

EXECUTIVE SUMMARY

INTRODUCTION AND METHODOLOGY

In the Fall of 2006, an e-mail based on-line survey was conducted of eight major stakeholder groups associated with the University of Dayton, 1) Current Students, 2) Alumni, 3) Faculty, 4) Staff/Administration, 5) Vowed Marianist Religious (SM & FMI), 6) Board of Trustees, 7) Parents of Student(s) and 8) Dayton Community Leaders. The goal of the survey was to help the “Mission and Identity Committee of the University of Dayton Board Of Trustees to better understand how the University’s Catholic and Marianist heritage is implemented in the life of the University community.”

The e-mail distribution was initiated in early October and reminders were sent out at regular intervals into early November. All Students, Faculty and Staff were sent invitations through the mass e-mail distribution lists maintained by the central administration. Since no centralized e-mail list existed for parents, students were asked to forward the survey to their parents. Alumni Relations randomly sampled 1,000 alumni to send the e-mail to. An e-mail list of Dayton community leaders was developed in conjunction with knowledgeable people on campus. Community Leaders were e-mailed later than the other stakeholders due to concerns around election issues.

For each group surveyed, the population (if known), the number of e-mails sent, the number of respondents, the response rate, and the sample margin of error are provided below. The margin of error shown is for a 95% confidence level when opinion is evenly split. For example, the sample margin of error for students is +/-3.1%. If 50% of student respondents indicated they understood the Catholic and Marianist Philosophy of Education “Extremely Well”, we would expect that in 95 out of a 100 samples of students of the same size that percentage should be between 46.9% and 53.1%. The sample margin of error declines as opinion becomes more skewed. For relatively small populations, a larger response rate is required for the same sample margin of error. As a result, margins of error are larger for Dayton Community Leaders, Vowed Marianists and the Board of Trustees despite higher response rates.

	Population	E-mails Sent	Number of Respondents	Response Rate	Sample Margin of Error
Current Students	10,257	10,257	895	9%	+/-3.1%
Faculty	812	~812	200	25%	+/-6.0%
Staff	1579	~1579	377	24%	+/-4.4%
Parents	~14,000	Unknown	146	Unknown	+/-8.1%
Alumni	~95,000	1000	114	11%	+/-9.2%
Dayton Community Leaders	> 200	216	39	18%	+/-14.7%
Vowed Marianists with associations to UD *	72	72	17	24%	+/-20.9%
Board of Trustees *	38	38	12	32%	+/-23.7%
* In both cases some respondents may have filled out the survey as faculty/staff					

In cases where differences between groups are statistically significant an “(SS)” is noted at the end of a sentence.

SUMMARY OF RESULTS

QUESTIONS ASKED OF ALL RESPONDENTS

Initial Self Assessment of Understanding of the University of Dayton's Catholic and Marianist Philosophy of Education (CMPE)

Stakeholders were asked for their initial self assessment of their understanding of the CMPE. The Board of Trustees and Vowed Marianists are significantly more likely than other groups to indicate they understand “very or extremely well” the CMPE (100% and 82% respectively) (SS). About half of the faculty responding (53%) felt they understood it “very or extremely well”. Self assessment of understanding is significantly less generous among staff/administration (43%), alumni (37%) and students (28%) (SS). Only a fifth of parent respondents (21%) and community leaders (17%) felt they understood the philosophy “very or extremely well”. At the same time, for no group of stakeholders do more than 19% of respondents indicate they do not understand the University's CMPE at all.

Asked for their own definition of the University's CMPE, the answers were as varied as the community of stakeholders but many, many respondents used phrases that included the words “whole person”, “community”, “relationships”, “social justice” as well as the University's slogan “Learn, Lead, Serve”.

To establish a common understanding for the rest of the survey, respondents were provided a short description of the CMPE and then asked for their understanding based on that description. A substantial majority of all the stakeholder groups indicated they understood the University's CMPE as enunciated in the paragraph. As important, the percent indicating they did not understand at all fell to virtually zero while the percent who understood only “slightly well” fell into the low single digits across categories.

Assessment of How Well University of Dayton Reflects Overall its Catholic and Marianist Philosophy of Education Overall, On Campus and in the Community

Overall: Substantial majorities of all major stakeholder groups believe the University reflects **overall** its CMPE “very or extremely well” (see Chart Four next page). The groups least satisfied are those with the greatest role to play in the effort (Faculty and Staff/Administration). Only 58% of faculty and 62% of Staff & Administration believe the University reflects overall “very or extremely well” its CMPE. At the same time, only a very small minority of these two groups believe the University reflects “Not at all well”, (<3%), or only slightly well, (7%), its CMPE. While more than two thirds of students (69%) indicated the University reflects overall “very or extremely well” its CMPE it may be more appropriate to focus on the minority (31%) who do not believe the University reflects overall “very or extremely well” its CMPE.

On Campus: A smaller percent of respondents in every stakeholder group felt the University's implemented **on campus** its CMPE to the same degree the University reflected it CMPE overall, (see Chart 4). Less than half of the faculty (46%) and only half of the staff & administration (51%) felt the University implemented its CMPE “very or extremely well” on campus. Students were similarly inclined with only a slight majority (55%) willing to rate the University's implementation on campus at “very or extremely well”.

In the Community: As with implementation on campus, less than half of the faculty (44%) and only half of the staff & administration (49%) felt the University implemented its CMPE “very or extremely

well” in the wider community. Students were less inclined than faculty or staff & administration to rate the University’s implementation in the wider community at “very or extremely well” (40%).

Chart 4: How well does the University of Dayton implement on campus its Catholic and Marianist Philosophy of Education (compared to Reflects Overall)?
(Percent Indicating Very or Extremely Well)

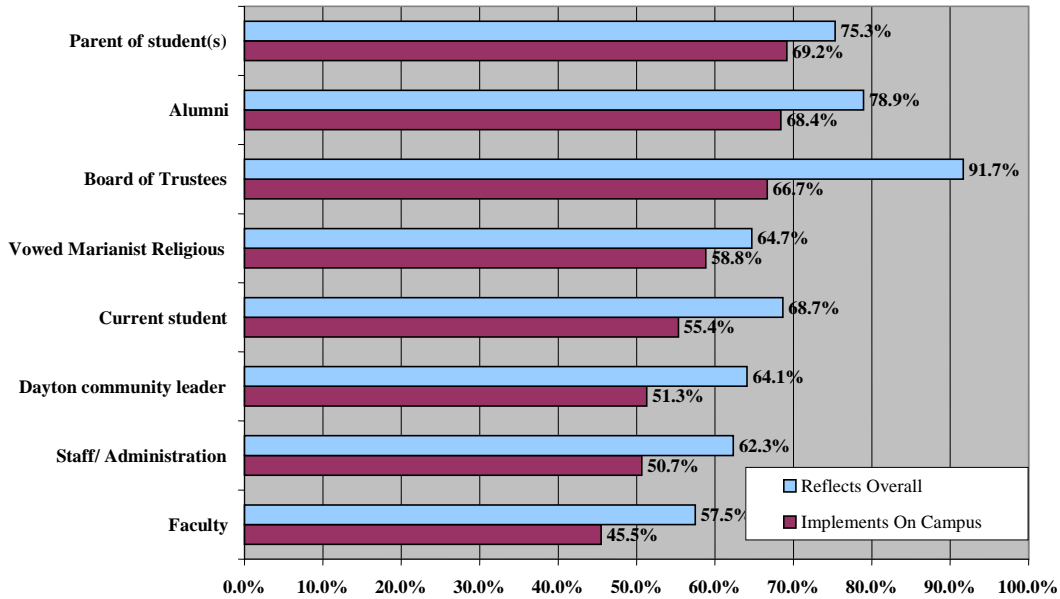
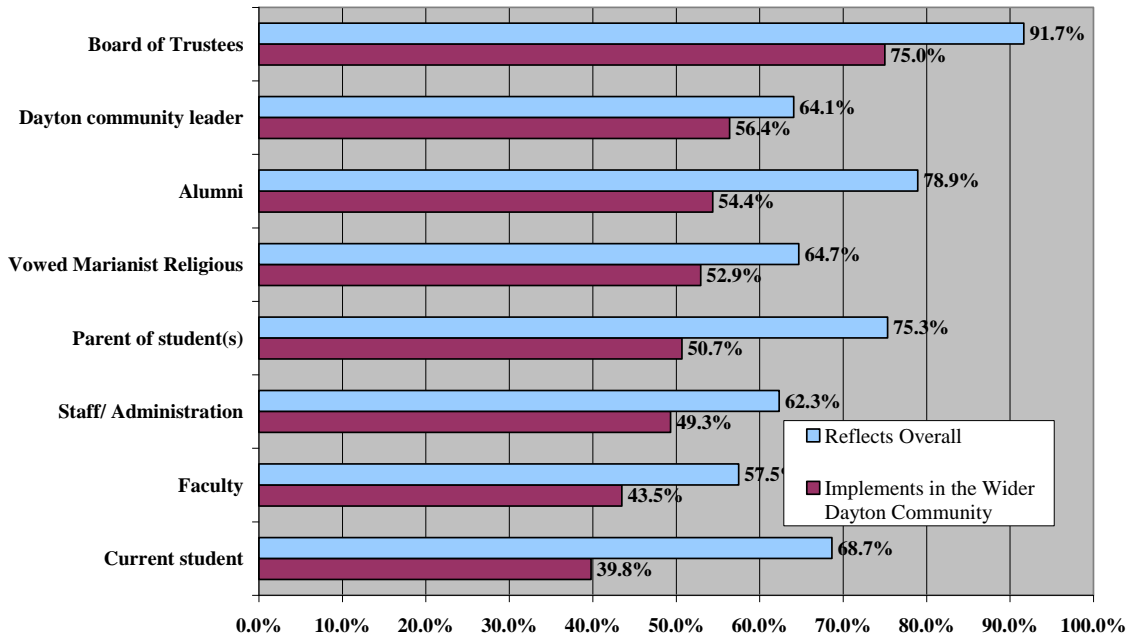


Chart 5: How well does the University of Dayton implement in the wider Dayton Community its Catholic and Marianist Philosophy of Education? (compared to Reflects Overall)
(Percent Indicating Very or Extremely Well)



Assessment of the Importance and Realization of Particular Tenets to the University of Dayton's Catholic and Marianist Philosophy of Education

Importance of Five Tenets

Respondents were presented with five tenets *Providing an Education for Formation of Faith, Providing an Integral quality education, Educates in Family Spirit, Educates for Service, Justice and Peace, and Educates for Adaptation and Change* and asked to assess their importance for the University's CMPE and the University's realization of them.

The vast majority of respondents in every stakeholder group regarded all 5 of the tenets as "extremely or very important". For 4 of the 5 tenets (*Integral quality education, Educates in Family Spirit, Educates for Service, Justice and Peace, and Educates for Adaptation and Change*), there is little important variation across stakeholder groups in the percent of respondents who regard the tenet as "extremely or very important". The percent of student and faculty respondents who regard *Providing an Education for Formation of Faith* as "extremely or very important" to the University's CMPE is significantly lower than for the other major stakeholder groups. Only 67% of faculty and 71% of students rate this tenet "extremely or very important" in contrast to Alumni (82%), Staff/Administration (80%), Vowed Marianists (94%), Parents (86%) and the Board of Trustees (92%),(SS).

Realization of Five Tenets

Provides an education for formation in faith & Educates for adaptation and change: Two thirds of student respondents (65%) and three quarter of parent respondents (75%) thought the University's CMPE realized the *provision of an education for formation of faith* "extremely or very well". Significantly fewer Faculty and Staff/Administration (48% and 56%) agreed, (SS). A similar divergence between perceptions of students (63%) and their parents (78%) on the one hand and faculty (48%) and staff (54%) on the other is observed for *Educates for adaptation and change*, (SS).

Provides an integral quality education: The substantial majority of respondents across stakeholder groups felt the University's CMPE realized the provision of an integral quality education "extremely or very well". Faculty (73%) and Staff/ Administration (76%) were slightly less likely to believe so than Students (84%), Alumni (89%), or Parents (90%), (SS).

Educates in family spirit which builds community for growth and learning & Educates for service, justice and peace: Two points should be made with respect to these tenets. First, the substantial majority of respondents across stakeholder groups felt the University's CMPE realized the provision of these two tenets "extremely or very well". Second, in both cases the Faculty, Staff, vowed Marianist Religious and Dayton Community leaders are somewhat less willing than Students, Parents, and Alumni to rate the University's CMPE realization of these tenets "extremely or very well" (SS).

The Gap between Importance and Realization of Tenets

Gaps between the Importance Ratings and the Realization Ratings are provided in Table 8 next page. The gap is the difference between the percent of a group that said a particular tenet was "extremely or very important" and the percent who said the tenet was realized "extremely or very well".

Four points should be noted. First, for students and parents, the size of the gaps between importance and realization are typically smaller than for the other groups. Second, almost universally across stakeholder groups the greatest gap is evident for *Educates for Adaptation and Change*. For faculty (37%), Staff/./administration (30%), Marianist Religious (59%), and the Board of Trustees (50%) the gap is particularly wide. Third, faculty (28%), staff & administration (27%), Dayton Community leaders (31%) and Marianist Religious (41%) indicate substantial gaps between the importance of the *Educates for service, justice and peace* tenet and the University's CMPE realization of that tenet. Fourth, despite the wide difference in the importance ratings of *Provides an education for formation in faith across* stakeholder groups, gaps between importance and realization are evident for that tenet across many stakeholder groups, (Alumni (20%), Faculty (19%), Staff/Admin (24%), Marianist Religious (53%) and Board of Trustees (25%)).

Table 8: Gap between Percent of Stakeholders Indicating a Tenet was Extremely or Very Important and the Percent Indicating the University's Catholic and Marianist Philosophy of Education Realizes it Extremely or Very Well

	Current Student	Alumni	Faculty	Staff / Administration	Marianist Religious	Board of Trustees	Parent of Student	Community Leader
Provides an education for formation in faith	6%	20%	19%	24%	53%	25%	11%	18%
Provides an integral quality education	10%	9%	22%	21%	29%	0%	8%	18%
Educates in family spirit which builds community for growth and learning	7%	12%	17%	18%	24%	17%	11%	10%
Educates for service, justice and peace	13%	11%	28%	27%	41%	17%	10%	31%
Educates for adaptation and change	18%	16%	37%	30%	59%	50%	12%	26%
Sample Size	887	114	200	377	17	12	146	39

STUDENT PERCEPTIONS OF PARTICULAR ASPECTS OF THE CMPE AT THE UNIVERSITY

Assessment of Coursework and Majors as Embodying the CMPE: Students in the School of Education (62%) and in the College of Arts and Science (54%) were more likely than student respondents in the School of Law (17%), Engineering (33%), or Business (41%) to feel their coursework and majors embodied “Very or Extremely Well” the University’s CMPE (SS).¹ A significantly greater percentage of School of Law respondents (27%) than student respondents in general (4%) felt their coursework and majors did “Not at All” embody the CMPE (SS).

Particular Courses that Embody the CMPE: A substantial minority of students mentioned either the Humanities Base courses as a group (20%), or a *wide variety of courses* (14%) without specifying or Religion Classes (in general) (14%) (Table 13). From there the list of courses was endless. One worrisome aspect was that a small but significant percent of respondents (20%) indicated no course that they felt embodied *the Catholic & Marianist Philosophy of Education extremely or very well*

Student Assessment of Effectiveness of General Education Requirements in achieving the goals of the Catholic & Marianist Philosophy of Education: Slightly more than a third of the student respondents (36%) regarded the General Education requirements as “very or extremely effective” in achieving the goals of the University’s CMPE. Business School Students were more likely than students in general to indicate the General Education Requirements were “Not at all effective” in achieving the goals of the University’s CMPE (11% vs. 5%), (SS).

¹ The response rate for the graduate school was too low for the difference to be statistically significant

Student Assessment of Relationship with Faculty and Staff: Two thirds of students describe their relationships with faculty and staff as “Excellent or Very Good”. Student respondents in Law and in the School of Business Administration were less likely to describe their relationships with faculty and staff as “Excellent or Very Good” than students in general (39% and 55% vs. 64%), (SS). The percent of students who describe their relationship with faculty and staff as poor is almost non-existent.

Student Assessment of University of Dayton Personal Impact: Respondents were provided with a set of statements designed to gauge the personal impact of the University on them and asked for their degree of agreement with the statements. A substantial majority of undergraduate students across the schools and colleges agreed that participation in the life of the University has 1) *shaped and strengthened their values*, 2) *made them more aware of the needs of others* and 3) *encouraged them to become more involved in the local community*. AND Just half of the undergraduate students (51%) and Graduate School students (47%) felt their coursework at the University had *shaped their values*. Undergraduate Business and Engineering students were slightly less likely to agree than other undergraduate students that *being part of the University community had made them more aware of the needs of others*, (SS).

FACULTY AND STAFF PERCEPTIONS OF PARTICULAR ASPECTS OF THE CMPE AT THE UNIVERSITY

Coursework and Majors: About half the faculty & staff (49%) feel the coursework and majors in their school embodies “extremely” or “very well” the University’s CMPE. Faculty/Staff in the School of Education are significantly more likely to believe this than Faculty/Staff in general (79% vs. 48%), (SS). Faculty and Staff had an extensive list of courses they felt embodied the CMPE. However, a particular focus was on the religion and humanities based courses.

Effectiveness of General Education Requirements (especially the Humanities Base and Thematic Clusters), in achieving the goals of the CMPE: Just one third (35%) of faculty & staff respondents regard the General Education Requirements as “Very or Extremely Effective” in achieving the goals of the Catholic & Marianist Philosophy of Education. A small minority (12%) regard the requirements as “Not at all effective” in this regard. School of Business Administration and School of Engineering respondents were less likely than School of Education respondents to indicate the General Education requirements were “Very or Extremely Effective” (26% and 23% vs. 41%), (SS).

Faculty and Staff Perceptions of Relationships with Students: The great majority of faculty and staff respondents (72%) described their relationships with students as “Excellent or Very Good”. School of Business Administration respondents were slightly less likely than those in the School of Education to describe their relationship with students as “Excellent or Very Good” (69% vs. 87%), (SS).

Suggestions for How the University Can Improve Experience on Campus While Emphasizing CMPE: Faculty and staff had many different suggestions to improve their experience. Issues with respect to diversity and inclusion and personal respect were mentioned. Respondents also saw opportunities to increase communication and “walk the talk”.

ALUMNI DESCRIPTION OF EXPERIENCE AT THE UNIVERSITY AND IMPACT OF CMPE ON LIFE

Alumni responses to the CMPE survey were solicited from a random sample of 1000 alumni with e-mails (from classes with recent reunions). Of the 1000 invitations sent approximately 11% (114) responded to the survey. Survey responses were distributed relatively evenly across the decades.

Experience at University: Alumni were asked to describe their experiences at the University. The coded responses suggest very high regard for that experience. After the superlatives (and there were many), alumni touched on the high quality of the education and adjectives that described the sense of community and caring they experienced at the University.

Impact of CMPE on life: Asked about the impact of the University's CMPE, about a quarter of Alumni respondents focused on the impact on their current work (24.5%). Significant minorities mentioned volunteer work (16%) or their commitment to their community (16%). Comments on Faith and Church related influences were also prominent. There was only a small minority of respondents who felt either that the CMPE had played no role (6%) or little role (2%).

Suggestions for Improvement: Beyond those who indicated the University was doing a good job (15%), suggestions focused on 1) more faith outreach, 2) improvements in communication about what was happening on campus and UD's philosophy and 3) encouragement to use the alumni chapters.

PARENT PERCEPTION OF ROLE OF CMPE IN THE UNIVERSITY EXPERIENCE

Importance of CMPE to Dayton Experience: Parent respondents almost universally (86%) regarded the Catholic and Marianist Philosophy of Education as "extremely or very important" to the Dayton experience. The great majority of parent respondents (79%) felt the CMPE enhanced "extremely or very well" the college experience of their son or daughter.

Parent Awareness of Programs or Services that Promote CMPE and source of information: Almost a quarter of parent respondents (24%) mentioned Christmas on Campus. Various service opportunities (in general), Campus Ministry, Daily Mass, Retreats and Breakouts all received significant mentions. Most parent respondents heard through their son or daughter (71%). Only 3% learned of programs through a University web site.

Parent Suggestions for how the CMPE can better be woven into campus life at the University of Dayton: Several types of suggestions were made. Limits on drinking, mandatory volunteer hours, a more active religious program and additional extracurricular activities were all suggested by several respondents.

Parents Assessment of the Impact of the University: Parents were asked for their degree of agreement with respect to a set of statements about the impact of the University. The great majority of parent respondents agreed that the University community has helped their child *develop a new awareness for things going on in the world* (71%) and that the University has shaped *the values of their son or daughter* (72%). Slightly more than half (58%) felt that being a part of the University Community *had made their son or daughter more eager to discuss world issues*.

COMMUNITY LEADERS' PERCEPTION OF THE UNIVERSITY'S RELATION WITH THE COMMUNITY

E-mail invitations to participate in the survey were sent to 216 Dayton community leaders from the social service, religious, political and business community; forty two community leaders (19%) responded in whole or in part to the survey.

Community Leader description of the relationship of the University of Dayton with the Dayton community, (35 respondents): About half of the community leader respondents (18 of 35) had **Highly Positive** things to say about the University's relationship to the community. Most of the rest (11 of 35) were **Generally Positive**. A small minority (5 of 35) were either **Neutral** or **Not Positive**. Those with cautions for the University's role suggest that it can be "self-centered", could play a larger role in the urban core and advocate more strongly for the poor.

Community Leader assessment of whether the relationship reflects the University's CMPE: A significant majority, (58%), believe the relationship reflects the CMPE "extremely or very well". Only a very small group, (6%), believe the relationship reflects the CMPE "Not at all well". The great majority of community leaders respondents regard the relationship between the University and the Dayton community as "Excellent or Very Good" (74%).

Community Leaders Suggestions for Improvement: Community leaders had a variety of suggestions. About a third (13 respondents) had suggestions linked to social justice. Another third (11 respondents) suggested the university continue its current efforts by "Keeping On". Others felt the University should seek more opportunities for collaboration and communication.

THE PERCEPTIONS OF THE MARIANISTS

Many of the Marianists chose to answer the survey from their perspective as faculty or staff at the University. When doing so they were not asked the specific questions for vowed Marianists. Marianists were invited to complete the survey a second time and check the appropriate box.

Marianist Assessment of University's delivery on CMPE: Of the 17 respondents, 10 respondents felt the University delivered "Very Well" on its CMPE while 7 felt it delivered "Somewhat Well". One could say that the Vowed Marianists believe there is room for improvement on the University's delivery of its CMPE since nine gave it an "Excellent" rating

Marianist Suggestions for Improvement: The Vowed Marianists had a substantial number of suggestions. These focused on ways to influence 1) student culture, 2) Catholic Intellectual Tradition curriculum integration, 3) faculty and staff life, 4) faith formation and 5) greater community involvement. There are several specific suggestions in each of these areas.

BOARD OF TRUSTEES PERCEPTIONS

Trustee Perception of University's Communication of CMPE: Of the 12 Board of Trustees that responded to the survey, 6 felt the University communicated its CMPE "Very Well", 5 felt it communicated it "Somewhat Well" and 1 felt it communicated it only "Slightly well." No respondent gave the University an "Extremely Well" rating with respect to communication of the University's CMPE.

What do you think the University of Dayton is currently doing that is most effective in implementing its Catholic and Marianist Philosophy of Education?

Trustee Perception of most effective University efforts in implementing its CMPE: The Trustees mentioned a wide variety of initiatives including retreats, the Marianist presence, the strategic planning process, consensus building, integrated learning and community outreach.

Trustee Suggestions for Improvement of the University' Communication and Delivery of its CMPE: A variety of devices were suggested by the Trustees. While some felt there needed to be an improved focus on the public relation aspects, others suggested more engagement with alumni and an increased focus on diversity. Still others called for a greater engagement of students in these issues.