



## Civility 2001

February 2001

### Purpose

This survey replicates the 1995 and 1998 studies of Ernest Boyer's six components defining an effective campus environment published in 1990 by the Carnegie Commission for the Advancement of Teaching.

### Implications/Highlights

Students in 2001 were more likely to indicate the University Park campus reflected an 'educationally purposeful,' 'caring,' and 'disciplined' climate. Two thirds of the respondents felt that Penn State was successful in creating a civil campus environment; a majority reported that they had found the campus climate 'supportive.' Three fourths were satisfied with the quality of their academic experiences; 80% were pleased with their out-of-class experiences.

### Participation Rate

N = 754 (63%) agreed to participate

N = 453 (37%) did not agree to participate

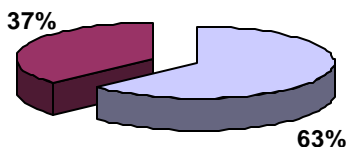


Figure 1. Participation rate

### Findings

A majority of students were satisfied with the quality of their academic and out-of-class experiences, their sense of belonging, and their decision to attend Penn State.

#### Satisfied With Quality of Penn State Experiences

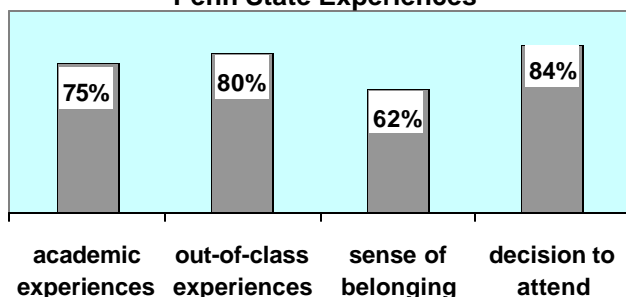


Figure 2. A majority of students were satisfied with the quality of their academic and out-of-class experiences, their decision to attend Penn State and Penn State's success in creating a sense of belonging.

\*Statistically significant at the .05 level

The survey began with an 'open-ended' question asking students to 'define civility' - which many students found to be difficult. The most common explanations revolved around 'respect,' 'courtesy,' 'getting along with others,' and 'being part of a community.'

Two-thirds (67%) of the respondents reported that Penn State was successful in creating a sense of civility on campus.

Students were asked how well the University Park campus community 'fit' the six principles of civility defined by Ernest Boyer. More of the 2001 survey respondents than of those in 1998 or 1995 thought the climate was purposeful, disciplined, and caring.

### Principles of Civility Defining Campus Climate

Six Principles	2001 N=754	1998 N=640	1995 N=362
Purposeful	70%	63%	57%
Open	64%	70%	53%
Just	54%	57%	49%
Disciplined	50%	42%	46%
Caring	65%	59%	54%
Celebrative	84%	87%	70%

Students (62%) indicated they felt the University Park campus climate was 'supportive.'

#### Students Felt Campus Climate Was Supportive

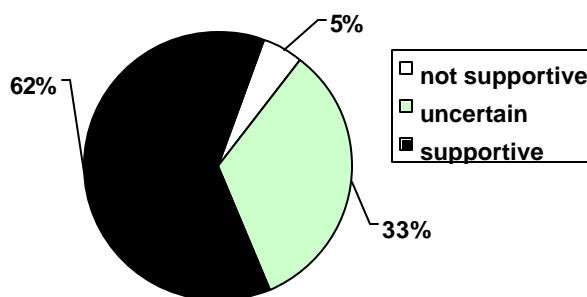


Figure 3. A majority of students found the University Park campus climate to be 'supportive.'

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Student Affairs

Nearly two-thirds (64%) of respondents were supportive of distributing an honor statement defining Penn State Principles to incoming students.

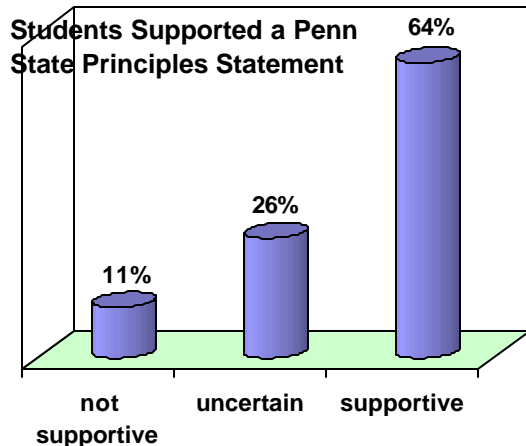


Figure 4. Students supported distributing a Penn State Principles statement to incoming students

**Educationally Purposeful Community**

More students in the 2001 survey felt their faculty instructors were committed to teaching than the respondents to the same question in earlier studies. About the same proportion thought their instructors were open to listening and learning from their students.

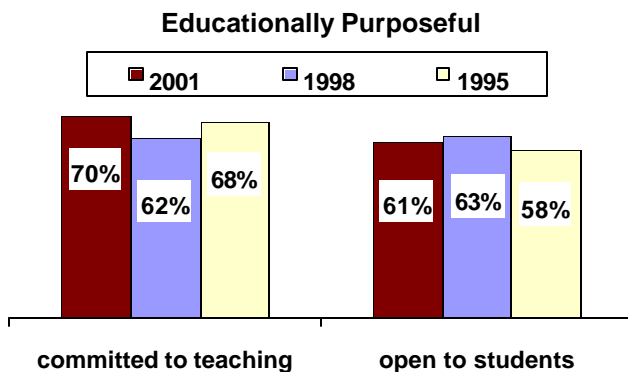


Figure 5. A majority of students felt their faculty instructors were committed to teaching and to listening and learning from their students

A third of the respondents (38%) reported participating in out-of-class intellectual or cultural activities.

**Caring Community**

The same proportion of students in 2001 as in 1998 and 1995 felt they were 'just a number at Penn State' while slightly more said they 'shared a sense of belonging to the Penn State community.'

Caring Community

	2001	1998	1995
just a number	70%	62%	68%
sense of belonging	58%	54%	50%

**Celebrative Community**

Half the students (52%) thought that Penn State academic and athletic successes were celebrated in proper balance.

**Open Community**

More students in the 2001 study said they sought to understand points of view that differed from their own while the same proportion as in the earlier studies indicated they spoke out to oppose mean spirited actions.

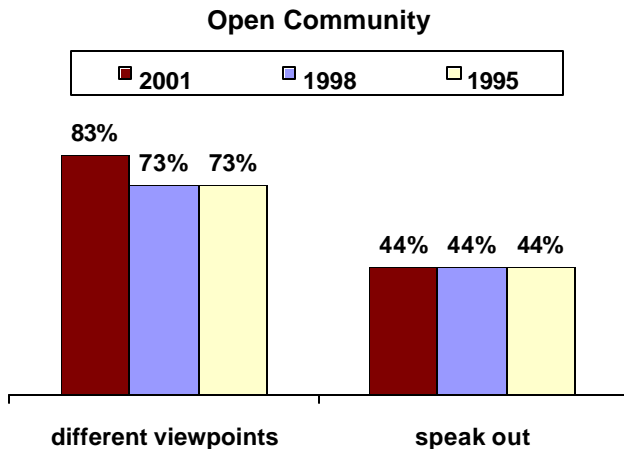


Figure 6. More students in the 2001 study said they sought to understand points of view that differed from their own while the same proportion as in earlier studies said they spoke out to oppose demeaning actions of others

A number of students (15%) stated that "fear of reprisal" prevented them from expressing controversial opinions.

**Just Community**

Two-thirds (69%) of the 2001 respondents said they had developed a close relationship with someone from an ethnic, racial or cultural background that differed from their own since coming to Penn State. A large majority (83%) report they have generally been treated with respect and courtesy at Penn State.

**Disciplined Community**

Most respondents (83%) supported Penn State's efforts to define behaviors that support the well-being of the community.

**Support Efforts to Define Expected Community Behaviors**

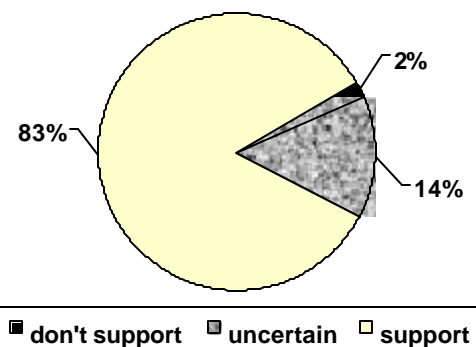


Figure 7. Students support Penn State's efforts to define behaviors that support community

\*Statistically significant at the .05 level.