that their institution creates and promotes positive membership and responsibilities within the campus community. In sum, these students felt that their institution allowed students to interact more freely with limited restraints, and the environment of the campus encouraged and nurtured this type of interaction between all. Students who identified themselves as Evangelical Christians were less likely to agree that their institution creates opportunities for the community to partake in rituals and celebrations. These students appear to hold heritage, and the celebration and remembrance of that aspect of the institution's history and accomplishments, as being vital to their college education.

Students who identify themselves as believing in another religion other than some form of Christianity are less likely to agree that their institution affirms to the institutional mission and curriculum in which it establishes for the students. These students are more critical of the academic aspect of their institutions. These students are also less likely to agree that their

institution affirms to high standards of student and faculty/staff conduct. These students perceive that their institutions do not hold students accountable for their actions and do not promote the development of mature actions and behavior. Also, the students do not feel that the institution “encourages faculty/staff to model institutional values in their professional and personal lives”. This may leave students feeling as if their institution does not promote the overall development of the student. Students who believe in religions other than some form of Christianity are also less likely to agree that their institution provides services to both the students and the community. These students do not feel that their institution provides or promotes opportunities to build student-faculty and student-community relationships. Also, these students are less likely to agree that their institution promotes a nurturing environment for students and service learning activities. Moreover, this could leave this group of students feeling as if they are alone while navigating through their undergraduate lives at an institution.

Those students who identify themselves as not believing in any form of religion are less likely to agree that their institution creates and promotes a positive environment for diversity and individuality on the campus. Because of their affiliation with not believing in a religion, these students could face high levels of prejudice at institutions such as religious-affiliated colleges. Individuality, and the many forms of individuality, could be valued highly by these students because their religious aspect of their lives is outside of the norm for American society.

***Other Individual Characteristics.*** Students who are married are less likely to agree that their institution creates and promotes a positive environment for diversity and individuality on the campus. Perhaps, because of the small number of students who are married while attending a

higher education institution as an undergraduate, those students that are married feel as if there are not a lot of activities, events, and services for them because of their marital status. Students who are married are also less likely to agree that their institution creates opportunities for the community to partake in rituals and celebrations. This finding may be due to the more family-driven atmosphere that married students tend to lean toward.

There were several findings relating to student political identification. The more conservative a student was the more likely they would agree that their institution: creates and promotes a positive environment for diversity and individuality, affirms to high standards of student and faculty/staff conduct, promotes a nurturing environment for students and service learning activities, creates opportunities for the community to partake in rituals and celebrations, and provides a campus layout that promotes interaction between students and faculty/staff. That these students are less likely to agree that their institution promotes a nurturing environment for students and service learning activities is opposite of that reported by Astin (1993:284). However, that these students are more likely to agree that their institution creates and promotes a positive environment for diversity and individuality parallels the finding of Astin (1993:299).

There were two significant findings relating to whether a student attended some form of a private high school or not prior to enrolling in college. Those students who attended private high schools were less likely to agree that their institution affirms to the institutional mission and curriculum in which it establishes for the students, and creates and promotes a positive environment for diversity and individuality. An explanation of why these students perceive their institution in a negative light in terms of mission and curriculum could be because of the high

standards of academic conduct and productivity that resonate in private high schools. The expectation of the same type of academic atmosphere, if not a more intense one, could be carried by these students. Looking at the negative perception carried by these students toward the institution in terms of promoting diversity and individuality, these students seem to want a diverse learning and social environment.

The amount of financial aid (or assistance) a student receives from his/her family had two effects on student perceptions. Students who received little to no financial assistance from their family were less likely to agree that their institution promotes diversity and individuality on campus. These students are also less likely to agree that their institution orients buildings and facilities to promote interaction between students, and faculty and staff. The explanation for these results may lie in the fact that these students may be paying for their college education and wanting a more diverse and interactive learning environment. In short, these students want something for their money. When discussing the location of buildings and facilities to promote interaction, these findings are similar to those reported by Astin (1993:281, 295) who found that students who had to rely on their own savings and provide the financial backing for their education were less satisfied with faculty and their relationships with faculty.

***College Affiliated Characteristics.*** This study found that the higher a student's class level, the less likely that the student will agree that their institution affirms to the institutional mission and curriculum in which it establishes for the students, creates and promotes positive membership and responsibilities within the campus community, creates and promotes a positive environment for diversity and individuality, affirms to high standards of student and faculty/staff conduct,

promotes a nurturing environment for students and service learning activities, and provides a campus layout that promotes interaction between students and faculty/staff. These findings are most likely the result of the experience that college students gain at an institution pertaining to all aspects of the campus community. These findings could also be the result of rising expectations of students prior to enrolling in college.

Students who identified a science discipline as their primary major were more likely to agree that their institution creates and promotes a positive environment for diversity and individuality; however, these students are less likely to agree that their institution affirms to high standards of student and faculty/staff conduct and creates opportunities for the community to partake in rituals and celebrations. Students who identified a humanities discipline as their primary major were less likely to agree that their institution provides a campus layout that promotes interaction between students and faculty/staff. The finding that students who major in a science discipline are more likely to agree that their institution creates and promotes a positive environment for diversity and individuality is similar to that found in previous research (Astin 1993:156).

The analysis found that those that live in traditional off-campus housing, such as apartments or townhomes, and not in Greek housing, at a parent's home or any other form of housing, were more likely to agree that their institution affirms to the institutional mission and curriculum in which it establishes for the students. This survey section contains items that relate to the level of student-orientation faculty have on campus which, in turn, goes against the findings of Astin (1993:294).

Those students who attend a protestant college, such as Mid-Atlantic Liberal Arts College, are less likely to agree their institution creates and promotes positive membership and responsibilities within the campus community, creates and promotes a positive environment for diversity and individuality, affirms to high standards of student and faculty/staff conduct, and provides a campus layout that promotes interaction between students and faculty/staff; however, these students are more likely to agree that their institution promotes a nurturing environment for students and service learning activities. The finding concerning the campus layout goes against the findings of Astin (1993:322) who reported that most students that attend this type of college are more likely to be satisfied with the facilities. However, Astin's measures may have measured student satisfaction in terms of equipment and rooms in specific facilities, dining halls, etc. and not in terms of promoting interaction between students, faculty and staff.

***Previous CUCI Results.*** Looking back at the findings by McDonald (2002; 1996), there are a limited number of comparisons that can be drawn between this study and the others using the CUCI. McDonald focused on three basic features of institutions instead of focusing on student groups, as was done in this study. Using the size of the institutions used by McDonald, a few comparisons can be drawn. Mid-Atlantic Liberal Arts College could be considered a small institution using McDonald's guidelines, and Mid-Atlantic State University could be considered a large institution. Contrary to what McDonald found, the smaller institution in this study actually scored significantly lower on all but three survey sections of the CUCI. Only one section (Institutional Service to Both Students and Community) was found to be similar to that of McDonald.

## **Expectations and Higher Education**

This section discusses the changing expectations carried by the new generation of students, their parents, and how these two groups form their expectations of the American higher education system. The expectations carried by the students and their families are an important aspect for institutions and researchers to consider when discussing student satisfaction, student engagement, and the perceived quality of education an institution provides to the public. It is thought that these expectations, although not measured, are one major explanation for the results found in this study.

The cost of attending college will most likely never decline back to the cost of the 1960s and 1970s. There has been a “shift in the burden of paying for college from the government to students over the past twenty years” and this burden, coupled with the rising tuition and expenses, has severely limited access to higher education and created an ever-growing body of research on how to refinance higher education so families can send their children to college (St. John 2003:1). The rising cost has led students and their parents to expect certain levels of education, facilities, activities, and other features from colleges and universities. Problems arise when the expectations of parents and students are not found to be consistent with the reality of attending a particular institution. “When expectations closely match the reality they (students) encounter, students appear to ‘fit’ better with their college environment, which is a happy outcome for both students and institutions” (Kuh, Gonyea, and Williams 2005:38).



Students' expectations have been found to be impacted by the type of institution they attend. Kuh, Gonyea, and Williams (2005:50-51) found that "students entering the more selective, private institutions have slightly higher expectations, as do students entering doctoral-extensive, doctoral-intensive, and baccalaureate liberal arts colleges", and "students that attend doctoral- or research-extensive institutions expect their campus to have an engaging campus environment (that is, one that emphasizes scholarly, aesthetic, diversity-oriented, and analytical work, as well as practical and vocational efforts)". The findings of this study derived from Mid-Atlantic State University and Mid-Atlantic Liberal Arts College confirm these findings by Kuh, Gonyea, and Williams. The negative perceptions carried by the students of these two institutions could be attributed to the higher expectations by the students in regard to the curriculum, activities, and the overall engaging campus environment found at the type of institution they are attending. Kuh, Gonyea, and Williams (2005:50) also found that a student's race impacts what students expect, finding that students of color expect to take part more frequently in different sorts of activities than white students. The findings of this study pertaining to African Americans and Asian students also found that these students expect more opportunities to take part in different activities that bring a diverse group of students together.

Another expectation carried by students and their families, as mentioned in the previous paragraph, is that the institution they attend will provide practical and vocational efforts and skills (i.e., sufficient job training). Kuh (2001:288) acknowledges that employers are more interested in the ability of college graduates to apply knowledge and skills to the ever-changing working environment to produce creative and productive ways to assist the mission of the business they work for. The negative perceptions found for the institutional mission and

curriculum section of the survey instrument used in this study could be reflective of the desire for students to be well prepared, not only for graduate study, but also for the working world. A possible downside to this drive for applicable skills and knowledge by both employers and students is the dwindling body of knowledge that could result from this reliability of only one form of thought. Without the need, or the desire, for graduates that know other items besides applicable knowledge, the ability to constantly develop new, creative, and efficient ways to produce products and earn money could result in a stunted area of business.

One expectation that is growing in publicity and understanding is the need for specialized services for students. As was found in this study, students are not satisfied with the services that are provided to them at this time. It appears that students want more and different types of services to assist them with navigating through their undergraduate careers. Perhaps the most needed service is that of student mental health services. The desperate need for these services is becoming clearer to all of the higher education constituents. As noted by Kuh (2001:281) and Levine and Cureton (1998) “more students than ever before are coming to college psychologically damaged” because of several societal phenomena such as the high divorce rate. The numerous suicides that have occurred over the past decade at institutions nationwide are evidence of the need for mental health services for students to have when needed. The desperate need for these services and a strategic approach to helping students with mental health disorders is also documented in-depth by Kadison and DiGeronimo (2004). The expectation of student services also serves other purposes, such as the desire to create more interaction between students of different race/ethnic groups and from different cultures.

Students and parents form their expectations of higher education institutions in many different ways. Today, one of the more common ways of formulating an expectation of an institution is studying the rankings conducted by *U.S. News & World Report* which annually publishes its rankings of institutions concerning several different aspects. These rankings have come under criticism but still serve as a way for prospective students and their families to form expectations. If an institution is ranked highly for student services and academics, it would be safe to assume that a student who enrolls at that institution would expect that same findings as the rankings. Along with the *U.S. News & World Report* rankings are the expectations that are formed by media reports. Many institutions understand the power of the media and purposely use it to draw students to their institutions. News reports and magazine articles can have a significant impact on the expectations formed by students and their families. One way expectations are commonly formed that is sometimes overlooked is by the opinions of family members and friends. The trust that exists between family members and friends can provide several outlets for students to form expectations of an institution. If a family member is currently or has attended the same institution as the student is looking at, their experience and expectations can drive the student to expect certain features to be present at the institution if they decide to attend. Lastly, websites and promotional materials created by institutions can lead to high expectations to be formed by students. These have become more commonplace in guidance counselors' offices and are easily accessible at home or at school.

The perceptions found in this study and the literature on student and family expectations of higher education appear to go hand-in-hand. As Kuh, Gonyea, and Williams (2005:56) note, "student expectations directly affect the corresponding experiences". The CUCI has shown that

students, specifically at the two institutions used in this study, are carrying negative perceptions of their undergraduate experience. Using the research by Kuh on student engagement and satisfaction, the negative perceptions found in this study could be directly affected by student expectations.

## **Recommendations**

The recommendations below have been developed to enhance the CUCI to address numerous deficiencies that have been identified during this study, its analyses, and its results. With these modifications, the CUCI could yield findings, such as was found in this study, beyond the original findings of McDonald (1996) that could improve the knowledge of researchers and administrators. This section will first address the body of the CUCI, the seven campus community composite sections, reflective of the work of Boyer (1990). The demographic section will then be addressed, followed by a discussion of other possible enhancements for this survey instrument.

One of the more significant changes recommended for the CUCI is to ensure that each survey item in every section is not a “double-barreled” item, that is, it does not ask a respondent to consider more than one item in each question. Several of the survey items seem to have been collapsed to create a smaller instrument. However, this could distort the results that the CUCI could yield. For example, the first survey item under the Institutional Respect for Diversity and Individuality section states that “My college rejects prejudicial practices and judgments and maintains a fair and equitable environment?” A student may agree that an institution rejects

prejudicial practices and judgments, but may disagree that the institution maintains a fair and equitable environment through its practices. By separating survey items such as the one mentioned, a more detailed picture can be formed of particular aspects of the campus community. In relation to this change, it is recommended that the survey items that ask students to generalize both students and faculty/staff together should be separated. Although there may be particular survey items where it would be appropriate to keep these two populations together (i.e., My college celebrates academic accomplishments of the institution, as well as those of faculty, staff and students?) these two populations can be perceived in different ways by students. These two college populations can have significant differences between them and gauging the two separately could result in a more in-depth understanding of how students perceive their peers as well as the faculty and staff on campus.

The survey items developed by McDonald (1996) do not allow much expansion because of the broadness of each one. Perhaps it would be best if the two or three specific items could be derived from the more broad questions to focus on different aspects of the campus community and college environment. This would allow a more detailed analysis to be conducted and provide more information than can be attained with the current instrument. Possibly using similar survey items that are used by other national studies could assist in this endeavor.

The original demographics section did not contain enough survey items to create an in-depth analysis and a better understanding of campus community. The original demographics section designed by McDonald (1996) was comprised of only seven survey items asking students for their college classification, the number of years they have attended college, whether the

students lived on or off campus, their age, their gender, their academic major, and their race/ethnicity. Expanding this section to include all of the variables that the demographics section contained in this study can improve the measurement of campus community and understanding of college student groups' perceptions of different college environment stimuli. The survey items that were used in the demographics section used (including the missing survey item asking for the student's gender) are considered by the researcher as the "core demographic variables" that can yield important results during the analysis of campus community and other studies of different aspects of the college environment.

As was found in the analysis, enlarging the demographic section of the CUCI allowed the research to identify several significant variables that the original instrument would not allow. The variables included the impact of students' religion, student's marital status, student's political orientation, parental educational attainment level<sup>7</sup>, student's high school type, the amount of family financial assistance, student's academic major(s), and student's living situation<sup>8</sup>. It is recommended that these survey items be used with the CUCI; however, as will be explained below, other survey items and modules could be attached to the CUCI.

One of the most useful aspect of the CUCI is the ability to attach other survey items and possible modules to measure different aspects of the campus community and college

---

<sup>7</sup> Father's educational attainment level was found to be significant in one survey section of Model 2 of the regression analysis. Other studies may find that this variable, along with mother's educational attainment level, are significant pertaining to other college student development, college impact, and college environment research.

<sup>8</sup> Student's academic major and living situation was measured in the original CUCI demographic section; however, the measures used by the researcher allowed the respondents to easily identify their primary academic major and secondary academic major (if any) and collapse the majors into a handful of categories and the student housing situation was able to identify whether respondents lived in on-campus housing, a residence within 2 miles of the campus, in a residence further than 2 miles from campus, a fraternity or sorority house, at a parent's home or another type of housing.

environment. Using modules is an approach used by several national studies, most prominently seen in the General Social Survey (GSS). By creating and attaching different modules to the CUCI, researchers and administrators could identify weaknesses in their services or progression toward particular goals of the institution. For example, there is a growing literature on the need for more accessible mental health services for students (Kadison and DiGeronimo 2004; Kuh 2001; Levine and Cureton 1998). Researchers could create a module that contains several questions relating to student health and mental health services to identify if students on a particular campus are in need of such services. Specialized services, such as an independent campus counseling center, could be identified by students and aid an institution to better understand their student population. Other examples of such modules are the use of a module that measures the need for residential improvements, a module that measures the need for academic facility improvement, and a module that measures the need for enhancing the diversity climate at an institution. Although these modules could easily be expanded to create independent survey instruments that are devoted to the particular focus of researchers and administrators, the use of small modules attached to the CUCI could result in quick identification of specific problems and weaknesses for researchers and administrators to address in further research endeavors.

The coding used in this study attempted to be as consistent with McDonald (1996) as possible, in order to compare the results of the two studies. Consistent with McDonald, the response “not observed” was established as a neutral category and coded as a middle response category within the strongly agree – strongly disagree scale. A possible more advisable approach to deal with the uncertainty of this response category would be to set all the “not

observed” responses as missing data, which would assist in the prevention of bias that may exist by including these responses as the scale midpoint in the analyses.

Perhaps researchers using the CUCI for future research should also change the focus of the analysis from the original institutional perspective McDonald (1996) used it for and include a content analysis of the two open-ended survey items at the end of the survey instrument. The use of the CUCI, with the modifications used in this study and the recommendations detailed in this section, can result in significant gains in understanding students’, and perhaps even faculty members’, experience and perceptions of portions of the campus community. Although McDonald’s (1996) research has extended the reach of campus community research, focusing on college students could extend the understanding of campus community further and present more detailed information for administrators to base their decisions on. By analyzing the two open-ended survey items in the CUCI more of the sentimental elements of campus communities could be drawn out.

The last recommendation to enhance the CUCI and the study of campus community is to create three survey instruments aimed at three different populations. The creation of survey instruments that are similar but aimed at different populations is not uncommon in higher education. The National Survey of Student Engagement (NSSE) sustains several different surveys that relate to different populations in higher education. Based off of the NSSE program, the CUCI should address the undergraduate student population (as was used in this study), the graduate student population, and the faculty population. These three populations experience the college environment differently and are involved in different, although sometimes overlapping,



aspects of the campus community. What a sophomore student experiences relating to the mission and curriculum of an institution may be the exact opposite of a second-year doctoral student and a senior faculty member. These differences are further differentiated between the academic disciplines and the experiences each individual has at an institution. If an institution was to use all three of the CUCI surveys, a more in-depth understanding of the campus community could be developed for administrators to make effective decisions for the institution.

## **Conclusion**

This study has identified several revisions needed for the College and University Community Inventory. For example, the addition of the modified demographic section allowed the researcher to identify several significant findings pertaining to the Boyer campus community that would not have been found using the original demographic section. The analysis showed that these two institutions vary in the degree to which they approximate Boyer's model. At the same time, there was considerable variation within the campus populations relative to such factors as age, ethnicity, religion, class level, and the type of institution.

The information that can be gleaned from the CUCI is limited. Although the CUCI was designed to assess Boyer's model of campus community, it does not assess the key aspects of sociological definitions of community. Looking back at Theodorson and Theodorson's (1969) definition of community and the discussion of the different meta-elements of community (Campbell 2000), the CUCI assesses one aspect of the social-structural element and the spatial element of community and may be more about an institution's organizational effectiveness than

campus community. Campbell's (2000) discussion of the role and form of community institutions and organizations relates to the CUCI's method of asking students for their perceptions on the functions of the institutional mission and curriculum, the procedures of academic and student/faculty behavior codes, the level of openness and diversity on campus, and the services and facilities provided for students to use. The CUCI also limits the campus communities to the literal campus rather than extending past the physical boundaries. Most importantly, the CUCI does not assess the sentimental element of community which focuses on the emotional and psychological links to an individual's community, a community's culture or those items that give a community its character, and the idea of community as it is "understood, experienced, and presented by those who share it" (Campbell 2000: 45-47). Perhaps the two open-ended survey items address these issues but they were not analyzed in this study. The results of this study support the need for all six sub-communities identified by Boyer and the Carnegie Foundation for the Advancement of Teaching (1990). Perhaps the weakest sub-community according in this study is the "just community" where diversity is aggressively pursued. Seven student groups were identified in the analysis as disagreeing that their institution is sustaining and promoting diversity. The second sub-community that is significantly lacking is the "disciplined community". Several student groups identified that their institution was not holding up the standards and regulations set forth by the institution itself. Another sub-community with several significant negative perceptions is the "caring community". Several student groups who responded to this survey felt that their institutions have not provided the needed services and a support system to assist students in their undergraduate lives.

One of the most surprising findings of this study concerns the physical campus layout of institutions. Six student groups were identified as being unhappy with the placement and the types of facilities and buildings on campus. Students' desire for more interaction with other students, faculty and staff demonstrates that the college environment (in this case the physical environment), and the impact of student expectations to interact more with all who reside in the campus environment affects student perceptions of campus community. Institutions already attempt to provide the most up-to-date, technologically advanced buildings and facilities for students (Bonfiglio 2004), and the results from this study indicate that the need to continuously update and restructure the campus will continue.

Despite the addition of a more elaborate demographic section to the CUCI, approximately 90% of the variance was not explained in the regression analysis. Student and societal expectations of higher education may provide more of an explanation of the perceptions found in this study (Kuh, Gonyea and Williams 2005). A strong campus community in higher education is pertinent to developing the whole college student. With the changing student demographics coupled with the increasing expectations those students carry into their undergraduate education, the research approach and methodology used by researchers and administrators in understanding how to increase community sentiment, student engagement, student satisfaction, and understanding of the college environment and its impacts needs to be modified as along with the college environment.

## References

Altbach, Philip G., Robert O. Berdahl, and Patricia J. Gumpert. [1999] 2005. *American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges*. Baltimore: Johns Hopkins University Press.

Alwin, Duane F., Ronald L. Cohen, and Theodore M. Newcomb. 1991. *Political Attitudes Over the Life Span: The Bennington Women After Fifty Years*. Madison, WI: University of Wisconsin Press.

Astin, Alexander W. 1968. *The College Environment*. Washington, D.C.: American Council on Education.

Astin, Alexander W. 1970a. "The Methodology of Research on College Impact, Part One". *Sociology of Education* 43(3): 223-254.

Astin, Alexander W. 1970b. "The Methodology of Research on College Impact, Part Two". *Sociology of Education* 43(4): 437-450.

Astin, Alexander W. 1993. *What Matters in College? Four Critical Years Revisited*. San Francisco: Jossey-Bass.

Bellah, Robert N. et al. [1985] 1996. *Habits of the Heart: Individualism and Commitment in American Life*. Berkeley, CA: University of California Press.

Bernard, Jessie. 1973. *The Sociology of Community: Introduction to Modern Society Series*. Glenview, IL: Scott, Foresman and Company.

Bonfiglio, Robert A. 2004. "What the Building Boom Says About Campus Values." *About Campus* 9(5):27-29.

Boyer, Ernest L. and the Carnegie Foundation for the Advancement of Teaching. 1990. *Campus Life: In Search of Community*. Princeton, NJ: Carnegie.

Brofenbrenner, Urie. 1979. *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.

Byrd, W. Carson. 2005. "Community on College Campuses: A Student Perspective". Department of Sociology, Mars Hill College, Mars Hill, NC. Unpublished study.

Campbell, Christopher D. 2000. "Social Structure, Space, And Sentiment: Searching for Common Ground in Sociological Conceptions of Community." Pp. 21-57 in *Community Structure and Dynamics at the Dawn of the New Millennium*, edited by Dan A. Chekki. Stamford, CT: JAI Press.

Carini, Robert M., John C. Hayek, George D. Kuh, John M. Kennedy, and Judith A. Ouimet.

2003. "College Student Responses to Web and Paper Surveys: Does Mode Matter?".

*Research in Higher Education* 44(1):1-19.

Etzioni, Amitai. [1993] 1994. *The Spirit of Community: The Reinvention of American Society*.

New York: Touchstone.

Dey, Eric L. and Sylvia Hurtado. 1995. "College impact, student impact: A reconsideration of the role of students within American higher education". *Higher Education* 30:207-223.

Dey, Eric L. and Sylvia Hurtado. 2005. "College Students in Changing Contexts". Pp. 315-339

in *American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges*. 2d ed. Edited by Philip G. Altbach, Robert O. Berdahl, and

Patricia J. Gumpert. Baltimore: Johns Hopkins University Press.

Fisher, Bradley J. and David J. Hartmann. 1995. "The Impact of Race on the Social Experiences of College Students at a Predominantly White University." *Journal of Black Studies*

26(2):117-133.

Foucault Michel and Jay Miskowiec. 1986. "Of Other Spaces." *Diacritics* 16(1):22-27.

Frost, Susan and Rebecca Chopp. 2004. "The University as Global City: A New Way of

Seeing Today's Academy." *Change* 36(2):44-51.

Hersh, Richard H. and John Merrow. 2005. *Declining by Degrees: Higher Education at Risk*. Hampshire, England: Palgrave MacMillan.

Hetherington, Kevin. 1996. "Identity Formation, Space and Social Centrality." *Theory, Culture & Society* 13(4):33-52. London: SAGE Publishers.

Kadison, Richard and Theresa Foy DiGeronimo. 2004. *College of the Overwhelmed: The Campus Mental Health Crisis And What To Do About It*. San Francisco: Jossey-Bass.

Kuh, George D. 2001. "College Students Today: Why We Can't Leave Serendipity To Chance". Pp. 277-303 in *In Defense of American Higher Education*. Edited by Philip G. Altbach, Patricia J. Gumport, and D. Bruce Johnstone. Baltimore: Johns Hopkins University Press.

Kuh, George D., Robert M. Gonyea, and Julie M. Williams. 2005. "What Students Expect from College and What They Get". Pp. 34-64 in *Promoting Reasonable Expectations: Aligning Student and Institutional Views of the College Experience*. Edited by Thomas E. Miller, Barbara E. Bender, John H. Schuh, and Associates. San Francisco: Jossey-Bass.

Kuh, George K., and the Indiana University Center for Postsecondary Research. 2006a. *The College Student Expectations Questionnaire (CSXQ)*. Retrieved February 2006 ([http://www.indiana.edu/~cseq/csxq\\_generalinfo.htm](http://www.indiana.edu/~cseq/csxq_generalinfo.htm)).

Kuh, George K., and the Indiana University Center for Postsecondary Research. 2006b. *The College Student Experiences Questionnaire (CSEQ)*. Retrieved February 2006 ([http://www.indiana/~cseq/cseq\\_generalinfo.htm](http://www.indiana/~cseq/cseq_generalinfo.htm)).

Kuh, George K., and the Indiana University Center for Postsecondary Research. 2006c. *The National Survey of Student Engagement (NSSE)*. Retrieved February 2006 (<http://www.nsse.iub.edu/index.cfm>).

Levine, Arthur and Jeanette S. Cureton. 1998. "Collegiate life: An obituary". *Change* 30(3):12-17.

McDonald, William M. and Associates. 2002. *Creating Campus Community: In Search of Ernest Boyer's Legacy*. San Francisco: Jossey-Bass.

McDonald, William M. 1996. "The College and University Community Inventory: Assessing Student Perceptions of Community in Higher Education." Ed.D. Dissertation, College of Education, Health, and Human Sciences, University of Tennessee, Knoxville, TN.

National Opinion Research Center. 2004. *General social surveys: Cumulative codebook 1972-2004*. Chicago: National Opinion Research Center; Storrs, CT: Roper Public Opinion Research Center.



- O'Neil, Robert M. 2005. "Academic Freedom: Past, Present, and Future beyond September 11". Pp. 91-114 in *American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges*. 2d ed. Edited by Philip G. Altbach, Robert O. Berdahl, and Patricia J. Gumpert. Baltimore: Johns Hopkins University Press.
- Pallant, Julie. 2005. *SPSS Survival Manual: A step by step guide to data analysis using SPSS version 12*. 2nd ed. New York: Open University Press
- Pascarella, Ernest T. and Patrick T. Terenzini. 1991. *How College Affects Students: Findings and Insights From Twenty Years of Research*. San Francisco: Jossey-Bass.
- Pascarella, Ernest T. and Patrick T. Terenzini. 2005. *How College Affects Students: A Third Decade of Research*. San Francisco: Jossey-Bass.
- Porter, Stephen R., and Paul D. Umbach. 2005. "Student Survey Response Rates Across Institutions: Why Do They Vary?". *Research in Higher Education* 47(2):229-247.
- Ratcliff, James L. 1977. "Small Towns, Local Control, and Community-Based Colleges". *Peabody Journal of Education* 54(4):269-274.
- Renn, Kristen A. and Karen D. Arnold. 2003. "Reconceptualizing Research on College Student Peer Culture". *Journal of Higher Education* 74(3):261-291.

- Roper, Larry D. 2004. "Do Students Support Diversity Programs?" *Change* 36(6):48-51.
- St. John, Edward P. 2003. *Refinancing the College Dream: Access, Equal Opportunity, and Justice for Taxpayers*. Baltimore: The Johns Hopkins University Press.
- Sax, Linda J., Shannon K. Gilmartin, and Alyssa N. Bryant. 2003. "Assessing Response Rates and Nonresponse Bias in Web and Paper Surveys". *Research in Higher Education* 44(4):409-432.
- Stimpert, J.L. 2004. "Turbulent Times: Four Issues Facing Liberal Arts Colleges." *Change* 36(4):43-49.
- Strange, C. Carney and James H. Banning. 2001. *Educating by Design: Creating Learning Environments That Work*. San Francisco: Jossey-Bass.
- Theodorson, George A. and Achilles G. Theodorson. 1969. *Modern Dictionary of Sociology: The Concepts and Terminology of Sociology and Related Disciplines*. New York: Thomas Y. Crowell Company.

## **APPENDICES**

## **APPENDIX A: SURVEY INSTRUMENT**

## College and University Community Inventory ©

The CUCI is designed to assess individual students' perceptions of community with his/her college or university. Community is defined 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. Please read all instructions carefully and answer questions accordingly. Responses will enable your college to better create and nurture campus community.

**Part 1.** Please read the description for each section. For each statement, choose a response for your institution and circle the corresponding number. Following are the responses:

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Not Observed</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>(NO)</b>	<b>(SD)</b>	<b>(D)</b>	<b>(A)</b>	<b>(SA)</b>

**INSTITUTIONAL MISSION AND CURRICULUM:** Consider the purpose and mission of your institution and how it impacts students on a daily basis. My college:

	NO	SD	D	A	SA
1. commits to academic excellence in education?	0	1	2	3	4
2. engages students through creative teaching / intellectual activities with faculty?	0	1	2	3	4
3. creates a supportive environment for student learning?	0	1	2	3	4
4. provides opportunities bringing entire campus together?	0	1	2	3	4
5. connects student learning experiences inside and outside of class through programs/activities?	0	1	2	3	4
6. has a well-planned core curriculum?	0	1	2	3	4
7. has a well-defined and published set of core values?	0	1	2	3	4

**INSTITUTIONAL MEMBERSHIP AND RESPONSIBILITIES:** Consider the rights and Responsibilities your institution affords students. My college:

	NO	SD	D	A	SA
8. encourages freedom of speech and written expression as an institutional values?	0	1	2	3	4
9. encourages students to speak and listen to one another carefully?	0	1	2	3	4
10. creates an environment where students, faculty and staff trust one another?	0	1	2	3	4
11. allows offensive language/behavior that inhibits student learning?	0	1	2	3	4
12. encourages understanding/acceptance of individual differences among students?	0	1	2	3	4
13. creates a climate of civility and protects dignity of students, faculty and staff?	0	1	2	3	4

**INSTITUTIONAL RESPECT FOR DIVERSITY AND INDIVIDUALITY:** Consider how your institution addresses the needs and goals of all students. My college:

	NO	SD	D	A	SA
14. rejects prejudicial practices and judgments and maintains a fair and equitable environment?	0	1	2	3	4
15. has stated goals for minority student enrollment?	0	1	2	3	4
16. encourages social and educational programming for all students?	0	1	2	3	4
17. defines student responsibility for creating a civil environment?	0	1	2	3	4
18. supports organizations that are exclusive in membership?	0	1	2	3	4
19. aggressively pursues institutional diversity as a model for society?	0	1	2	3	4

**INSTITUTIONAL STANDARDS AND REGULATIONS:** Consider expectations that your institution places upon students. My college:

	NO	SD	D	A	SA
20. expects high standards of student conduct inside/outside the classroom?	0	1	2	3	4
21. effectively addresses criminal acts committed by students?	0	1	2	3	4
22. encourages student to adopt effective decision making skills and responsibility for the decisions?	0	1	2	3	4
23. involves students in creation/evaluation of policies and procedures, and codes of student conduct?	0	1	2	3	4
24. provides appropriate investigation procedures and review boards for alleged student violations?	0	1	2	3	4
25. encourages students to acknowledge their obligations to campus community?	0	1	2	3	4
26. encourages faculty/staff to model institutional values in their professional and personal lives?	0	1	2	3	4

**INSTITUTIONAL SERVICE TO BOTH STUDENTS AND COMMUNITY: Consider your institution's efforts to provide for the well being of students and surrounding community.**

My college:

	NO	SD	D	A	SA
27. encourages faculty and students to build supportive relationships?	0	1	2	3	4
28. addresses student needs through appropriate academic services, facility and personnel access?	0	1	2	3	4
29. encourages students to maintain a proper balance of loyalty between groups and college mission?	0	1	2	3	4
30. encourages students to connect academic pursuits to every day life?	0	1	2	3	4
31. encourages students and faculty to provide service to the community	0	1	2	3	4
32. encourages faculty to exhibit a personal concern for students?	0	1	2	3	4

**INSTITUTIONAL RITUALS AND CELEBRATIONS: Consider your institution's efforts to maintain traditional ceremonies, as well as create new activities to reinforce the shared purpose among members. My college:**

	NO	SD	D	A	SA
33. shares its history and purpose with students?	0	1	2	3	4
34. provides activities to celebrate its heritage?	0	1	2	3	4
35. celebrates academic accomplishments of institution, as well as those of faculty, staff and students?	0	1	2	3	4
36. conducts ceremonies/activities that connect students to alumni, benefactors and retirees?	0	1	2	3	4
37. respects all students' heritage and demonstrates commitment to diversity through celebrations?	0	1	2	3	4

**INSTITUTIONAL PHYSICAL LOCATION AND INTERACTION: Consider your institution's physical location and campus layout. My college:**

	NO	SD	D	A	SA
38. has been located in an appropriate location?	0	1	2	3	4
39. provides buildings and grounds that facilitate informal gatherings between faculty, staff and students?	0	1	2	3	4
40. effectively addresses accessibility requirements of all campus members and guests?	0	1	2	3	4
41. minimizes physical barriers such as major streets, railways or waterways that detracts from the physical attributes of campus community?	0	1	2	3	4
42. designs facilities to engage students with campus alumni, guests and other constituents?	0	1	2	3	4
43. maintains appropriate technological advances such as computer networks, multimedia class rooms use of remote campuses?	0	1	2	3	4

---

**Part 2.** This section of the CUCI requests general your perceptions about your college or university's strengths and weaknesses for creating and nurturing campus community. Likewise these final questions may assess your perceptions of a specific program/project designed to create campus community. Please answer the following two questions.

**44. What is the most important campus attribute for creating and nurturing community on the campus?**

**45. What is the greatest detractor for creating and nurturing community on the campus?**



---

**Part 3.            The final section of this survey asks for general background information.**

**1. What is your college classification?**

- Freshman**
- Sophomore**
- Junior**
- Senior**

**2. Which of the following best describes where you are living now while attending college?**

- Dormitory or other campus housing (not fraternity/sorority house)**
- Residence (house, rental apartment, etc.) within 2 miles of campus**
- Residence (house, rental apartment, etc.) more than 2 miles from campus**
- Fraternity or sorority house**
- Permanent home of parents**
- Other: \_\_\_\_\_**

**3. Which of these fields best describes your primary major, or your anticipated major?**

- Agriculture**
- Biological/life sciences (biology, biochemistry, botany, zoology, etc.)**
- Business (accounting, business administration, marketing, management, etc.)**
- Communication (speech, journalism, television/radio, etc.)**
- Computer and information sciences**
- Education**
- Engineering**
- Ethnic, cultural studies, and area studies**
- Foreign languages and literature (French, Spanish, etc.)**
- Health-related fields (nursing, physical therapy, health technology, etc.)**
- History**
- Humanities (English, literature, philosophy, religion, etc.)**
- Liberal/general studies**
- Mathematics**
- Multi/interdisciplinary studies (international relations, ecology, environmental studies, etc.)**
- Parks, recreation, leisure studies, sports management**
- Physical sciences (physics, chemistry, astronomy, earth science, etc.)**
- Pre-professional (pre-dental, pre-medical, pre-veterinary, etc.)**
- Public administration (city management, law enforcement, etc.)**
- Social sciences (anthropology, economics, political science, psychology, sociology, etc.)**
- Visual and performing arts (art, music, theater, etc.)**
- Undecided**
- Other: \_\_\_\_\_**

4. Which of these fields best describes your second major, or your anticipated second major?

- None, do not have a second major
- Agriculture
- Biological/life sciences (biology, biochemistry, botany, zoology, etc.)
- Business (accounting, business administration, marketing, management, etc.)
- Communication (speech, journalism, television/radio, etc.)
- Computer and information sciences
- Education
- Engineering
- Ethnic, cultural studies, and area studies
- Foreign languages and literature (French, Spanish, etc.)
- Health-related fields (nursing, physical therapy, health technology, etc.)
- History
- Humanities (English, literature, philosophy, religion, etc.)
- Liberal/general studies
- Mathematics
- Multi/interdisciplinary studies (international relations, ecology, environmental studies, etc.)
- Parks, recreation, leisure studies, sports management
- Physical sciences (physics, chemistry, astronomy, earth science, etc.)
- Pre-professional (pre-dental, pre-medical, pre-veterinary, etc.)
- Public administration (city management, law enforcement, etc.)
- Social sciences (anthropology, economics, political science, psychology, sociology, etc.)
- Visual and performing arts (art, music, theater, etc.)
- Other: \_\_\_\_\_

5. Are you a student-athlete on a team sponsored (not intramural) by your institution's athletics department?

- Yes
- No

6. Are you a member of a Greek social fraternity or sorority?

- Yes
- No

7. How many miles is this college from your permanent home? (Mark one.)

- 50 miles or less
- 51-100 miles
- 101-500 miles
- Over 500 miles

8. What is the estimated population of the area you grew up in?

- Less than 9,999
- 10,000 to 99,999
- 100,000 to 999,999
- 1 million or more

**9. From what kind of secondary school did you graduate? (Mark one.)**

- Public school (not charter or magnet)
- Public charter school
- Public magnet school
- Private religious/parochial school
- Private independent college-prep school
- Home school

**10. Did you begin college at your current institution or elsewhere?**

- Current institution
- Began at another institution

**11. Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)**

- None, other than my present institution
- Vocational or technical School
- Community or junior college
- 4-year college other than this one
- Other: \_\_\_\_\_

**12. About how much of your college expenses this year will be provided by your parents or family?**

- All or nearly all
- More than half
- Less than half
- None or very little

**13. What is the highest level of education that your father completed? (Mark one box per column.)**

- Did not finish high school
- Graduated from high school
- Attended college but did not complete degree
- Completed an associate's degree (A.A., A.S., etc.)
- Completed a bachelor's degree (B.A., B.S., etc.)
- Completed a master's degree (M.A., M.S., etc.)
- Completed a doctoral degree (Ph.D., J.D., M.D., etc.)
- Don't Know

14. What is the highest level of education that your mother completed? (Mark one box per column.)

- Did not finish high school
- Graduated from high school
- Attended college but did not complete degree
- Completed an associate's degree (A.A., A.S., etc.)
- Completed a bachelor's degree (B.A., B.S., etc.)
- Completed a master's degree (M.A., M.S., etc.)
- Completed a doctoral degree (Ph.D., J.D., M.D., etc.)
- Don't Know

15. Type in your date of birth: \_\_/\_\_/19\_\_ mm/dd/19yy

16. What is your gender?

- Male
- Female

17. Are you an international student or foreign national?

- Yes
- No

18. Are you Spanish/Hispanic/Latino?

- No, not Spanish/Hispanic/Latino
- Yes, Mexican, Mexican American, Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, other Spanish/Hispanic/Latino: \_\_\_\_\_

19. Which group do you identify with? (Mark all that apply.)

- White
- Black or African American
- American Indian or Native American
- Asian or Asian American
- Other: \_\_\_\_\_

**20. What is your marital status?**

- Not married**
- Married**
- Divorced**
- Separated**
- Widowed**

**21. Current religious preference: (Mark one.)**

- Catholic**
- Protestant**
- Evangelical Christian**
- Eastern Orthodox**
- Jewish**
- Buddhist**
- Hindu**
- Islamic**
- Other Religion: \_\_\_\_\_**
- None**

**22. Do you consider yourself a Born-Again Christian?**

- Yes**
- No**

**23. How would you characterize your political views? (Mark one.)**

- Far left**
- Liberal**
- Middle-of-the-road**
- Conservative**
- Far right**

**APPENDIX B: E-MAIL LETTERS SENT TO STUDENTS**

**Mid-Atlantic State University E-mail:**

Dear [Mid-Atlantic State University] student,

You have been selected to participate in a unique opportunity to voice your opinions concerning your campus environment. We invite and encourage you to take this opportunity to complete a web survey to help inform [Mid-Atlantic State University] of the current condition of your campus community.

Your participation in this study will allow your institution to enhance the opportunities, facilities, and learning environments in which you involve yourself on campus. This study will also allow the advancement of a more inclusive and diverse community to be established to enhance the education that you receive from this institution.

The survey that is being used in this study has been designed specifically to receive student opinions concerning the campus community at [Mid-Atlantic State University]. Your input is valuable to this study.

This survey is being conducted by Carson Byrd, a Graduate Research Assistant at Virginia Tech, as part of his Master's thesis and to provide insight to [Mid-Atlantic State University] to aid its goal of improving the educational opportunities and learning environments for all students. All responses given to this survey will be kept private, confidential, and anonymous.

You may complete the survey by following these directions:  
Click the personalized survey link below and the survey web site will appear in your browser. If you have any questions or any difficulty logging in, please email byrdwc@vt.edu for assistance.

Survey link: (Link Inserted Here)

Thank you for your help in this important study.

Sincerely,

W. Carson Byrd  
Graduate Research Assistant  
Department of Sociology  
Virginia Polytechnic Institute and State University

**Mid-Atlantic Liberal Arts College (First E-mail):**

Dear [Mid-Atlantic Liberal Arts College] student,

You have been selected to participate in a unique opportunity to voice your opinions concerning your campus environment. We invite and encourage you to take this opportunity to complete a web survey to help inform [Mid-Atlantic Liberal Arts College] of the current condition of your campus community.

Your participation in this study will allow your institution to enhance the opportunities, facilities, and learning environments in which you involve yourself on campus. This study will also allow the advancement of a more inclusive and diverse community to be established to enhance the education that you receive from this institution.

The survey that is being used in this study has been designed specifically to receive student opinions concerning the campus community at [Mid-Atlantic Liberal Arts College]. Your input is valuable to this study.

This survey is being conducted by Carson Byrd, a Graduate Research Assistant at Virginia Tech as part of his Master's thesis and to provide insight to [Mid-Atlantic Liberal Arts College] to aid its goal of improving the educational opportunities and learning environments for all students. All responses given to this survey will be kept private, confidential, and anonymous.

You may complete the survey by following these directions:  
Click the personalized survey link below and the survey web site will appear in your browser. If you have any questions or any difficulty logging in, please email [byrdwc@vt.edu](mailto:byrdwc@vt.edu) for assistance.

Survey link: (Link Inserted Here)

Thank you for your help in this important study.

Sincerely,

W. Carson Byrd  
Graduate Research Assistant  
Department of Sociology  
Virginia Polytechnic Institute and State University



**Mid-Atlantic Liberal Arts College (Second E-mail):**

Dear [Mid-Atlantic Liberal Arts College] student,

The survey concerning the campus community at [Mid-Atlantic Liberal Arts College] is still open and accepting responses.

Your participation in this study will allow your institution to enhance the opportunities, facilities, and learning environments in which you involve yourself on campus. This study will also allow the advancement of a more inclusive and diverse community to be established to enhance the education that you receive from this institution.

The survey that is being used in this study has been designed specifically to receive student opinions concerning the campus community at [Mid-Atlantic Liberal Arts College]. Your input is valuable to this study.

This survey is being conducted by Carson Byrd, a Graduate Research Assistant at Virginia Tech as part of his Master's thesis and to provide insight to [Mid-Atlantic Liberal Arts College] to aid its goal of improving the educational opportunities and learning environments for all students. All responses given to this survey will be kept private, confidential, and anonymous.

You may complete the survey by clicking the link below. It is important that you complete the full survey for the needs of this study.

Survey link: (Link Inserted Here)

Thank you for your help in this important study.

Sincerely,

W. Carson Byrd  
Graduate Research Assistant  
Department of Sociology  
Virginia Polytechnic Institute and State University

**Mid-Atlantic Liberal Arts College (Final E-mail):**

Dear [Mid-Atlantic Liberal Arts College] student,

The survey concerning the campus community at [Mid-Atlantic Liberal Arts College] will close Wednesday, October 4, 2006.

Your participation in this study will allow your institution to enhance the opportunities, facilities, and learning environments in which you involve yourself on campus. This study will also allow the advancement of a more inclusive and diverse community to be established to enhance the education that you receive from this institution.

The survey that is being used in this study has been designed specifically to receive student opinions concerning the campus community at [Mid-Atlantic Liberal Arts College]. Your input is valuable to this study.

This survey is being conducted by Carson Byrd, a Graduate Research Assistant at Virginia Tech as part of his Master's thesis and to provide insight to [Mid-Atlantic Liberal Arts College] to aid its goal of improving the educational opportunities and learning environments for all students. All responses given to this survey will be kept private, confidential, and anonymous.

You may complete the survey by clicking the link below. It is important that you complete the full survey for the needs of this study.

Survey link: (Link Inserted Here)

Thank you for your help in this important study.

Sincerely,

W. Carson Byrd  
Graduate Research Assistant  
Department of Sociology  
Virginia Polytechnic Institute and State University

**APPENDIX C: MEANS AND STANDARD DEVIATIONS OF  
CAMPUS COMMUNITY SURVEY ITEMS**

Table C-1. Means and Standard Deviations for Each Campus Community Survey Item

<b>Survey Item</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>S.D.</b>
<b><i>Institutional Mission and Curriculum</i></b>					
Commits to academic excellence in education?	1910	1	5	4.293	0.683
Engages students through creative teaching/intellectual activities with faculty?	1907	1	5	3.740	0.955
Creates a supportive environment for student learning?	1903	1	5	4.119	0.793
Provides opportunities bringing entire campus together?	1904	1	5	3.704	1.083
Connects student learning experiences inside and outside of class through programs/activities?	1905	1	5	3.697	0.978
Has a well-planned core curriculum?	1906	1	5	3.822	1.032
<b><i>Institutional Membership and Responsibilities</i></b>					
Has a well-defined and published set of core values?	1908	1	5	4.047	0.895
Encourages freedom of speech and written expression as an institutional values?	1909	1	5	3.946	0.896
Encourages students to speak and listen to one another carefully?	1903	1	5	3.942	0.864

Table C-1 Continued.

Creates an environment where students, faculty and staff trust one another?	1905	1	5	3.876	0.945
Allows offensive language/behavior that inhibits student learning?	1907	1	5	3.825	0.967
Encourages understanding/acceptance of individual differences among students?	1905	1	5	4.008	0.824
Creates a climate of civility and protects dignity of students, faculty and staff?	1908	1	5	4.070	0.745
<b><i>Institutional Respect for Diversity and Individuality</i></b>					
Rejects prejudicial practices and judgments and maintains a fair and equitable environment?	1900	1	5	3.952	0.882
Has stated goals for minority student enrollment?	1903	1	5	3.319	0.812
Encourages social and educational programming for all students?	1897	1	5	3.939	0.806
Defines student responsibility for creating a civil environment?	1904	1	5	3.903	0.775

Table C-1 Continued.

Supports organizations that are exclusive in membership?	1902	1	5	3.336	0.984
Aggressively pursues institutional diversity as a model for society?	1905	1	5	3.490	1.012
<b><i>Institutional Standards and Regulations</i></b>					
Expects high standards of student conduct inside/outside the classroom?	1906	1	5	4.061	0.916
Effectively addresses criminal acts committed by students?	1906	1	5	3.707	1.059
Encourages student to adopt effective decision making skills and responsibility for their decisions?	1897	1	5	4.007	0.830
Involves students in creation/evaluation of policies and procedures, and codes of student conduct?	1905	1	5	3.504	1.033
Provides appropriate investigation procedures and review boards for alleged student violations?	1895	1	5	3.543	0.977

Table C-1 Continued.

Encourages students to acknowledge their obligations to campus community?	1907	1	5	3.720	0.914
Encourages faculty/staff to model institutional values in their professional and personal lives?	1906	1	5	3.732	0.869
<b><i>Institutional Service to Both Students and Community</i></b>					
Encourages faculty and staff to build supportive relationships?	1902	1	5	3.780	0.962
Addresses student needs through appropriate academic services, facility and personnel access?	1898	1	5	3.975	0.890
Encourages students to maintain a proper balance of loyalty between groups and college mission?	1901	1	5	3.706	0.838
Encourages students to connect academic pursuits to everyday life?	1899	1	5	3.863	0.891
Encourages students and faculty to provide service to the community?	1899	1	5	3.845	0.983
Encourages faculty to exhibit a personal concern for students?	1902	1	5	3.500	1.063
<b><i>Institutional Rituals and Celebrations</i></b>					

Table C-1 Continued.

Shares its history and purpose with students?	1902	1	5	3.917	0.976
Provides activities to celebrate its heritage?	1901	1	5	3.592	1.052
Celebrates academic accomplishments of institution, as well as those of faculty, staff and students?	1896	1	5	3.959	0.857
Conducts ceremonies/activities that connect students to alumni, benefactors and retirees?	1903	1	5	3.558	1.029
Respects all students' heritage and demonstrates commitment to diversity through celebrations?	1905	1	5	3.819	0.907
<b><i>Institutional Physical Location and Interaction</i></b>					
Has been located in an appropriate location?	1901	1	5	4.170	0.853
Provides buildings and grounds that facilitate informal gatherings between faculty, staff and students?	1899	1	5	4.021	0.935
Effectively addresses accessibility requirements of all campus members and guests?	1898	1	5	3.706	1.103



Table C-1 Continued.

Minimizes physical barriers such as major streets, railways or waterways that detracts from the physical attributes of campus community?	1898	1	5	4.270	0.813
Designs facilities to engage students with campus alumni, guests and other constituents?	1897	1	5	3.582	1.008
Maintains appropriate technological advances such as computer networks, multimedia classrooms use of remote campuses?	1900	1	5	4.294	0.915

<sup>1</sup> Survey item is reverse coded

Table C-2. Means and Standard Deviations of Campus Community Composites

<b>Survey Section</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>S.D.</b>
Institutional Mission and Curriculum	1910	1	5	3.918	0.607
Institutional Membership and Responsibilities	1910	1	5	3.944	0.575
Institutional Respect for Diversity and Individuality	1907	1	5	3.757	0.593
Institutional Standards and Regulations	1910	1	5	3.754	0.630
Institutional Service to Both Students and Community	1906	1	5	3.778	0.664
Institutional Rituals and Celebrations	1906	1	5	3.769	0.711
Institutional Physical Location and Interaction	1907	1	5	4.008	0.620

<sup>1</sup> Survey item 11 is reverse coded

<sup>2</sup> Survey item 18 is not used in survey section

## **APPENDIX D: DETAILED REGRESSION TABLES**

Table D-1. Institutional Mission and Curriculum Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.302	.091	.081	.561	.091	8.829	15	1320	.000
2	.318	.101	.085	.559	.010	1.822	8	1312	.069
3	.358	.128	.097	.556	.027	1.751	23	1289	.015

Table D-2. Institutional Mission and Curriculum Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Model 1	(Constant)	4.236	.079		53.908	.000
	Recoded Age Groups	-.143	.015	-.251	-9.394	.000
	Black/African American	-.220	.118	-.050	-1.865	.062
	American Indian/Native American	.036	.252	.004	.143	.887
	Asian or Asian American	-.130	.070	-.052	-1.843	.066
	Other Race and Multiracial	-.015	.101	-.004	-.144	.886
	Recoded Spanish	-.160	.131	-.032	-1.224	.221
	Catholic	.049	.045	.034	1.094	.274
	Evangelical Christian	.000	.058	.000	-.004	.997
	Other Christian	-.137	.122	-.030	-1.116	.265
	Other religion	-.176	.069	-.076	-2.566	.010
	No religion	-.031	.045	-.022	-.705	.481
	Recoded Born Again	-.060	.044	-.042	-1.378	.169
	Recoded International Student	.084	.104	.023	.801	.423
	Respondent Married	-.230	.135	-.045	-1.708	.088

Table D-2 Continued.

	How would you characterize your political views?	.024	.019	.036	1.240	.215
Model 2	(Constant)	4.404	.122		36.120	.000
	Recoded Age Groups	-.139	.016	-.243	-8.916	.000
	Black/African American	-.212	.118	-.048	-1.792	.073
	American Indian/Native American	.032	.252	.003	.129	.898
	Asian or Asian American	-.134	.071	-.054	-1.890	.059
	Other Race and Multiracial	-.018	.101	-.005	-.181	.856
	Recoded Spanish	-.160	.131	-.032	-1.223	.222
	Catholic	.066	.046	.045	1.452	.147
	Evangelical Christian	.008	.059	.004	.141	.888
	Other Christian	-.135	.123	-.029	-1.098	.272
	Other religion	-.162	.069	-.070	-2.364	.018
	No religion	-.028	.045	-.020	-.622	.534
	Recoded Born Again	-.057	.044	-.040	-1.288	.198
	Recoded International Student	.072	.105	.020	.684	.494
	Respondent Married	-.224	.135	-.044	-1.658	.098
	How would you characterize your political views?	.025	.019	.037	1.278	.202
	How many miles is this college from your permanent home?	-.002	.023	-.003	-.105	.917

Table D-2 Continued.

	What is the estimated population of the area you grew up in?	.006	.018	.009	.330	.741
	Attended Public Magnet/Charter High School	.044	.068	.017	.644	.520
	Attended a type of Private High School	-.123	.052	-.064	-2.374	.018
	Attended a form of Home School	-.028	.217	-.003	-.130	.897
	About how much of your college expenses this year will be provided by your parents or family?	-.030	.015	-.058	-2.024	.043
	What is the highest level of education that your father completed?	-.018	.011	-.048	-1.560	.119
	What is the highest level of education that your mother completed?	-.011	.013	-.026	-.854	.393
Model 3	(Constant)	4.608	.182		25.263	.000
	Recoded Age Groups	-.065	.032	-.113	-2.034	.042
	Black/African American	-.194	.118	-.044	-1.637	.102
	American Indian/Native American	.035	.254	.004	.138	.890
	Asian or Asian American	-.124	.071	-.050	-1.751	.080
	Other Race and Multiracial	-.001	.101	.000	-.006	.995
	Recoded Spanish Catholic	-.147	.132	-.030	-1.114	.266
		.061	.046	.042	1.340	.180

Table D-2 Continued.

Evangelical Christian	.011	.059	.005	.188	.851
Other Christian	-.156	.123	-.034	-1.272	.203
Other religion	-.165	.069	-.071	-2.397	.017
No religion	-.028	.045	-.020	-.623	.534
Recoded Born Again	-.041	.045	-.028	-.901	.368
Recoded International Student	.096	.106	.026	.907	.365
Respondent Married	-.257	.136	-.051	-1.898	.058
How would you characterize your political views?	.024	.019	.036	1.261	.208
How many miles is this college from your permanent home?	-.007	.024	-.008	-.278	.781
What is the estimated population of the area you grew up in?	.001	.018	.002	.060	.952
Attended Public Magnet/Charter High School	.069	.068	.027	1.022	.307
Attended a type of Private High School	-.132	.052	-.068	-2.533	.011
Attended a form of Home School	-.047	.220	-.006	-.215	.830
About how much of your college expenses this year will be provided by your parents or family?	-.020	.015	-.038	-1.324	.186

Table D-2 Continued.

What is the highest level of education that your father completed?	-.016	.011	-.045	-1.454	.146
What is the highest level of education that your mother completed?	-.010	.013	-.024	-.776	.438
What is your class rank?	-.112	.028	-.224	-3.967	.000
Science major	-.085	.045	-.072	-1.890	.059
Social Science major	-.054	.060	-.031	-.900	.368
Humanities major	-.028	.065	-.014	-.426	.671
Arts major	-.006	.110	-.001	-.052	.959
Other/Multidisciplinary/Undecided major	.007	.058	.004	.121	.903
Science major2	-.024	.044	-.016	-.543	.587
Business major2	.024	.057	.012	.417	.676
Social Science major2	-.081	.053	-.046	-1.530	.126
Humanities major2	.026	.061	.012	.434	.664
Arts major2	.088	.108	.022	.812	.417
Other/Multidisciplinary major2	-.024	.064	-.010	-.367	.713
Live in Off-Campus Housing	.105	.046	.088	2.271	.023
Live in Greek Housing	.114	.120	.030	.952	.341
Live at Parents' Home	-.127	.186	-.019	-.682	.496



Table D-2 Continued.

Are you a member of a Greek social fraternity or sorority?	-.005	.051	-.003	-.088	.930
Recoded Athlete	.011	.073	.004	.145	.885
Recoded Current Institution	-.108	.074	-.054	-1.451	.147
Attended 2-year Institution	-.007	.054	-.004	-.124	.902
Attended 4-year Institution	-.046	.087	-.019	-.532	.595
Attended Some Other Institution	-.114	.328	-.009	-.349	.727
Attended more than one kind of institution	-.272	.291	-.025	-.936	.350
Liberal Arts College	-.103	.077	-.041	-1.333	.183

Table D-3. Institutional Membership and Responsibilities Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.243	.059	.048	.555	.059	5.501	15	1320	.000
2	.253	.064	.048	.555	.005	.918	8	1312	.500
3	.294	.087	.054	.553	.023	1.387	23	1289	.105

Table D-4. Institutional Membership and Responsibilities Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Model 1	(Constant)	4.054	.078		52.174	.000
	Recoded Age Groups	-.079	.015	-.142	-5.211	.000
	Black/African American	-.516	.116	-.121	-4.428	.000
	American Indian/Native American	.115	.250	.012	.459	.646

Table D-4 Continued.

	Asian or Asian American	-.107	.070	-.044	-1.533	.125
	Other Race and Multiracial	-.102	.100	-.028	-1.025	.306
	Recoded Spanish	-.136	.129	-.028	-1.048	.295
	Catholic	.090	.045	.063	2.012	.044
	Evangelical Christian	.055	.058	.027	.962	.336
	Other Christian	-.152	.121	-.034	-1.257	.209
	Other religion	-.030	.068	-.013	-.442	.658
	No religion	.026	.044	.019	.594	.553
	Recoded Born Again	-.074	.043	-.053	-1.707	.088
	Recoded International Student	-.016	.103	-.004	-.152	.879
	Respondent Married	-.212	.133	-.043	-1.593	.111
	How would you characterize your political views?	.033	.019	.051	1.736	.083
Model 2	(Constant)	4.102	.121		33.925	.000
	Recoded Age Groups	-.075	.015	-.135	-4.853	.000
	Black/African American	-.515	.117	-.120	-4.396	.000
	American Indian/Native American	.118	.250	.013	.470	.639
	Asian or Asian American	-.115	.070	-.048	-1.635	.102
	Other Race and Multiracial	-.093	.100	-.025	-.929	.353
	Recoded Spanish	-.142	.130	-.030	-1.097	.273
	Catholic	.095	.045	.066	2.095	.036
	Evangelical Christian	.066	.058	.033	1.132	.258

Table D-4 Continued.

Other Christian	-.149	.122	-.033	-1.223	.222
Other religion	-.024	.068	-.011	-.351	.725
No religion	.029	.044	.021	.652	.514
Recoded Born Again	-.064	.044	-.046	-1.450	.147
Recoded International Student	-.029	.104	-.008	-.279	.781
Respondent Married	-.201	.134	-.041	-1.502	.133
How would you characterize your political views?	.034	.019	.053	1.793	.073
How many miles is this college from your permanent home?	.003	.023	.003	.115	.908
What is the estimated population of the area you grew up in?	.011	.018	.018	.613	.540
Attended Public Magnet/Charter High School	-.048	.067	-.019	-.710	.478
Attended a type of Private High School	-.080	.052	-.042	-1.544	.123
Attended a form of Home School	-.242	.215	-.031	-1.123	.262
About how much of your college expenses this year will be provided by your parents or family?	-.023	.015	-.045	-1.556	.120
What is the highest level of education that your father completed?	-.011	.011	-.031	-.977	.329

Table D-4 Continued.

	What is the highest level of education that your mother completed?	.001	.013	.003	.108	.914
Model 3	(Constant)	4.094	.181		22.564	.000
	Recoded Age Groups	.003	.032	.006	.101	.919
	Black/African American	-.488	.118	-.114	-4.141	.000
	American Indian/Native American	.119	.253	.013	.472	.637
	Asian or Asian American	-.117	.071	-.049	-1.656	.098
	Other Race and Multiracial	-.089	.101	-.024	-.886	.376
	Recoded Spanish	-.117	.131	-.024	-.891	.373
	Catholic	.093	.046	.065	2.040	.042
	Evangelical Christian	.075	.058	.037	1.279	.201
	Other Christian	-.162	.122	-.036	-1.328	.184
	Other religion	-.022	.068	-.010	-.320	.749
	No religion	.027	.045	.020	.603	.547
	Recoded Born Again	-.037	.045	-.027	-.837	.403
	Recoded International Student	-.030	.106	-.008	-.283	.778
	Respondent Married	-.191	.135	-.039	-1.419	.156
	How would you characterize your political views?	.034	.019	.053	1.776	.076
	How many miles is this college from your permanent home?	-.007	.024	-.009	-.295	.768

Table D-4 Continued.

What is the estimated population of the area you grew up in?	.009	.018	.015	.523	.601
Attended Public Magnet/Charter High School	-.033	.068	-.013	-.488	.625
Attended a type of Private High School	-.078	.052	-.042	-1.502	.133
Attended a form of Home School	-.180	.219	-.023	-.821	.412
About how much of your college expenses this year will be provided by your parents or family?	-.014	.015	-.027	-.926	.355
What is the highest level of education that your father completed?	-.012	.011	-.033	-1.032	.302
What is the highest level of education that your mother completed?	.000	.013	.000	.005	.996
What is your class rank?	-.079	.028	-.164	-2.833	.005
Science major	-.054	.045	-.048	-1.215	.225
Social Science major	-.042	.059	-.025	-.714	.475
Humanities major	.040	.065	.020	.624	.533
Arts major	.124	.109	.033	1.133	.257
Other/Multidisciplinary/Undecided major	-.034	.058	-.021	-.597	.551

Table D-4 Continued.

Science major2	.011	.043	.008	.253	.800
Business major2	-.041	.057	-.021	-.726	.468
Social Science major2	-.040	.053	-.024	-.768	.442
Humanities major2	-.064	.061	-.030	-1.059	.290
Arts major2	-.086	.108	-.022	-.796	.426
Other/Multidisciplinary major2	-.013	.064	-.006	-.197	.843
Live in Off-Campus Housing	.040	.046	.034	.858	.391
Live in Greek Housing	-.032	.119	-.009	-.270	.787
Live at Parents' Home	.035	.185	.005	.191	.849
Are you a member of a Greek social fraternity or sorority?	.024	.051	.014	.469	.639
Recoded Athlete	-.002	.073	-.001	-.028	.978
Recoded Current Institution	.029	.074	.015	.394	.694
Attended 2-year Institution	-.044	.054	-.026	-.823	.411
Attended 4-year Institution	-.023	.086	-.010	-.270	.787
Attended Some Other Institution	.138	.326	.012	.425	.671
Attended more than one kind of institution	-.412	.290	-.040	-1.424	.155
Liberal Arts College	-.227	.077	-.094	-2.957	.003

Table D-5. Institutional Respect for Diversity and Individuality Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.302	.091	.081	.557	.091	8.807	15	1318	.000
2	.325	.106	.090	.554	.015	2.703	8	1310	.006
3	.365	.133	.102	.551	.027	1.767	23	1287	.014

Table D-6. Institutional Respect for Diversity and Individuality Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Model 1	(Constant)	3.936	.078		50.341	.000
	Recoded Age Groups	-.110	.015	-.195	-7.283	.000
	Black/African American	-.559	.117	-.128	-4.774	.000
	American Indian/Native American	-.100	.251	-.010	-.397	.691
	Asian or Asian American	-.113	.070	-.046	-1.607	.108
	Other Race and Multiracial	-.084	.100	-.022	-.839	.402
	Recoded Spanish	-.048	.130	-.010	-.369	.712
	Catholic	.004	.045	.003	.094	.925
	Evangelical Christian	-.067	.058	-.033	-1.162	.245
	Other Christian	-.153	.122	-.034	-1.256	.209
	Other religion	-.109	.068	-.047	-1.596	.111
	No religion	-.099	.044	-.072	-2.239	.025
	Recoded Born Again	-.036	.043	-.026	-.835	.404
	Recoded International Student	-.079	.104	-.022	-.758	.449
	Respondent Married	-.325	.134	-.065	-2.433	.015

Table D-6 Continued.

	How would you characterize your political views?	.053	.019	.080	2.786	.005
Model 2	(Constant)	4.167	.121		34.464	.000
	Recoded Age Groups	-.102	.015	-.180	-6.622	.000
	Black/African American	-.552	.117	-.126	-4.714	.000
	American Indian/Native American	-.091	.250	-.010	-.365	.715
	Asian or Asian American	-.108	.071	-.043	-1.524	.128
	Other Race and Multiracial	-.078	.100	-.021	-.783	.434
	Recoded Spanish	-.041	.130	-.008	-.316	.752
	Catholic	.024	.045	.016	.526	.599
	Evangelical Christian	-.061	.058	-.030	-1.049	.294
	Other Christian	-.159	.122	-.035	-1.311	.190
	Other religion	-.086	.068	-.037	-1.262	.207
	No religion	-.089	.044	-.064	-2.018	.044
	Recoded Born Again	-.036	.044	-.025	-.816	.415
	Recoded International Student	-.078	.104	-.021	-.749	.454
	Respondent Married	-.301	.134	-.060	-2.254	.024
	How would you characterize your political views?	.055	.019	.083	2.888	.004
	How many miles is this college from your permanent home?	.010	.023	.012	.437	.662



Table D-6 Continued.

	What is the estimated population of the area you grew up in?	-.031	.018	-.049	-1.727	.084
	Attended Public Magnet/Charter High School	-.027	.067	-.011	-.400	.689
	Attended a type of Private High School	-.118	.052	-.061	-2.282	.023
	Attended a form of Home School	.059	.215	.007	.275	.783
	About how much of your college expenses this year will be provided by your parents or family?	-.046	.015	-.089	-3.152	.002
	What is the highest level of education that your father completed?	-.016	.011	-.044	-1.423	.155
	What is the highest level of education that your mother completed?	-.010	.013	-.025	-.827	.408
Model 3	(Constant)	4.092	.181		22.631	.000
	Recoded Age Groups	-.001	.031	-.002	-.030	.976
	Black/African American	-.522	.117	-.119	-4.445	.000
	American Indian/Native American	-.084	.252	-.009	-.335	.738
	Asian or Asian American	-.116	.071	-.047	-1.635	.102
	Other Race and Multiracial	-.062	.100	-.016	-.621	.535
	Recoded Spanish	-.026	.131	-.005	-.198	.843
	Catholic	.020	.045	.014	.441	.659

Table D-6 Continued.

Evangelical Christian	-.045	.058	-.022	-.769	.442
Other Christian	-.172	.122	-.038	-1.415	.157
Other religion	-.085	.068	-.037	-1.242	.215
No religion	-.095	.045	-.068	-2.131	.033
Recoded Born Again	-.020	.045	-.014	-.455	.649
Recoded International Student	-.104	.105	-.029	-.989	.323
Respondent Married	-.317	.134	-.063	-2.358	.019
How would you characterize your political views?	.051	.019	.077	2.660	.008
How many miles is this college from your permanent home?	.003	.024	.004	.127	.899
What is the estimated population of the area you grew up in?	-.032	.018	-.052	-1.792	.073
Attended Public Magnet/Charter High School	-.013	.067	-.005	-.190	.849
Attended a type of Private High School	-.119	.052	-.062	-2.296	.022
Attended a form of Home School	.094	.218	.012	.430	.667
About how much of your college expenses this year will be provided by your parents or family?	-.039	.015	-.077	-2.661	.008

Table D-6 Continued.

What is the highest level of education that your father completed?	-.014	.011	-.039	-1.277	.202
What is the highest level of education that your mother completed?	-.012	.013	-.028	-.938	.348
What is your class rank?	-.089	.028	-.179	-3.170	.002
Science major	-.086	.045	-.073	-1.926	.054
Social Science major	-.058	.059	-.034	-.986	.324
Humanities major	-.064	.064	-.031	-.987	.324
Arts major	-.008	.109	-.002	-.078	.938
Other/Multidisciplinary/Undecided major	.008	.057	.005	.141	.888
Science major2	.090	.043	.061	2.075	.038
Business major2	.085	.057	.042	1.496	.135
Social Science major2	-.056	.052	-.032	-1.072	.284
Humanities major2	-.016	.060	-.007	-.257	.797
Arts major2	-.082	.108	-.021	-.767	.443
Other/Multidisciplinary major2	.003	.064	.002	.054	.957
Live in Off-Campus Housing	.000	.046	.000	-.009	.993
Live in Greek Housing	.027	.118	.007	.224	.822
Live at Parents' Home	.150	.185	.022	.813	.416

Table D-6 Continued.

Are you a member of a Greek social fraternity or sorority?	.052	.051	.030	1.022	.307
Recoded Athlete	-.062	.073	-.023	-.847	.397
Recoded Current Institution	.019	.074	.010	.262	.793
Attended 2-year Institution	-.030	.054	-.017	-.559	.576
Attended 4-year Institution	-.053	.086	-.022	-.614	.539
Attended Some Other Institution	.300	.325	.024	.925	.355
Attended more than one kind of institution	-.291	.289	-.027	-1.009	.313
Liberal Arts College	-.156	.076	-.063	-2.046	.041

Table D-7. Institutional Standards and Regulations Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.257	.066	.055	.595	.066	6.223	15	1320	.000
2	.272	.074	.058	.595	.008	1.428	8	1312	.180
3	.331	.110	.078	.588	.036	2.239	23	1289	.001

Table D-8. Institutional Standards and Regulations Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Model 1	(Constant)	3.958	.083		47.443	.000
	Recoded Age Groups	-.116	.016	-.194	-7.153	.000
	Black/African American	-.065	.125	-.014	-.517	.605
	American Indian/Native American	-.086	.268	-.009	-.321	.748
	Asian or Asian American	.008	.075	.003	.101	.920
	Other Race and Multiracial	-.085	.107	-.021	-.796	.426
	Recoded Spanish	-.017	.139	-.003	-.124	.902
	Catholic	-.010	.048	-.007	-.217	.829
	Evangelical Christian	-.119	.062	-.055	-1.923	.055
	Other Christian	-.218	.130	-.045	-1.676	.094
	Other religion	-.187	.073	-.077	-2.567	.010
	No religion	-.105	.047	-.071	-2.211	.027
	Recoded Born Again	-.098	.046	-.066	-2.120	.034
	Recoded International Student	.104	.111	.027	.938	.348
	Respondent Married	-.207	.143	-.039	-1.450	.147
How would you characterize your political views?	.051	.020	.072	2.482	.013	
Model 2	(Constant)	4.150	.130		32.022	.000
	Recoded Age Groups	-.108	.017	-.181	-6.530	.000
	Black/African American	-.056	.126	-.012	-.443	.658

Table D-8 Continued.

American Indian/Native American	-.075	.268	-.007	-.278	.781
Asian or Asian American	.012	.075	.005	.160	.873
Other Race and Multiracial	-.081	.107	-.020	-.757	.449
Recorded Spanish	-.010	.139	-.002	-.070	.944
Catholic	.006	.048	.004	.115	.909
Evangelical Christian	-.112	.062	-.052	-1.802	.072
Other Christian	-.216	.130	-.045	-1.657	.098
Other religion	-.170	.073	-.070	-2.333	.020
No religion	-.097	.048	-.066	-2.036	.042
Recorded Born Again	-.093	.047	-.062	-1.973	.049
Recorded International Student	.096	.112	.025	.856	.392
Respondent Married	-.187	.143	-.035	-1.308	.191
How would you characterize your political views?	.052	.020	.074	2.527	.012
How many miles is this college from your permanent home?	-.001	.024	-.002	-.056	.955
What is the estimated population of the area you grew up in?	-.013	.019	-.020	-.701	.483
Attended Public Magnet/Charter High School	.047	.072	.018	.648	.517
Attended a type of Private High School	-.077	.055	-.038	-1.392	.164

Table D-8 Continued.

Model 3	Attended a form of Home School	-.046	.231	-.005	-.197	.844
	About how much of your college expenses this year will be provided by your parents or family?	-.041	.016	-.076	-2.650	.008
	What is the highest level of education that your father completed?	-.014	.012	-.036	-1.144	.253
	What is the highest level of education that your mother completed?	-.009	.013	-.020	-.667	.505
	(Constant)	4.472	.193		23.162	.000
	Recoded Age Groups	-.011	.034	-.018	-.319	.750
	Black/African American	-.034	.125	-.007	-.274	.784
	American Indian/Native American	-.061	.269	-.006	-.226	.821
	Asian or Asian American	.022	.075	.008	.288	.774
	Other Race and Multiracial	-.077	.107	-.019	-.719	.472
	Recoded Spanish	-.011	.140	-.002	-.079	.937
	Catholic	.013	.048	.008	.259	.796
	Evangelical Christian	-.109	.062	-.050	-1.751	.080
	Other Christian	-.228	.130	-.047	-1.757	.079
	Other religion	-.164	.073	-.067	-2.250	.025
	No religion	-.085	.048	-.058	-1.796	.073
	Recoded Born Again	-.051	.048	-.034	-1.074	.283

Table D-8 Continued.

Recoded International Student	.110	.112	.029	.975	.330
Respondent Married	-.178	.143	-.033	-1.240	.215
How would you characterize your political views?	.050	.020	.071	2.434	.015
How many miles is this college from your permanent home?	-.010	.025	-.011	-.394	.694
What is the estimated population of the area you grew up in?	-.023	.019	-.035	-1.193	.233
Attended Public Magnet/Charter High School	.071	.072	.027	.992	.321
Attended a type of Private High School	-.091	.055	-.045	-1.649	.099
Attended a form of Home School	.005	.233	.001	.020	.984
About how much of your college expenses this year will be provided by your parents or family?	-.030	.016	-.056	-1.912	.056
What is the highest level of education that your father completed?	-.015	.012	-.038	-1.216	.224
What is the highest level of education that your mother completed?	-.009	.013	-.022	-.701	.483
What is your class rank?	-.116	.030	-.221	-3.873	.000



Table D-8 Continued.

Science major	-.105	.048	-.086	-2.214	.027
Social Science major	-.105	.063	-.057	-1.661	.097
Humanities major	-.099	.069	-.047	-1.444	.149
Arts major	.105	.116	.026	.903	.367
Other/Multidisciplinary/Undecided major	-.061	.061	-.034	-.993	.321
Science major2	-.047	.046	-.030	-1.026	.305
Business major2	.022	.061	.010	.354	.723
Social Science major2	-.018	.056	-.010	-.326	.744
Humanities major2	-.032	.065	-.014	-.497	.619
Arts major2	.032	.115	.008	.276	.783
Other/Multidisciplinary major2	.004	.068	.002	.065	.948
Live in Off-Campus Housing	.058	.049	.046	1.183	.237
Live in Greek Housing	.116	.127	.029	.921	.357
Live at Parents' Home	.037	.197	.005	.188	.851
Are you a member of a Greek social fraternity or sorority?	-.055	.054	-.030	-1.012	.312
Recorded Athlete	-.018	.078	-.006	-.237	.812
Recorded Current Institution	-.074	.079	-.036	-.945	.345
Attended 2-year Institution	-.081	.058	-.044	-1.404	.161
Attended 4-year Institution	-.051	.092	-.020	-.560	.576

Table D-8 Continued.

Attended Some Other Institution	.416	.347	.032	1.199	.231
Attended more than one kind of institution	-.214	.308	-.019	-.693	.488
Liberal Arts College	-.290	.082	-.111	-3.556	.000

Table D-9. Institutional Service to Both Students and Community Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.299	.089	.079	.618	.089	8.621	15	1319	.000
2	.317	.100	.085	.616	.011	2.034	8	1311	.040
3	.351	.123	.092	.613	.023	1.465	23	1288	.072

Table D-10. Institutional Service to Both Students and Community Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Model 1	(Constant)	4.042	.087		46.682	.000
	Recoded Age Groups	-.152	.017	-.241	-9.015	.000
	Black/African American	-.193	.130	-.040	-1.490	.137
	American Indian/Native American	-.110	.278	-.010	-.397	.691
	Asian or Asian American	-.117	.077	-.043	-1.509	.132
	Other Race and Multiracial	-.068	.111	-.016	-.607	.544
	Recoded Spanish	-.049	.144	-.009	-.338	.735
	Catholic	-.020	.050	-.012	-.403	.687

Table D-10 Continued.

Model 2	Evangelical Christian	-.037	.064	-.016	-.581	.561
	Other Christian	-.004	.135	-.001	-.033	.974
	Other religion	-.224	.076	-.088	-2.965	.003
	No religion	-.091	.049	-.059	-1.858	.063
	Recoded Born Again	-.020	.048	-.013	-.415	.678
	Recoded International Student	.115	.115	.028	.998	.319
	Respondent Married	-.231	.148	-.041	-1.560	.119
	How would you characterize your political views?	.054	.021	.074	2.572	.010
	(Constant)	4.228	.134		31.494	.000
	Recoded Age Groups	-.149	.017	-.237	-8.701	.000
	Black/African American	-.199	.130	-.041	-1.533	.126
	American Indian/Native American	-.133	.278	-.013	-.477	.634
	Asian or Asian American	-.114	.078	-.042	-1.462	.144
	Other Race and Multiracial	-.077	.111	-.018	-.689	.491
	Recoded Spanish	-.042	.144	-.008	-.292	.771
	Catholic	.002	.050	.001	.040	.968
	Evangelical Christian	-.026	.065	-.011	-.399	.690
	Other Christian	-.015	.135	-.003	-.111	.912
	Other religion	-.210	.076	-.082	-2.777	.006
	No religion	-.091	.049	-.059	-1.845	.065
	Recoded Born Again	-.030	.049	-.019	-.613	.540

Table D-10 Continued.

	Recoded International Student	.119	.116	.029	1.025	.306
	Respondent Married	-.247	.149	-.044	-1.661	.097
	How would you characterize your political views?	.051	.021	.070	2.428	.015
	How many miles is this college from your permanent home?	.031	.025	.034	1.235	.217
	What is the estimated population of the area you grew up in?	-.032	.020	-.046	-1.602	.109
	Attended Public Magnet/Charter High School	.058	.075	.021	.775	.439
	Attended a type of Private High School	-.071	.057	-.034	-1.242	.215
	Attended a form of Home School	.011	.239	.001	.046	.963
	About how much of your college expenses this year will be provided by your parents or family?	-.005	.016	-.010	-.340	.734
	What is the highest level of education that your father completed?	-.014	.012	-.036	-1.155	.248
	What is the highest level of education that your mother completed?	-.027	.014	-.058	-1.906	.057
Model 3	(Constant)	4.309	.201		21.393	.000
	Recoded Age Groups	-.073	.035	-.116	-2.078	.038

Table D-10 Continued.

Black/African American	-.189	.131	-.039	-1.442	.150
American Indian/Native American	-.232	.281	-.022	-.826	.409
Asian or Asian American	-.094	.078	-.034	-1.194	.233
Other Race and Multiracial	-.051	.112	-.012	-.459	.646
Recoded Spanish Catholic	-.002	.146	.000	-.015	.988
Evangelical Christian	.013	.051	.008	.264	.792
Other Christian	-.017	.065	-.007	-.259	.796
Other religion	-.039	.135	-.008	-.285	.775
No religion	-.215	.076	-.084	-2.830	.005
Recoded Born Again	-.078	.050	-.050	-1.565	.118
Recoded International Student	-.057	.050	-.036	-1.138	.255
Respondent Married	.123	.117	.031	1.050	.294
How would you characterize your political views?	-.256	.150	-.046	-1.712	.087
How many miles is this college from your permanent home?	.056	.021	.077	2.646	.008
What is the estimated population of the area you grew up in?	.035	.026	.038	1.327	.185
Attended Public Magnet/Charter High School	-.033	.020	-.047	-1.639	.101
	.071	.075	.025	.941	.347

Table D-10 Continued.

Attended a type of Private High School	-.083	.058	-.039	-1.449	.148
Attended a form of Home School	.024	.243	.003	.100	.920
About how much of your college expenses this year will be provided by your parents or family?	-.012	.017	-.022	-.745	.457
What is the highest level of education that your father completed?	-.010	.012	-.025	-.790	.429
What is the highest level of education that your mother completed?	-.022	.014	-.047	-1.556	.120
What is your class rank?	-.072	.031	-.131	-2.309	.021
Science major	-.063	.050	-.049	-1.270	.204
Social Science major	.003	.066	.002	.049	.961
Humanities major	.062	.072	.028	.869	.385
Arts major	.176	.121	.042	1.457	.145
Other/Multidisciplinary/Undecided major	-.003	.064	-.002	-.053	.958
Science major2	-.008	.048	-.005	-.173	.863
Business major2	-.002	.063	-.001	-.032	.975
Social Science major2	-.101	.058	-.052	-1.723	.085
Humanities major2	-.049	.067	-.020	-.728	.467

Table D-10 Continued.

Arts major2	-.036	.120	-.008	-.298	.765
Other/Multidisciplinary major2	.009	.071	.004	.132	.895
Live in Off-Campus Housing	-.006	.051	-.005	-.120	.905
Live in Greek Housing	-.125	.132	-.030	-.949	.343
Live at Parents' Home	-.103	.206	-.014	-.501	.616
Are you a member of a Greek social fraternity or sorority?	-.006	.057	-.003	-.111	.911
Recoded Athlete	.020	.082	.007	.251	.802
Recoded Current Institution	-.099	.082	-.045	-1.206	.228
Attended 2-year Institution	-.075	.060	-.039	-1.258	.209
Attended 4-year Institution	-.110	.096	-.041	-1.153	.249
Attended Some Other Institution	.484	.362	.036	1.338	.181
Attended more than one kind of institution	-.285	.321	-.024	-.887	.375
Liberal Arts College	.213	.085	.077	2.495	.013

Table D-11. Institutional Rituals and Celebrations Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.256	.066	.055	.676	.066	6.187	15	1320	.000
2	.267	.071	.055	.676	.005	.960	8	1312	.466
3	.291	.085	.052	.677	.014	.839	23	1289	.683

Table D-12. Institutional Rituals and Celebrations Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Model 1	(Constant)	3.986	.095		42.065	.000
	Recoded Age Groups	-.133	.018	-.195	-7.209	.000
	Black/African American	-.039	.142	-.007	-.275	.784
	American Indian/Native American	.169	.304	.015	.557	.578
	Asian or Asian American	-.053	.085	-.018	-.628	.530
	Other Race and Multiracial	-.071	.122	-.016	-.579	.563
	Recoded Spanish	.198	.158	.034	1.253	.210
	Catholic	.031	.054	.018	.572	.567
	Evangelical Christian	-.174	.070	-.070	-2.478	.013
	Other Christian	-.022	.148	-.004	-.149	.881
	Other religion	-.059	.083	-.021	-.716	.474
	No religion	-.081	.054	-.048	-1.499	.134
	Recoded Born Again	-.036	.053	-.021	-.676	.499
	Recoded International Student	-.072	.126	-.016	-.570	.568
	Respondent Married	-.418	.162	-.069	-2.578	.010
	How would you characterize your political views?	.053	.023	.067	2.304	.021
Model 2	(Constant)	4.080	.147		27.679	.000
	Recoded Age Groups	-.132	.019	-.195	-7.032	.000
	Black/African American	-.031	.143	-.006	-.215	.829



Table D-12 Continued.

American Indian/Native American	.157	.305	.014	.515	.607
Asian or Asian American	-.056	.086	-.019	-.657	.511
Other Race and Multiracial	-.083	.122	-.018	-.678	.498
Recoded Spanish	.196	.158	.033	1.242	.214
Catholic	.040	.055	.023	.735	.462
Evangelical Christian	-.173	.071	-.070	-2.447	.015
Other Christian	-.014	.148	-.002	-.091	.927
Other religion	-.054	.083	-.020	-.651	.515
No religion	-.079	.054	-.048	-1.465	.143
Recoded Born Again	-.037	.053	-.022	-.692	.489
Recoded International Student	-.090	.127	-.021	-.710	.478
Respondent Married	-.417	.163	-.069	-2.556	.011
How would you characterize your political views?	.054	.023	.068	2.305	.021
How many miles is this college from your permanent home?	.000	.028	.000	.008	.994
What is the estimated population of the area you grew up in?	.018	.022	.025	.853	.394
Attended Public Magnet/Charter High School	.039	.082	.013	.472	.637
Attended a type of Private High School	-.079	.063	-.034	-1.258	.209

Table D-12 Continued.

Model 3	Attended a form of Home School	.158	.262	.016	.604	.546
	About how much of your college expenses this year will be provided by your parents or family?	-.012	.018	-.019	-.663	.508
	What is the highest level of education that your father completed?	-.027	.014	-.063	-1.996	.046
	What is the highest level of education that your mother completed?	.002	.015	.004	.127	.899
	(Constant)	4.200	.222		18.898	.000
	Recoded Age Groups	-.077	.039	-.113	-1.983	.048
	Black/African American	-.031	.144	-.006	-.216	.829
	American Indian/Native American	.137	.310	.012	.444	.657
	Asian or Asian American	-.047	.087	-.016	-.546	.585
	Other Race and Multiracial	-.065	.123	-.014	-.524	.601
	Recoded Spanish	.236	.161	.040	1.468	.142
	Catholic	.035	.056	.020	.633	.527
	Evangelical Christian	-.165	.072	-.067	-2.300	.022
	Other Christian	-.031	.149	-.006	-.211	.833
	Other religion	-.044	.084	-.016	-.526	.599
	No religion	-.073	.055	-.044	-1.332	.183
	Recoded Born Again	-.036	.055	-.021	-.656	.512

Table D-12 Continued.

Recoded International Student	-.073	.129	-.017	-.567	.571
Respondent Married	-.437	.165	-.072	-2.645	.008
How would you characterize your political views?	.052	.024	.066	2.225	.026
How many miles is this college from your permanent home?	-.003	.029	-.003	-.090	.928
What is the estimated population of the area you grew up in?	.013	.022	.018	.602	.547
Attended Public Magnet/Charter High School	.068	.083	.022	.818	.413
Attended a type of Private High School	-.083	.063	-.036	-1.305	.192
Attended a form of Home School	.135	.268	.014	.502	.616
About how much of your college expenses this year will be provided by your parents or family?	-.010	.018	-.016	-.524	.600
What is the highest level of education that your father completed?	-.026	.014	-.060	-1.885	.060
What is the highest level of education that your mother completed?	.005	.015	.010	.317	.751
What is your class rank?	-.057	.034	-.097	-1.667	.096

Table D-12 Continued.

Science major	-.136	.055	-.098	-2.488	.013
Social Science major	-.008	.073	-.004	-.111	.912
Humanities major	-.100	.079	-.041	-1.258	.209
Arts major	-.094	.134	-.021	-.704	.481
Other/Multidisciplinary/Undecided major	-.107	.070	-.052	-1.523	.128
Science major2	-.048	.053	-.027	-.912	.362
Business major2	-.070	.070	-.029	-.995	.320
Social Science major2	-.039	.064	-.019	-.606	.545
Humanities major2	.001	.074	.000	.009	.993
Arts major2	.005	.132	.001	.040	.968
Other/Multidisciplinary major2	.005	.078	.002	.060	.952
Live in Off-Campus Housing	-.005	.057	-.003	-.081	.936
Live in Greek Housing	-.037	.146	-.008	-.252	.801
Live at Parents' Home	-.040	.227	-.005	-.178	.859
Are you a member of a Greek social fraternity or sorority?	.018	.063	.009	.289	.773
Recoded Athlete	-.064	.090	-.020	-.720	.472
Recoded Current Institution	-.042	.090	-.018	-.461	.645
Attended 2-year Institution	.015	.066	.007	.233	.816

Table D-12 Continued.

Attended 4-year Institution	-.007	.106	-.002	-.063	.950
Attended Some Other Institution	-.087	.399	-.006	-.217	.828
Attended more than one kind of institution	-.613	.355	-.048	-1.727	.084
Liberal Arts College	-.059	.094	-.020	-.625	.532

Table D-13. Institutional Physical Location and Interaction Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.239	.057	.046	.580	.057	5.324	15	1319	.000
2	.264	.070	.053	.578	.013	2.229	8	1311	.023
3	.380	.144	.114	.559	.075	4.876	23	1288	.000

Table D-14. Institutional Physical Location and Interaction Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Model 1	(Constant)	4.167	.081		51.298	.000
	Recoded Age Groups	-.105	.016	-.181	-6.665	.000
	Black/African American	-.252	.122	-.057	-2.073	.038
	American Indian/Native American	.089	.261	.009	.342	.733
	Asian or Asian American	-.198	.073	-.079	-2.718	.007
	Other Race and Multiracial	-.215	.106	-.055	-2.028	.043
	Recoded Spanish	-.139	.135	-.028	-1.024	.306
	Catholic	.030	.047	.020	.645	.519

Table D-14 Continued.

Model 2	Evangelical Christian	.021	.060	.010	.351	.726
	Other Christian	-.004	.127	-.001	-.035	.972
	Other religion	-.029	.071	-.012	-.408	.683
	No religion	-.001	.046	-.001	-.029	.977
	Recoded Born Again	-.072	.045	-.050	-1.597	.110
	Recoded International Student	.061	.110	.016	.560	.576
	Respondent Married	-.077	.139	-.015	-.555	.579
	How would you characterize your political views?	.046	.020	.068	2.325	.020
	(Constant)	4.241	.126		33.681	.000
	Recoded Age Groups	-.095	.016	-.163	-5.885	.000
	Black/African American	-.247	.122	-.055	-2.025	.043
	American Indian/Native American	.126	.261	.013	.484	.629
	Asian or Asian American	-.198	.073	-.079	-2.711	.007
	Other Race and Multiracial	-.199	.106	-.051	-1.879	.060
	Recoded Spanish	-.136	.135	-.027	-1.011	.312
	Catholic	.037	.047	.025	.790	.430
	Evangelical Christian	.034	.061	.016	.561	.575
	Other Christian	.005	.127	.001	.043	.966
	Other religion	-.017	.071	-.007	-.237	.813
	No religion	.007	.046	.005	.148	.882
	Recoded Born Again	-.050	.046	-.035	-1.098	.272

Table D-14 Continued.

	Recoded International Student	.046	.110	.012	.413	.679
	Respondent Married	-.043	.139	-.008	-.308	.758
	How would you characterize your political views?	.049	.020	.073	2.488	.013
	How many miles is this college from your permanent home?	-.014	.024	-.017	-.592	.554
	What is the estimated population of the area you grew up in?	.003	.018	.005	.177	.860
	Attended Public Magnet/Charter High School	.022	.070	.009	.315	.753
	Attended a type of Private High School	-.078	.054	-.040	-1.448	.148
	Attended a form of Home School	-.345	.224	-.042	-1.538	.124
	About how much of your college expenses this year will be provided by your parents or family?	-.052	.015	-.099	-3.429	.001
	What is the highest level of education that your father completed?	.002	.012	.005	.169	.866
	What is the highest level of education that your mother completed?	.002	.013	.005	.164	.870
Model 3	(Constant)	4.294	.183		23.407	.000
	Recoded Age Groups	-.036	.032	-.062	-1.126	.261

Table D-14 Continued.

Black/African American	-.205	.119	-.046	-1.719	.086
American Indian/Native American	.201	.255	.021	.786	.432
Asian or Asian American	-.210	.072	-.083	-2.928	.003
Other Race and Multiracial	-.225	.103	-.057	-2.177	.030
Recoded Spanish	-.105	.133	-.021	-.792	.429
Catholic	.024	.046	.016	.521	.603
Evangelical Christian	.030	.059	.014	.513	.608
Other Christian	-.011	.123	-.002	-.088	.930
Other religion	-.011	.069	-.005	-.153	.878
No religion	-.011	.045	-.008	-.239	.811
Recoded Born Again	.011	.045	.008	.246	.806
Recoded International Student	.027	.108	.007	.249	.803
Respondent Married	-.022	.136	-.004	-.163	.870
How would you characterize your political views?	.042	.019	.062	2.159	.031
How many miles is this college from your permanent home?	-.028	.024	-.033	-1.158	.247
What is the estimated population of the area you grew up in?	.001	.018	.002	.061	.951
Attended Public Magnet/Charter High School	.047	.068	.018	.681	.496



Table D-14 Continued.

Attended a type of Private High School	-.077	.053	-.039	-1.468	.142
Attended a form of Home School	-.334	.221	-.041	-1.510	.131
About how much of your college expenses this year will be provided by your parents or family?	-.035	.015	-.066	-2.312	.021
What is the highest level of education that your father completed?	-.003	.011	-.009	-.290	.772
What is the highest level of education that your mother completed?	-.004	.013	-.011	-.349	.727
What is your class rank?	-.063	.028	-.124	-2.210	.027
Science major	-.061	.045	-.051	-1.354	.176
Social Science major	-.045	.060	-.025	-.746	.456
Humanities major	-.134	.065	-.065	-2.055	.040
Arts major	.101	.110	.026	.915	.360
Other/Multidisciplinary/Undecided major	-.093	.058	-.053	-1.597	.111
Science major2	.010	.044	.006	.222	.824
Business major2	-.041	.058	-.020	-.713	.476
Social Science major2	.080	.053	.045	1.500	.134
Humanities major2	-.090	.061	-.041	-1.468	.142

Table D-14 Continued.

Arts major2	-.113	.109	-.028	-1.040	.299
Other/Multidisciplinary major2	-.033	.065	-.014	-.507	.612
Live in Off-Campus Housing	.058	.047	.048	1.239	.216
Live in Greek Housing	-.051	.120	-.013	-.425	.671
Live at Parents' Home	.305	.187	.044	1.628	.104
Are you a member of a Greek social fraternity or sorority?	.062	.052	.035	1.195	.232
Recoded Athlete	.122	.074	.044	1.651	.099
Recoded Current Institution	-.011	.075	-.006	-.154	.878
Attended 2-year Institution	-.017	.055	-.010	-.311	.756
Attended 4-year Institution	-.019	.087	-.007	-.213	.832
Attended Some Other Institution	-.263	.329	-.021	-.797	.426
Attended more than one kind of institution	-.491	.293	-.045	-1.678	.094
Liberal Arts College	-.627	.078	-.248	-8.089	.000

**APPENDIX E: DISCUSSION OF EFFECTS OF TECHNICAL  
ERROR**

This appendix was created to discuss the technical error the author incurred while administering the survey in this study. This appendix discusses three aspects of the effects of the technical error. The first aspect described is the events that led to the technical error that interrupted the collection of data at Mid-Atlantic State University. The second aspect discussed is a content analysis of the e-mails received after the reply by a student to the initial e-mail sent by the author via the listserv. The final aspect discussed is the effects of the events that resulted after a technical error occurred and the flood of e-mails the author received.

A listserv titled “Campus Community Assessment” was created for the use during this study. The listserv contained the e-mail addresses of all the undergraduate students at Mid-Atlantic State University that had not blocked their private information for research purposes. This listserv was set-up to send all responses to the initial e-mail sent to the students to the owner/moderator (the researcher). However, it was not known at the time by the researcher that the listserv software used by the university did not account for the “reply all” function available in most e-mail systems even though an option available to users of the software states that it can. The technical error that was discovered during this study created an abrupt flood of e-mail responses to all members of the survey population upon the actions of an undergraduate student. Below is a detailed account of how the event unfolded.

On September 25, 2006 the initial e-mail was sent via the created listserv to the undergraduate population of approximately 22,000 students at Mid-Atlantic State University. During the early morning hours of September 26, an undergraduate student replied to the initial e-mail. The student inadvertently used the “reply all” function on his e-mail account to send the

author an e-mail concerning a campus forum being held later that same week concerning the diversity climate at Mid-Atlantic State University. The topic of the e-mail, and the fact that it had been sent over the listserv to the entire undergraduate population, was viewed by many as “junk mail” and negatively by others. This led to a flood of e-mails responding to the first reply and those that followed. Within two hours the listserv was locked down by the information technology staff at the university to prevent any more e-mails to be sent over the listserv to the undergraduate population. All of the replies, however, were received by the researcher. By mid-morning on September 26, the listserv was permanently deleted to prevent any more replies from being sent. However, students e-mailed the author directly after the listserv had been deleted.

The initial e-mail reply that was sent by a student concerning the diversity forum being held by the university led to 155 reply e-mails sent over the listserv during an approximate seven day period. Eighty-nine percent (138 e-mails) were received within one day of the reply to the initial e-mail being sent to the author, and the remaining e-mails were received two days or more later. The table below shows the frequency of the e-mail received after the technical error.

Table E-1. E-mail Responses Received

<b>Date Received</b>	<b>Frequency</b>	<b>Percent</b>
September 26, 2006	138	89.0%
September 27, 2006	11	7.1%
September 28, 2006	3	1.9%
September 29, 2006	1	0.6%
October 2, 2006	2	1.3%
Total	155	100.0%

On account of the numerous e-mails being sent over the listserv in a brief amount of time many of the e-mails that were sent, either to the researcher directly or indirectly to the researcher through the listserv, asked for removal or directions on how to remove themselves from the listserv. Also, several students used the listserv to send junk mail to the student population. These e-mail responses were mostly harmless and more of an annoyance to the undergraduate population. However, the topic that the initial reply discussed spurred several e-mails that reacted to the topic and e-mails reaction to those reactions by other students.

The topic that was discussed in the initial reply sent to the author and over the listserv pertained to a forum that was going to be held at a later date to discuss the lack of faculty and students of color at Mid-Atlantic State University and the overall campus diversity climate at the institution. Also, the forum discussed the dismissal of an African American professor at the institution and the related context. The student who sent the initial reply e-mail saw content in the CUCI that was relevant to the campus issue of diversity. Since 1998, Mid-Atlantic State University has visibly been committing its administrative efforts to improving the diversity climate at the institution. The institution had also created a statement to publicly show the commitment of the university to promoting diversity, and a six-year strategic plan concerning the diversity climate of the institution with the goals of 1) increasing and enhancing student, faculty and staff diversity; 2) improving the university climate; 3) creating a program of education and training opportunities; 4) creating a system of responsibility, accountability and recognition; and 5) developing internal and external collaborations and partnerships. As part of the efforts to improve the diversity climate, a diversity task force was created under the provost's office to aid

the goals of increasing diversity at the institution, specifically racial and ethnic diversity. This task force was the sponsor and facilitator of the forum.

A content analysis of the e-mails that were collected over the seven day period was conducted to filter out the e-mails that were received in response to the initial e-mail sent to the researcher in response to the survey topic. Eighteen e-mails were found to directly relate to the topic of the campus diversity forum. Below is the text from the eighteen e-mails that were sent over the listserv or to the researcher. The content analysis is useful to gauge the campus climate towards the issue of diversity. The text has been edited to censor the names of individuals, the institution mentioned by students, and any other information that could link the text to a particular student, professor, or institution. The text is also presented in its original form including grammatical, spelling, and typographical errors, with exception of the censoring mentioned above which is shown in brackets. One last item to mention is the e-mail content is listed below in the order they were received. The text is numbered to provide the reader with a way to track the responses received.

Initial E-mail Reply:

Dear W. Carson Byrd,

During the spring semester one of the greatest teachers at our University was fired due to institutionalized racism within the [Department Name Deleted] Department. His name was Professor [Name Deleted], was very politically active, and a phenomenal teacher as shown by his

ratings given to him by his students on teacher evaluation forms. Anywhere from 150 to 200 students protested his dismissal and the protest centered on the lack of professors of color at this institution.

The protest was a success in two ways. One, the Provost agreed to specifically talk one on one with each professor of color at [Mid-Atlantic State University]. Secondly, a task force was created.

The [Committee] will be giving a presentation this Thursday at 6pm in the [Student Union].

It is essential that there is a strong showing at this presentation. More needs to be done to improve this campus, and a strong showing is essential to displaying to the administration that racism and lack of diversity at our campus is something students are deeply concerned about.

It would be greatly appreciated if you could send out an email over the Campus Community Assessment Listserv so that students have knowledge that this task force will be occurring on Thursday, and so that students understand the urgency of attending this event to help continue to place pressure on this University to initiate meaningful change.

Text Received Following E-mail Reply:

1. "No one cares about your little protest. Stop cluttering up my damn inbox with this useless crap. You came here to get an education, do like the professors chosen to teach you then leave and take your money elsewhere."



2. “Don't EVER (sic.) spam my email account with your liberal garabage EVER (sic.)again.

[Professor who was dismissed] was a bum and deserved to be fired.”

3. “To be frank, I am sick and tired of seeing all these messages from you guys whining about a damn email and use of a listserv... (sic.) if you don't like the message then delete.... (sic.) no need to clog my inbox with filth like this. You said we are here to get an education right... (sic.) well majority of the education you get in college is NOT (sic.) in the classroom. I seriously think you need to look up the definition of SPAM... (sic.) This is that was sent out from [Student who sent initial reply] (who I don't personally know) has a legitimate cause and students need to KNOW (sic.) about things that are going on in THEIR (sic.) community aka this great institution that we're paying to recieve (sic.) an education. Education in the classroom can only go but so far and putting out emails like (sic.) to share with various organizations are important. I am speaking as a president of two student organizations here on campus where my members can benefit from something like this. So... (sic.) think before you hit the ‘reply’ on future emails. If you don't like it then that's why there is a lil ‘x’ (sic.) in the top right hand corner of your window. Oh and about there being a lot of diversity here...wow... (sic.) clearly not the case. It would seem that way if you are one of the ‘majority’ not the ‘minority’. I tell what... (sic.) do a little research on the number of incoming freshman this year that were Latino, Asian, of African descent, middle eastern, etc and then compare that to the number of those classified as ‘white’ or ‘European’. The office of admissions has these records and they can be found online... (sic.) the results just may surprise you. Another thing you may want to look at for your ‘diversity’ study would be the graduation or retention rate of these groups. I'm sorry but just because there is

Native American and African American history months and maybe one week for Hispanics just doesn't cut it for diversity. But then again if you look at our football and basketball teams that should be diverse enough right... (sic.) Just food for thought.”

4. “Diversity rules! The future is brown! Peace and love to all!”

5. “Where is your proof of this institutionalized racism? Do you know exactly what he was fired for? I would think that the reason for which he was fired would probably be kept private unless it was a very important issue. Further more if you heard the reason for which he was fired from anyone other than the department or from [Mid-Atlantic State University] directly, I can assume there was bias.”

6. “I’m willing to bet that someone has either wrongfully or unintentionally accessed/created a listserv directed at a great mass of the student body. This is unfortunate, but I assure you that: The university will take corrective action: Any response should be in adherence to the [Mid-Atlantic State University’s Statement of Diversity], which is in the following link: [Link to mentioned statement on diversity]. So please refrain from any further posting or the temptation of ignorant remarks. Any message sent can be observed and prosecuted by the university.”

7. “I’d just like to take this moment to point out that if one [Student who responded to an earlier comment] hadn't felt it necessary to whine about getting ONE (sic.) additional e-mail over a listserv, then this whole string of spam wouldn't have been started. I get the feeling most of you who are bothered by getting e-mails are using webmail (sic.). You should take a moment to set

up an e-mail client to download your messages for you, it makes it much easier to just down-arrow-delete through messages. No effort required whatsoever. Outlook is your friend, Windows users. Oh, I also facebook (sic.) stalked [Student mentioned above] and notice that he's white, male, an engineer, and a republican. Which just goes to further prove that whites, men, engineers and republicans will be the downfall of society.”

8. “Thank you so very much for informing me that [Professor who was dismissed] was fired for ‘institutionalized’ racism. I am surprised that with your seeming lack of intellect you were able describe (sic.) racism so ‘conventionally’. I would also like to let you know that I appreciate all he did for this school. Your description that he was a ‘phenomenal’ teacher really hit the spot; it’s remarkable that you expect us to quantify a professor’s contribution to this university by telling us the ratings he was given on student evaluation forms. What actually did your protest accomplish? The only point it drove across was that narrow-minded people still see the success of an institution in black and white. Awesome, way to perpetuate the very stereotype you wish to eliminate. I am very impressed with your comprehension and usage of the English language. Your non-coherent points and lack of any recognizable structure allow me to empathize with the type of student who would blindly protest something they do not fully understand nor wish to fully explain. would (sic.) like to hear your argument against the counter-points I raised. While I don’t know everything, your email is extremely vague and demeaning to the point that you think students at [Mid-Atlantic State University] will follow blindly in any direction appointed them in an email.”

9. “This coming from a native [Town where institution is located] and student at [Mid-Atlantic State University] who sees the town and university on the cross-roads of moral ruin. Your response dictates how dire the circumstances are. So what if someone submitted an email, people are dying in Iraq, and your complaining about an email? Be ashamed of yourselves. You should grow up and realize the problems that exist at this university and this country and stop denying reality for if you continue to deny it then, I.E. (sic.) in the political sphere you might not exist anymore. So rise to the challenge and stop being apathetical people, and learn to confront problems instead of resorting to ignoring them because your (sic.) raised in america (sic.) where we have the liberty and freedom to ignore because we destory (sic.) the traditional cultures of the rest of the world to perpetuate our ‘standard of living’.”

10. “I bet we were all put on here for filling out that survey for that grad student. I'm getting off here and I'm gonna (sic.) track the kid down and let them know what I think about how they've tried to ‘bring the campus community together’. United in hate.”

11. “he (sic.) got fired cuz (sic.) he didnt (sic.) do research look at professor contract not cuz (sic.) of race give it up already”

12. “Just because he was colored doesnt (sic.) make [Mid-Atlantic State University] racist good god the only people that make stuff like this racism are the damn people like you. maybe (sic.) he got fired just because he wasnt (sic.) tenured or because the department didnt (sic.) like how he taught but just because he's colored it goes straight to racism.”

13. "I want to be off this mailing list and i'm (sic.) sure as hell not going to any convention with such a stupid premise in cases like this."

14. "btW (sic.) I figure ill throw in my two cents. you (sic.) do not know exactly what the guy was fired for. you were not present when it happened and how can you depend upon the [Mid-Atlantic State University's student newspaper] for your information, half the stuff in there is 'Oh, what do I wear when it rains.....BS' (sic.) Furthermore, I hope the person who started this knows that legal action can be taken upon you simply for using the information you obtained (email addresses) (sic.) in a way that you were not authorized to. I say to everyone on here that we show up to this damn meeting with the campus attorney to meet this person who so decided to invite the whole school."

15. "I love how this genius thinks that the professor got fired because of his race. So what? If we get rid of affirmative action and actually accept people due to their merit, will that be racism too? Get over yourself, [Student who sent initial reply], and stop spamming us with your little thoughts. /rolls eyes (sic.)"

16. "No thanks. This institution is perfectly fine the way it is!"

17. "Do you even know what you are talking about. He had every right to get tenyear (sic.) and he didn't. other proffessors (sic.) just show up long enough and then get a spot. Everything is bias. So is your bullshit racist view!"

18. “People like you that do things like abusing a university listserv to send spam emails like this are a much bigger problem to today's society than racism is. [Mid-Atlantic State University] is more concerned with diversity and respect than probably any other institution in the state. Move away if you don't like it here. The next time you have a frivolous (sic.) idea like this you should just get back in bed for the day.”

The responses collected above present evidence of diversity related issues, specifically racial/ethnic diversity issues, lingering on campus of Mid-Atlantic State University. The responses also show that the institution needs to devote more resources towards promoting a positive diversity climate on campus. Perhaps the institution should annually provide information to the campus community describing the goals of diversity at the institution, the activities and organizations that are provided to facilitate diversity and resources for students, faculty and staff to consult for further information. One of the most disturbing findings that resulted from the description of the above e-mail text is the lack of tolerance and acceptance of differing views by students at Mid-Atlantic State University, albeit from an infinitesimal number of more than 22,000 enrolled students. Also, negative stereotypes of specific student groups were found as justification for someone's response to another student (see student response number seven).

From a methodological standpoint, the technical error and the flood of e-mail responses that resulted from the initial reply created a unique and serendipitous environment to study diversity on a college campus. The actual campus diversity climate was able to be seen by the

researcher via the technical error of the listserv software. A latent effect of using the listserv was that the listserv functioned as the vehicle for students at Mid-Atlantic State University to voice their uncensored opinions concerning a diversity related topic. This serendipitous finding could enhance researchers' methodological approach to studying sensitive topics such as diversity within social institutions. An approach that could be used by researchers to study the perceptions of individuals concerning different topics or groups, for instance in higher education research, is to use an unrestricted listserv that can contact the study's population. An e-mail that appears innocent and simply informative, such as the initial reply that was sent during the collection of data in this study, concerning a topic or specific group (i.e., a diversity forum, etc.) could be used to receive uncensored qualitative data in the form of opinions and reactions by the population. A content analysis could be run by the researcher(s) to ascertain the institutional climate towards the topic being researched. Although this approach is somewhat misleading to the respondents because of the opinions and reactions of a population would be recorded and analyzed without the individuals knowing, confidentiality and anonymity could be sustained by suppressing the identification information of the respondents (as was used in this study) to keep the risks of responding to the e-mail messages low. If some form of software is available to prevent the e-mail addresses and names of the individuals that reply to the messages could be withheld, the risk of responding to the messages could be lowered more as well. However, there is the risk that particular individuals could be identified in the text of the messages. This methodological approach could provide administrators at colleges and universities, as well as businesses, with valuable information to create new programs, organizations, courses, and other entities needed at the institution to create more community sentiment between the individuals who reside, work and study there.