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Project #7002

**CATHOLIC AND MARIANIST PHILOSOPHY**

**OF**

**EDUCATION SURVEY BASELINE REPORT**

UNIVERSITY of  
**DAYTON**

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## TABLE OF CONTENTS

**Page Number**

<b>EXECUTIVE SUMMARY</b>		<b>i</b>
<b>I.</b>	<b>INTRODUCTION AND METHODOLOGY</b>	<b>1</b>
<b>II.</b>	<b>DETAILED RESULTS</b>	<b>3</b>
A.	Initial Self Assessment of Understanding of the University of Dayton’s Catholic and Marianist Philosophy of Education	3
B.	Initial Articulation of the University’s CMPE	4
C.	Understanding of a Description of the University’s CMPE	4
D.	Assessment of How Well University of Dayton Reflects Overall its Catholic and Marianist Philosophy of Education	6
E.	Assessment of How Well University of Dayton Implements on Campus its Catholic and Marianist Philosophy of Education	8
F.	Assessment of How Well University of Dayton Implements in the Wider Dayton Community its Catholic and Marianist Philosophy of Education	9
G.	Assessment of the Importance of Particular Tenets to the University of Dayton’s Catholic and Marianist Philosophy of Education	11
H.	Assessment of the Importance of Particular Tenets to the University of Dayton’s Catholic and Marianist Philosophy of Education	12
I.	The Gap between Importance and Realization of Tenets	13
J.	A Compendium of Ways the Catholic and Marianist Philosophy of Education is Brought to the Forefront at the University of Dayton	14
K.	Student Perceptions of Particular Aspects of the CMPE at the University	17
	1. Assessment of Coursework and Majors as Embodying the CMPE	17
	2. Particular Courses that Embody the CMPE	18
	3. Student Assessment of Effectiveness of General Education Requirements in achieving the goals of the Catholic and Marianist Philosophy of Education	21
	4. Student Assessment of Relationship with Faculty and Staff	23
	5. Student Suggestions for How Catholic and Marianist Philosophy of Education Could Play a Larger Role	26
L.	Student Assessment of University of Dayton Personal Impact	27
M.	Student Recommendations to Improve Experience	28
N.	Faculty and Staff Perceptions of Relation of Coursework to the CMPE at the University	29
O.	Faculty and Staff Perceptions of Relationships with Students	34
P.	Adjectives Used to Describe Relationships with Students	35
Q.	Faculty Descriptions of Impact of CMPE on Their Work	36

## TABLE OF CONTENTS (Continued)

	<b>Page Number</b>
R. Suggestions for How the University Can Improve Experience on Campus While Emphasizing CMPE.....	38
S. Alumni Description of Experience at the University and Impact of CMPE on Life.....	39
T. Parent Perception of Role of CMPE in the University Experience .....	43
U. Parent Awareness of Programs or Services that Promote CMPE.....	44
V. Parents' Assessment of the Impact of the University .....	47
W. Community Leaders' Perception of the University's Relation with the Community .....	48
X. The Perceptions of the Marianists.....	53
Y. Board of Trustees Perceptions .....	55

## 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.

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## 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 (Catholic and Marianist Philosophy of Education). 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.

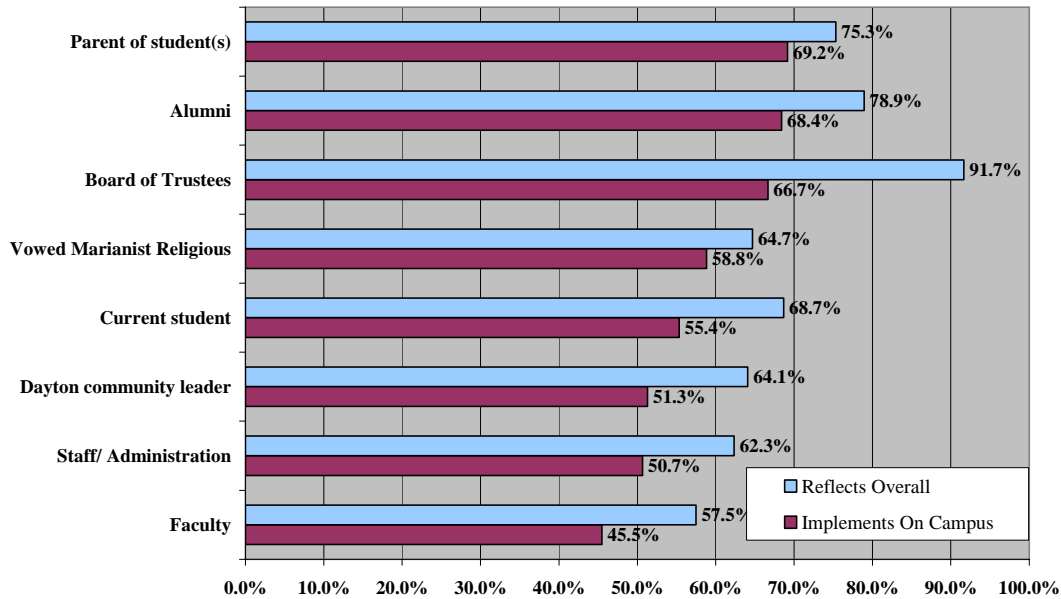
#### **Assessment of How Well University of Dayton Reflects Overall its Catholic and Marianist Philosophy of Education Overall, On Campus and in the Community**

**Overall:** Substantial majorities of all major stakeholder groups believe the University reflects **overall** its CMPE “very or extremely well” (see Chart 5 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.

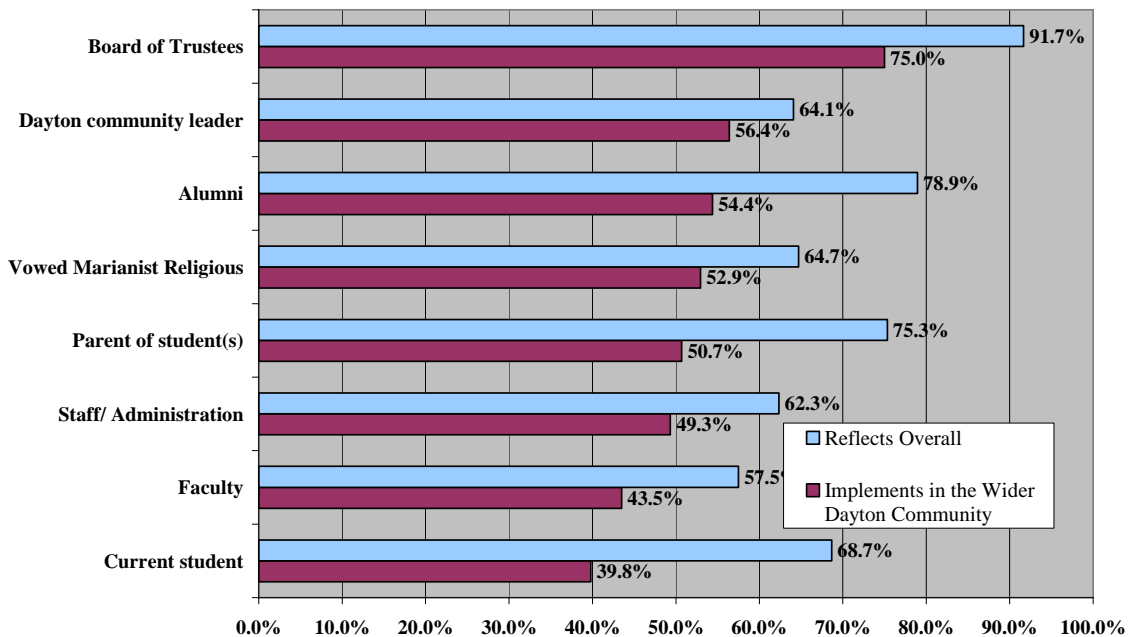
**On Campus:** A smaller percent of respondents in every stakeholder group felt the University's implemented **on campus** its CMPE to the same degree the University reflected it CMPE overall, (see Chart 4). Less than half of the faculty (46%) and only half of the staff and administration (51%) felt 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 and administration (49%) felt the University implemented its CMPE “very or extremely well” in the wider community. Students were less inclined than faculty or staff and 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 five of the tenets as "extremely or very important". For four of the five 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 and Educates for adaptation and change:*** Two-third 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 and 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).<sup>1</sup> 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 and 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).

<sup>1</sup> 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*. 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).

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

**Coursework and Majors:** About half the faculty and 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 and staff respondents regard the General Education Requirements as “Very or Extremely Effective” in achieving the goals of the Catholic and 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”.

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## 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 1,000 alumni with e-mails (from classes with recent reunions). Of the 1,000 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; 42 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 twelve Board of Trustees that responded to the survey, six felt the University communicated its CMPE “Very Well”, five felt it communicated it “Somewhat Well” and one 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.

## I. 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.”

All respondents received by e-mail a letter from Dr. Richard Stock at the Business Research Group at University of Dayton that read as follows:

*Thank you for participating in this survey. You have been invited to take this survey because of your relationship to the University of Dayton. The Mission and Identity Committee of the University of Dayton Board of Trustees is sponsoring this survey to better understand how the University’s Catholic and Marianist heritage is implemented in the life of the University community. The learning from the survey will assist the work of the Mission & Identity Committee and other groups at the University.*

*We appreciate your help as we work to improve the University of Dayton on campus, in the community and beyond. Your answers will remain anonymous and cannot be linked back to you. This survey will take you approximately 10 minutes to complete – thank you again for your feedback.*

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 on the next page. 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.

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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					

As noted above, eight different groups of people were asked to fill out the survey 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. In what follows, the results for the eight groups are shown side by side where appropriate. In certain circumstances for students, faculty and staff, results are broken down further by division or school. Variations in results by stakeholder group or other subdivision are typically discussed only where the differences are statistically significant. In cases where differences are statistically significant an “(SS)” is noted at the end of a sentence. Each section starts with the question from the survey under discussion in *Italics*.



## II. DETAILED RESULTS

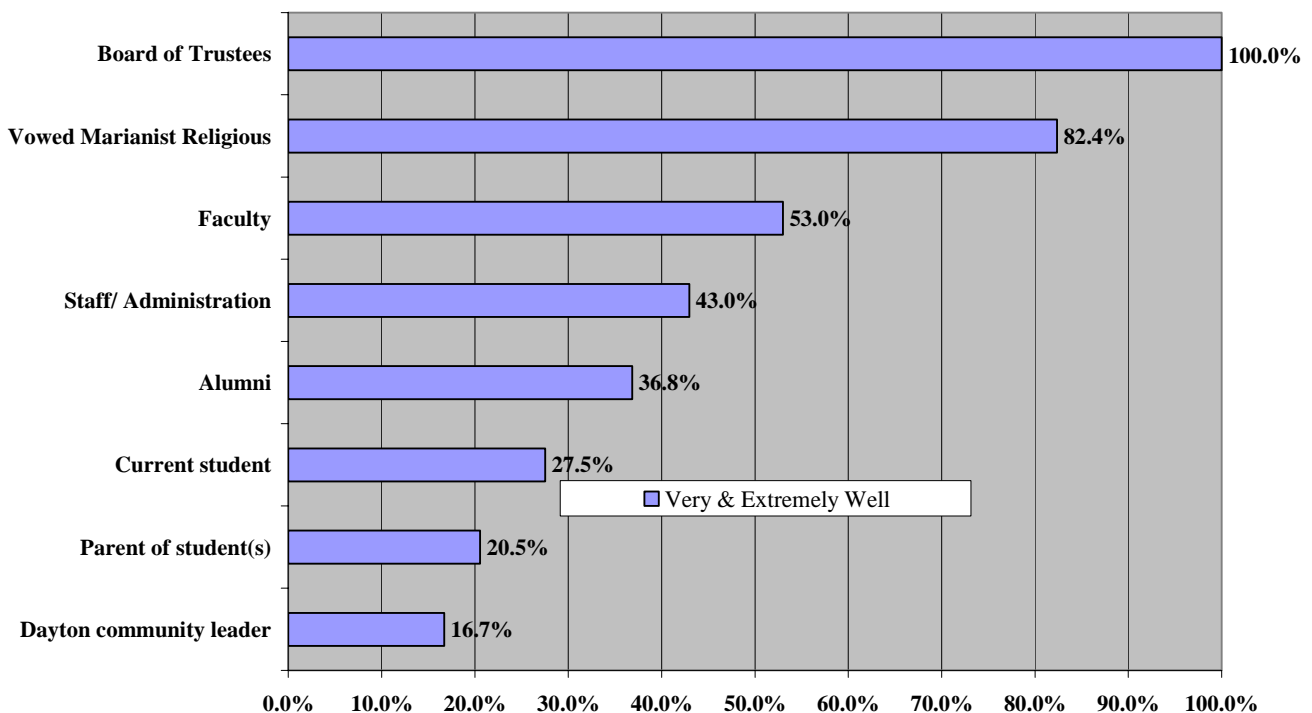
### A. Initial Self Assessment of Understanding of the University of Dayton's Catholic and Marianist Philosophy of Education

*How would you rate your overall understanding of the University of Dayton's Catholic and Marianist Philosophy of Education?*

*I understand it extremely well      I understand it very well      I understand it somewhat well  
I understand it slightly well                      I do not understand it at all*

Stakeholders are tiered with respect to their self assessment of Understanding of CMPE (see Chart 1 and Table 1 on next page.) 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”.

**Chart 1: Initial Self Assessment of Understanding UD's Catholic & Marianist Philosophy of Education**



While the majority of stakeholders are modest in their self assessment of their understanding of the University's CMPE, only a small percent in each category regard themselves as wholly ignorant, (see Table 1). For no group of stakeholders do more than 19% of respondents indicate they do not understand the University's CMPE at all.

**Table 1. Initial Self Assessment: Understanding of the University of Dayton's Catholic and Marianist Philosophy of Education**

	Current student	Alumni	Faculty	Staff/ Administration	Vowed Marianist Religious	Board of Trustees	Parent of student(s)	Dayton community leader
<b>Very &amp; Extremely Well</b>	<b>27.5%</b>	<b>36.8%</b>	<b>53.0%</b>	<b>43.0%</b>	<b>82.4%</b>	<b>100.0%</b>	<b>20.5%</b>	<b>16.7%</b>
Extremely well	3.9%	9.6%	15.0%	9.5%	35.3%	58.3%	8.2%	4.8%
Very well	23.6%	27.2%	38.0%	33.4%	47.1%	41.7%	12.3%	11.9%
Somewhat well	39.7%	29.8%	32.5%	40.3%	11.8%	0.0%	44.5%	28.6%
Slightly well	20.5%	17.5%	11.0%	11.1%	0.0%	0.0%	19.9%	35.7%
<b>Not at all</b>	<b>12.3%</b>	<b>15.8%</b>	<b>3.5%</b>	<b>5.6%</b>	<b>5.9%</b>	<b>0.0%</b>	<b>15.1%</b>	<b>19.0%</b>
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean *	2.9	3.0	3.5	3.3	4.1	4.6	2.8	2.6
Sample Size	887	114	200	377	17	12	146	42

\* Based on 5 point scale where 1 is "I do not understand it at all" and 5 is "I understand it extremely well"

## B. Initial Articulation of the University's CMPE

*How would you define the University of Dayton's Catholic and Marianist Philosophy of Education?*

The answers are 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".

## C. Understanding of a Description of the University's CMPE

Before proceeding to ask respondents to evaluate the University's efforts in living its philosophy, respondents were provided with a short description of the University's CMPE.

*"Please read the following description that explains the University of Dayton's Catholic and Marianist Philosophy of Education. Think about this description as you answer the remaining questions in the survey. You may click on the link at the top of each page to open a window that will include this description if you need to refer back to it."*

*The Catholic and Marianist Philosophy of Education is shaped by the insights of the Catholic intellectual tradition that ground our convictions that faith and reason illumine one another and that all persons are created in the image of God. The Marianist tradition of education includes the whole person – spirit, mind and body – connecting liberal to professional education through integrating learning and living in community. These traditions form distinctive graduates who grow in their faith, pursue lifelong learning and achieve professional success. Educated for adaptation and change, our graduates are particularly well prepared for leadership and service in the communities in which they live and work. We emphasize practical reasoning, moral behavior and thoughtful reflection within a diverse and inclusive community committed to the vocation of learning."*

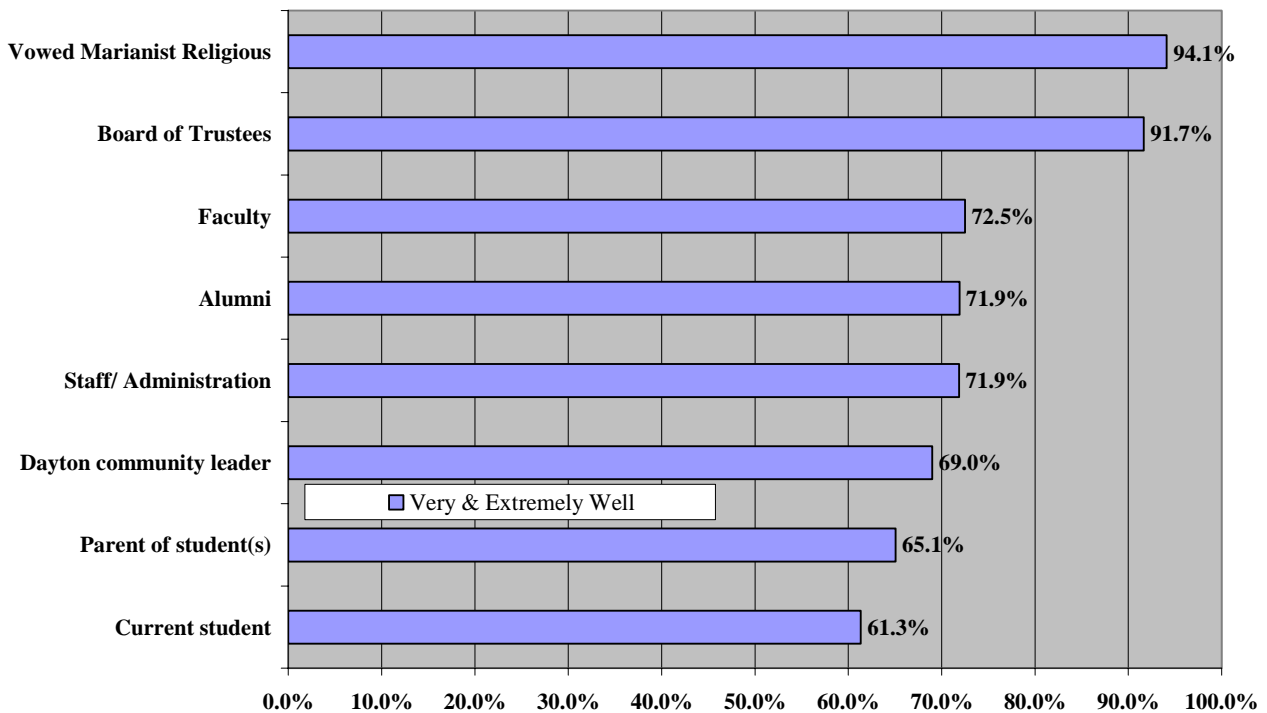
Respondents were then asked

*How would you rate your overall understanding of the Catholic and Marianist Philosophy of Education for the University of Dayton as enunciated in the paragraph above?*

*I understand it extremely well      I understand it very well      I understand it somewhat well  
I understand it slightly well      I do not understand it at all*

The short description substantially served its purpose in developing a shared understanding for survey purposes. A substantial majority of all the stakeholder groups indicated they understood the University’s CMPE as enunciated in the paragraph (Chart 2 and Table 2 below.) 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.

**Chart 2: Understanding UD's Catholic & Marianist Philosophy of Education as Enunciated in Short Description**



**Table 2. Overall understanding of the Catholic and Marianist Philosophy of Education for the University of Dayton (as enunciated in a paragraph given to respondents)**

	Current student	Alumni	Faculty	Staff/ Administration	Vowed Marianist Religious	Board of Trustees	Parent of student(s)	Dayton community leader
<b>Very &amp; Extremely Well</b>	<b>61.3%</b>	<b>71.9%</b>	<b>72.5%</b>	<b>71.9%</b>	<b>94.1%</b>	<b>91.7%</b>	<b>65.1%</b>	<b>69.0%</b>
Extremely well	12.0%	22.8%	19.0%	13.3%	47.1%	41.7%	19.9%	10.3%
Very well	49.4%	49.1%	53.5%	58.6%	47.1%	50.0%	45.2%	48.7%
Somewhat well	32.5%	23.7%	24.0%	22.5%	5.9%	0.0%	30.8%	33.3%
Slightly well	5.3%	2.6%	3.0%	3.7%	0.0%	8.3%	4.1%	7.7%
<b>Not at all</b>	<b>0.9%</b>	<b>1.8%</b>	<b>0.5%</b>	<b>1.9%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	3.7	3.9	3.9	3.8	4.4	4.3	3.8	3.8
Sample Size	887	114	200	377	17	12	146	39

\* Based on 5 point scale where 1 is "I do not understand it at all" and 5 is "I understand it extremely well"

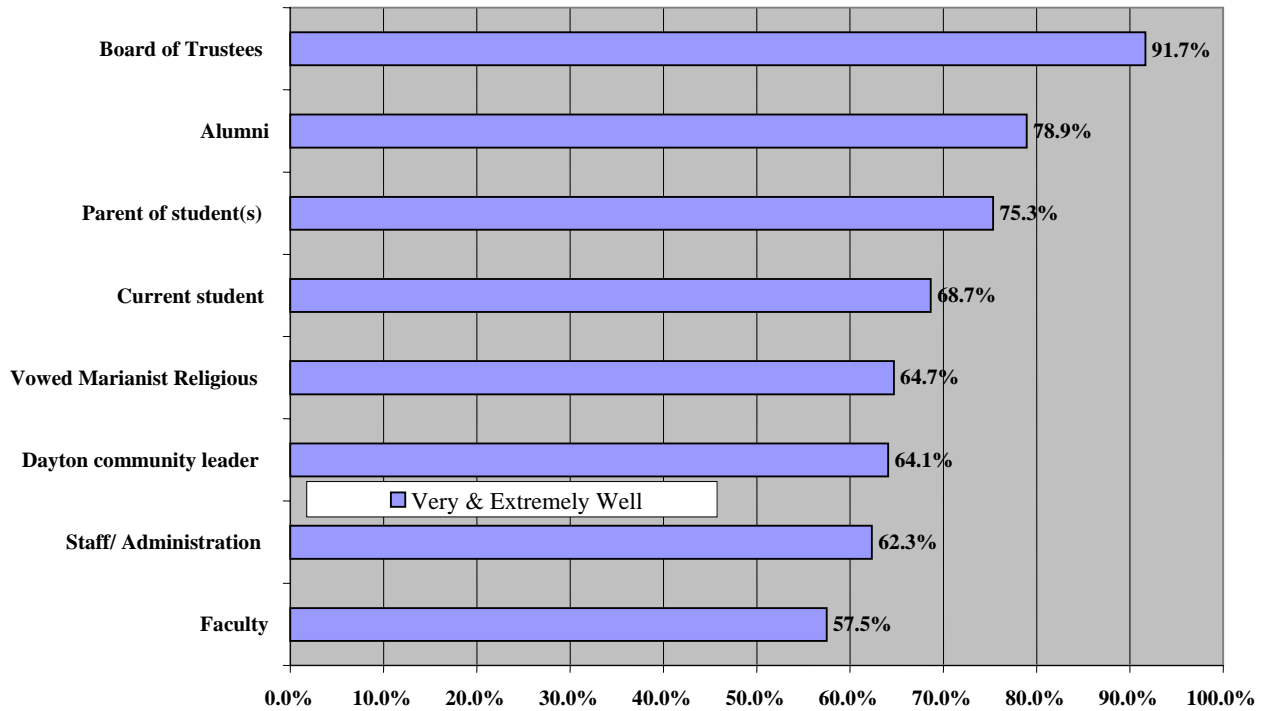
#### **D. Assessment of How Well University of Dayton Reflects Overall its Catholic and Marianist Philosophy of Education**

*Based on this description, how well do you think the University of Dayton **reflects overall** its Catholic and Marianist Philosophy of Education?*

*Extremely well      Very well      Somewhat well      Slightly well      Not at all well*

Substantial majorities of all major stakeholder groups believe the University reflects overall its CMPE “very or extremely well”. 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 and 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, (Table 3 next page). While only a small minority of students (7%) are critical to the same degree as Faculty/Staff, it may be appropriate to argue that among those the University most seeks to influence there is still a substantial minority (31%) who do not believe the University reflects overall “very or extremely well” its CMPE.

**Chart 3: How well does the University of Dayton reflect overall its Catholic and Marianist Philosophy of Education?**



**Table 3. How well does the University of Dayton reflects overall its Catholic and Marianist Philosophy of Education?**

	Current student	Alumni	Faculty	Staff/ Administration	Vowed Marianist Religious	Board of Trustees	Parent of student(s)	Dayton community leader
<b>Very &amp; Extremely Well</b>	<b>68.7%</b>	<b>78.9%</b>	<b>57.5%</b>	<b>62.3%</b>	<b>64.7%</b>	<b>91.7%</b>	<b>75.3%</b>	<b>64.1%</b>
Extremely well	10.8%	23.7%	7.0%	5.8%	11.8%	25.0%	17.1%	17.9%
Very well	57.8%	55.3%	50.5%	56.5%	52.9%	66.7%	58.2%	46.2%
Somewhat well	24.8%	15.8%	33.5%	29.4%	35.3%	8.3%	19.9%	30.8%
Slightly well	5.0%	3.5%	7.0%	5.8%	0.0%	0.0%	3.4%	5.1%
<b>Not at all well</b>	<b>1.6%</b>	<b>1.8%</b>	<b>2.0%</b>	<b>2.4%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>1.4%</b>	<b>0.0%</b>
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean *	3.7	4.0	3.5	3.6	3.8	4.2	3.9	3.8
Sample Size	887	114	200	377	17	12	146	39

\* Based on 5 point scale where 1 is "Not at all Well" and 5 is "Extremely well"

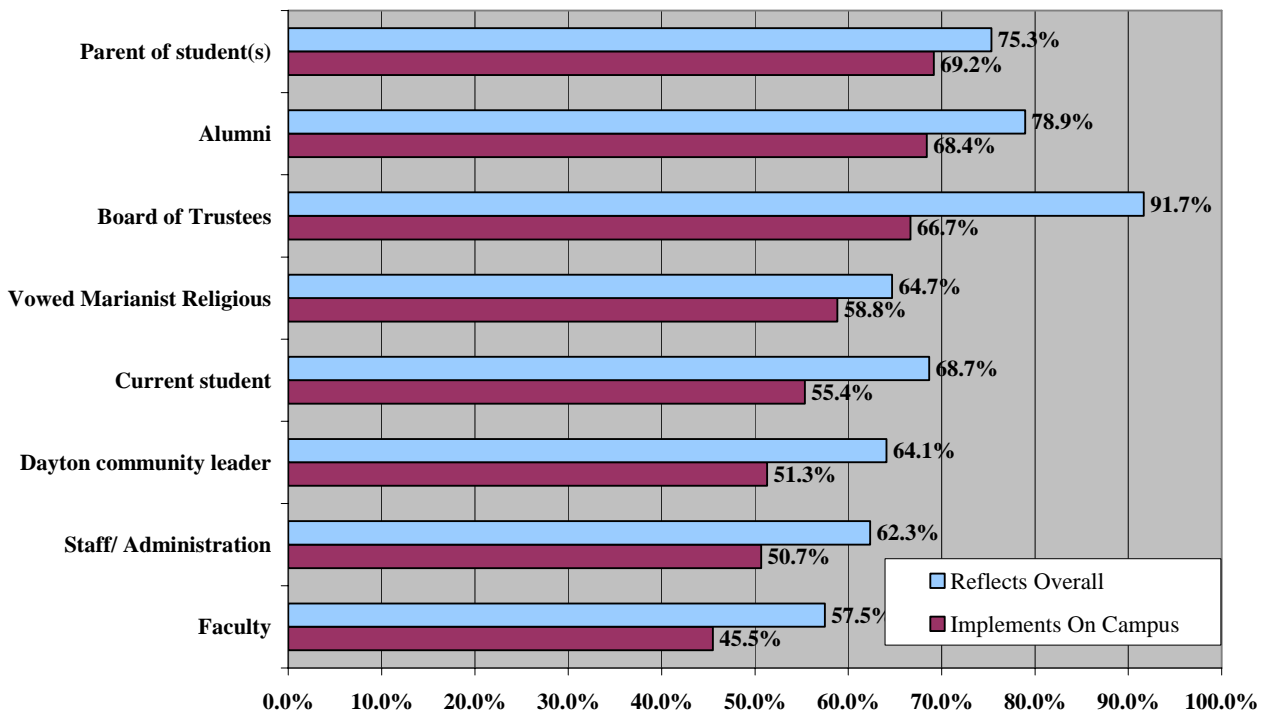
**E. Assessment of How Well University of Dayton Implements on Campus its Catholic and Marianist Philosophy of Education**

*How well do you think the University of Dayton implements on campus its Catholic and Marianist Philosophy of Education?*

*Extremely well      Very well      Somewhat well      Slightly well      Not at all well*

A smaller percent of respondents in every stakeholder group felt the University implemented on campus its CMPE to the same degree the University reflected it’s CMPE overall, (see Chart 4). Less than half of the faculty (46%) and only half of the staff and 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”.

**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)**



Across the stakeholder groups, the lower level of self congratulation with respect to campus implementation is primarily reflected in an increase in the percent of respondents choosing the middle categories of “somewhat” or “slightly well”, (see Table 4, below). The percent of respondents indicating the University implemented its CMPE “Not at all well” on campus is extremely small in every stakeholder group.

**Table 4. How well does the University of Dayton implements on campus its Catholic and Marianist Philosophy of Education?**

	Current student	Alumni	Faculty	Staff/ Administration	Vowed Marianist Religious	Board of Trustees	Parent of student(s)	Dayton community leader
<b>Very &amp; Extremely Well</b>	<b>55.4%</b>	<b>68.4%</b>	<b>45.5%</b>	<b>50.7%</b>	<b>58.8%</b>	<b>66.7%</b>	<b>69.2%</b>	<b>51.3%</b>
Extremely well	9.2%	20.2%	5.0%	6.6%	0.0%	8.3%	15.8%	5.1%
Very well	46.1%	48.2%	40.5%	44.0%	58.8%	58.3%	53.4%	46.2%
Somewhat well	34.6%	23.7%	40.0%	38.2%	41.2%	33.3%	21.9%	41.0%
Slightly well	8.3%	5.3%	13.5%	9.3%	0.0%	0.0%	7.5%	7.7%
<b>Not at all well</b>	<b>1.7%</b>	<b>2.6%</b>	<b>1.0%</b>	<b>1.9%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>1.4%</b>	<b>0.0%</b>
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean *	3.5	3.8	3.4	3.4	3.6	3.8	3.7	3.4
Sample Size	887	114	200	377	17	12	146	39

\* Based on 5 point scale where 1 is "Not at all Well" and 5 is "Extremely well"

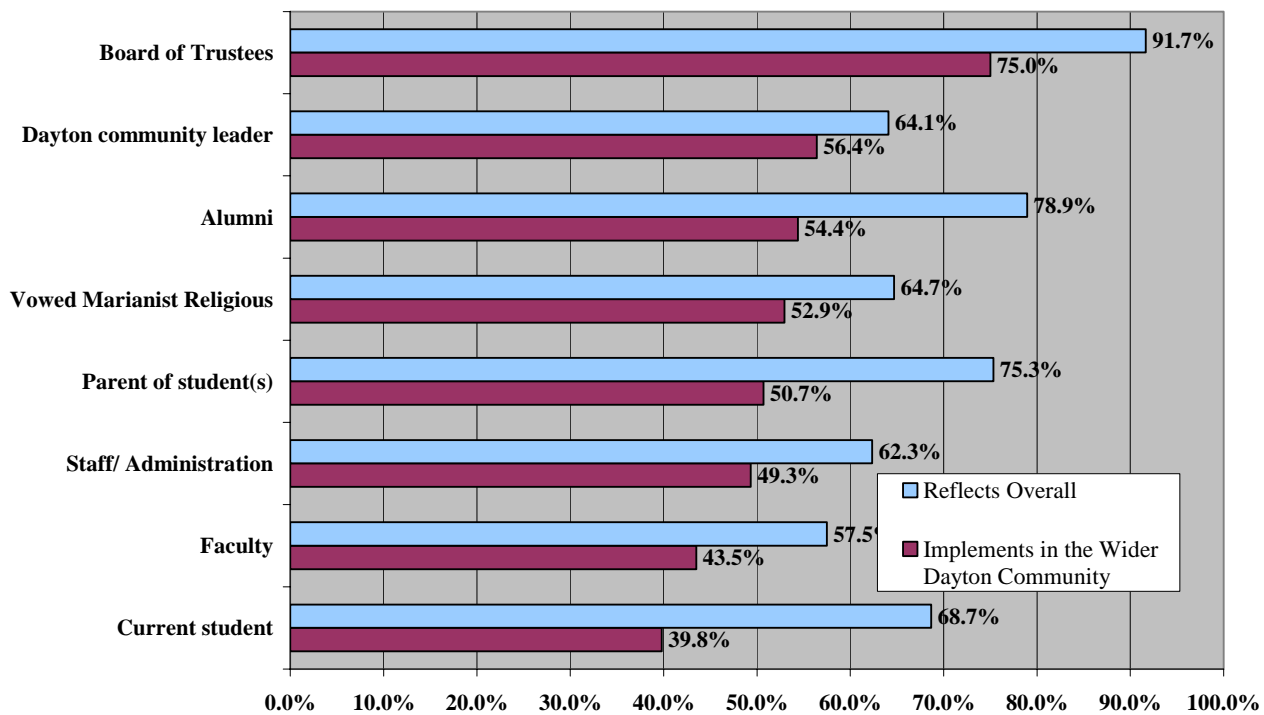
#### **F. Assessment of How Well University of Dayton Implements in the Wider Dayton Community its Catholic and Marianist Philosophy of Education**

*How well do you think the University of Dayton implements in the wider Dayton community its Catholic and Marianist Philosophy of Education?*

*Extremely well      Very well      Somewhat well      Slightly well      Not at all well*

As with implementation on campus, a smaller percent of respondents in every stakeholder group felt the University implemented in the wider Dayton Community its CMPE to the same degree the University reflected it's CMPE overall, (see Chart 4). Again, less than half of the faculty (44%) and only half of the staff and administration (49%) felt the University implemented its CMPE “very or extremely well” in the wider community. In contrast to their views on campus implementation, students were less inclined than faculty or staff and administration to rate the University’s implementation in the wider community at “very or extremely well” (40%).

**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)**



In thinking about ratings respondents gave the University on implementation in the wider Dayton Community, the distinction between the middle category “somewhat well” and the two lower categories “slightly well” and “Not at all well” may well be important. The middle category may have been used as an expression of ignorance or neutrality by those among the students, faculty and staff who did not feel they had the knowledge to judge. An inspection of Table 5 suggests that the bulging in the middle accounts for much of the decline in the percent rating the University on the top two categories

However, Table 5 also suggests there is a slight increase in the percent of respondents among students, faculty, staff and administration who rate the university’s implementation of its CMPE in the wider Dayton Community “not at all well”. The absolute number (and percent) of respondents in each stakeholder group who feel this way is indeed small but for faculty (4% vs. 1%), staff and administration (4.2% vs. 1.9%) and students (4.3% vs. 1.7%), it is a statistically significant greater percent with a negative rating than for implementation on campus.



**Table 5. How well does the University of Dayton implements in the wider Dayton community its Catholic and Marianist Philosophy of Education?**

	Current student	Alumni	Faculty	Staff/ Administration	Vowed Marianist Religious	Board of Trustees	Parent of student(s)	Dayton community leader
<b>Very &amp; Extremely Well</b>	<b>39.8%</b>	<b>54.4%</b>	<b>43.5%</b>	<b>49.3%</b>	<b>52.9%</b>	<b>75.0%</b>	<b>50.7%</b>	<b>56.4%</b>
Extremely well	8.2%	13.2%	4.0%	8.2%	17.6%	8.3%	10.3%	5.1%
Very well	31.6%	41.2%	39.5%	41.1%	35.3%	66.7%	40.4%	51.3%
Somewhat well	42.1%	33.3%	38.0%	37.1%	47.1%	25.0%	43.8%	28.2%
Slightly well	13.9%	7.0%	14.5%	9.3%	0.0%	0.0%	4.1%	10.3%
<b>Not at all well</b>	<b>4.3%</b>	<b>5.3%</b>	<b>4.0%</b>	<b>4.2%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>1.4%</b>	<b>5.1%</b>
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	3.3	3.5	3.3	3.4	3.7	3.8	3.5	3.4
Sample Size	887	114	200	377	17	12	146	39

\* Based on 5 point scale where 1 is "Not at all Well" and 5 is "Extremely well"

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

*How important do you think the following tenets are to University of Dayton's Catholic and Marianist Philosophy of Education?*

*Extremely important Very important Somewhat important Slightly important Not at all important*

*Provides an education for formation in faith*

*Provides an integral quality education*

*Educates in family spirit which builds community for growth and learning*

*Educates for service, justice and peace*

*Educates for adaptation and change*

Table 6 indicates the percent of respondents in each stakeholder group who indicated a particular tenet was "extremely or very important to the University's CMPE." Several points are worth noting.

- The vast majority of respondents in every stakeholder group regarded all five of the tenets as "extremely or very important"
- For four of the five 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).

Table 6: Percent of Stakeholder Groups Indicating a Particular Tenet was Extremely or Very Important to the University's Catholic and Marianist Philosophy of Education

	Current Student	Alumni	Faculty	Staff / Administration	Vowed Marianist Religious	Board of Trustees	Parent of Student	Dayton Community Leader
Provides an education for formation in faith	71%	82%	67%	80%	94%	92%	86%	79%
Provides an integral quality education	94%	98%	95%	96%	100%	100%	97%	95%
Educates in family spirit which builds community for growth and learning	85%	90%	83%	89%	88%	100%	93%	79%
Educates for service, justice and peace	87%	89%	88%	91%	100%	92%	89%	90%
Educates for adaptation and change	80%	86%	85%	84%	88%	100%	90%	82%
Sample Size	887	114	200	377	17	12	146	39

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

*How well do you think the University of Dayton's Catholic and Marianist Philosophy of Education realizes these characteristics?*

*Extremely well      Very well      Somewhat well      Slightly well      Not at all*

*Provides an education for formation in faith*

*Provides an integral quality education*

*Educates in family spirit which builds community for growth and learning*

*Educates for service, justice and peace*

*Educates for adaptation and change*

***Provides an education for formation in faith and Educates for adaptation and change:*** Two-third 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 and 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).

Table 7: Percent of Stakeholder Groups Indicating the University's Catholic and Marianist Philosophy of Education Realizes Extremely or Very Well a Particular Tenet

	Current Student	Alumni	Faculty	Staff / Administration	Marianist Religious	Board of Trustees	Parent of Student	Community Leader
Provides an education for formation in faith	65%	62%	48%	56%	41%	67%	75%	62%
Provides an integral quality education	84%	89%	73%	76%	71%	100%	90%	77%
Educates in family spirit which builds community for growth and learning	77%	78%	66%	71%	65%	83%	82%	69%
Educates for service, justice and peace	74%	77%	60%	64%	59%	75%	79%	59%
Educates for adaptation and change	63%	70%	48%	54%	29%	50%	78%	56%
Sample Size	887	114	200	377	17	12	146	39

## I. The Gap between Importance and Realization of Tenets

It may be useful to understand for which Tenets the Gap between the Importance Ratings and the Realization Ratings are particularly high for each stakeholder group. The gaps provide information on the particular areas which may be of greatest concern to those groups. Table 8 provides such information. It shows 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”.

Several points are worth noting: First, for students and parents, the size of the gaps between importance and realization are typically smaller than for the other groups. Parents have relatively small gaps across the board. For students the greatest gap (18%) is between their assessment of the importance of *Education for adaptation and change* and their assessment of the University’s CMPE realization of that tenet.

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 and 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/Administration (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

**J. A Compendium of Ways the Catholic and Marianist Philosophy of Education is Brought to the Forefront at the University of Dayton**

*What activities, events, programs or organizations bring the Catholic and Marianist Philosophy of Education to the forefront at the University of Dayton? (Please be as specific as possible)*

The author of this study and his staff regret the inclusion of this question in the survey (just kidding). Respondents chose to answer this question in great detail. Those responses have been coded to capture at a minimum specific categories but the number of categories multiplied in ways difficult to describe. Included below is a table that tries to capture some sense of the multitude of activities, events, programs and organizations that bring the CMPE to the forefront at UD. A perusal of the table should suggest the extraordinary depth and breadth of activity embodying the CMPE at the University.

	Cases	Percent of Sample
Christmas on Campus	505	28.9%
Campus Ministry	401	23.0%
Service Projects/Organizations and Clubs in General	325	18.6%
Retreats	224	12.8%
Daily/Weekend Masses	212	12.1%
Various Local Community Service Programs	132	7.6%
Guest speakers/events	121	6.9%
Any Interaction with Marianists throughout campus	105	6.0%
Spring Break-Out	96	5.5%
Center for Social Concern	95	5.4%
Fitz Center for Leadership in Community	92	5.3%
Humanities Base	76	4.4%
Student Neighborhood/Living Arrangements	72	4.1%
Service Learning Opportunities	70	4.0%
Habitat for Humanity	70	4.0%
Fraternities	69	4.0%
Living/Learning communities	59	3.4%
Into the Streets	53	3.0%
Faith and Religious Organizations/Campus-wide prayer/Celebration of Marianist Feast Days	51	2.9%
Attitude of Fac/Staff/Administration	47	2.7%
Stander Symposium	44	2.5%
Catholic Life	42	2.4%
Activities that promote community environment/Dayton to Daytona	41	2.3%

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Table 9: Activities, Events, Programs and Organizations that Bring the Catholic and Marianist Heritage to the Forefront at UD (Continued)		
	Cases	Percent of Sample
General Education/Emphasis on Classroom work	40	2.3%
Athletics/Red Scare/Athletes in Action/Intramurals	38	2.2%
Appalachia/UDSAP	36	2.1%
Dayton Early College Academy	36	2.1%
Program for Christian Leadership	36	2.1%
New Student Orientations/Anything related to 1st Year Experience	35	2.0%
Cultural/Diversity Events	35	2.0%
Rector Office/Counsel	34	1.9%
Semester of Service	33	1.9%
Negative comments about the University	32	1.8%
Neighborhood Fellow/R.A.s/C.A./Residential Education	31	1.8%
Lalanne	30	1.7%
Wheels for Kids	29	1.7%
Core	28	1.6%
ETHOS/New Engineering Program	28	1.6%
Plunges	27	1.5%
Study abroad	26	1.5%
Honors Program and Berry Scholars	25	1.4%
Art and Music programs/Dance Marathon	24	1.4%
Various Volunteer Opportunities/Blood Drives	24	1.4%
Chaminade Scholars Program	23	1.3%
Marian Museum Center/Research Center/Marianist Library/Marianist Heritage Month	23	1.3%
Circle K	22	1.3%
Diversity Lecture Series	21	1.2%
Relay for Life	20	1.1%
Stop Hate Week/BRIT	20	1.1%
Parents/Little Sibs Weekend	20	1.1%
Leadership Institute/UD Leadership/Marianist Leadership Program	19	1.1%
Big Brother/Big Sister Clubs	19	1.1%
Summer Immersions	17	1.0%
Special Awards - Lackner, Marianist	16	0.9%
Porch Community	16	0.9%
Various aspects of Alumni	16	0.9%
Emphasis on Social Justice	16	0.9%
New Orleans Breakout	15	0.9%
Women's Center/Women's Week	15	0.9%

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Table 9: Activities, Events, Programs and Organizations that Bring the Catholic and Marianist Heritage to the Forefront at UD (Continued)		
	Cases	Percent of Sample
Club 6	14	0.8%
Saint Vincent DePaul	14	0.8%
Healing Hearts	13	0.7%
Walk the Talk	12	0.7%
Community Projects within field	12	0.7%
Food for the Soul	12	0.7%
SGA	12	0.7%
Lead, Learn, Serve	11	0.6%
Human Rights Program	10	0.6%
Forum on Catholic Intellectual Tradition	10	0.6%
CAB	10	0.6%
Business as a Calling	9	0.5%
Attention to ethics and values through curriculum	9	0.5%
Law School Clinic/Pro-Bono Work	9	0.5%
Greensweep	9	0.5%
Fr. James Heft	9	0.5%
Students for Life	8	0.5%
Hunger and Homeless Awareness Week	8	0.5%
PAGES	8	0.5%
Flyer Enterprises	8	0.5%
Chapel in the Heart of Campus	7	0.4%
Interfaith dialogue	7	0.4%
3, 7, 12	7	0.4%
Clusters	7	0.4%
Martin Luther King, Jr. Breakfast	7	0.4%
Campus Crusades	7	0.4%
Civic Scholars	6	0.3%
United Way	6	0.3%
Work of Joan McGinnis	6	0.3%
Christmas Off-Campus	6	0.3%
Blue Crew	6	0.3%
New Faculty Picnic	6	0.3%
Center for Catholic Education	6	0.3%
Mentor Programs	6	0.3%
RISE	5	0.3%
IHOP	5	0.3%
Counseling Services/Career Services	5	0.3%
Genesis Development	5	0.3%

**K. Student Perceptions of Particular Aspects of the CMPE at the University**

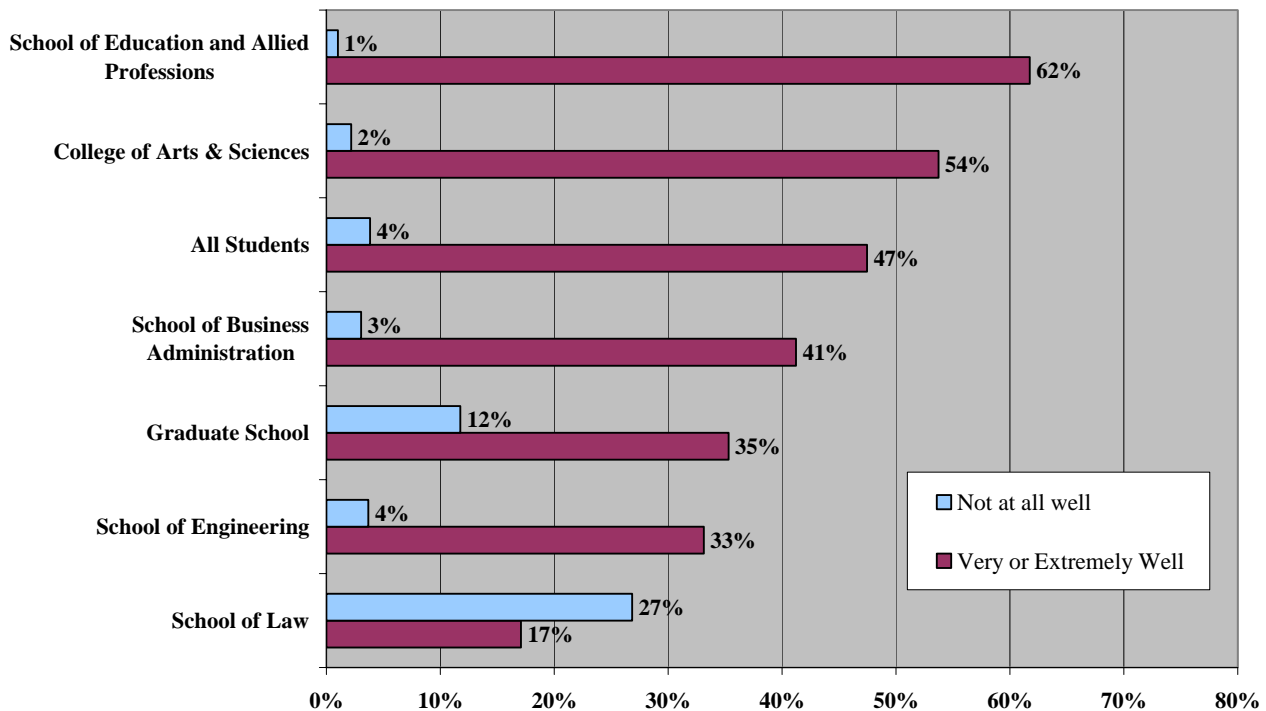
**1. Assessment of Coursework and Majors as Embodying the CMPE  
(Chart 12 and Table 12 Next Page)**

*Thinking about your coursework and the majors offered in your respective school, how well do you think they embody the Catholic and Marianist Philosophy of Education at the University of Dayton?*

*Extremely well      Very well      Somewhat well      Slightly well      Not at all*

- 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).<sup>2</sup>
- Only a very small minority of respondents in undergraduate schools believe that their course work and majors did “Not at all” embody the CMPE.
- 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).

**Chart 12: How well does the coursework and majors in your school embody the Catholic and Marianist Philosophy of Education?  
(Percent Indicating "Very or Extremely Well" and "Not at All")**



<sup>2</sup> The response rate for the graduate school was too low for the difference to be statistically significant

Table 12: Thinking about your coursework and the majors offered in your respective school, how well do you think they embody the Catholic and Marianist Philosophy of Education at the University of Dayton?

	College of Arts & Sciences	School of Business Administration	School of Education and Allied Professions	School of Engineering	School of Law	Graduate school	Total
Very & Extremely Well	54%	41%	62%	33%	17%	35%	47%
Extremely well	9%	7%	18%	7%	5%	6%	10%
Very well	45%	34%	43%	26%	12%	29%	38%
Somewhat well	38%	42%	31%	46%	24%	38%	38%
Slightly well	7%	14%	7%	17%	32%	15%	11%
Not at all well	2%	3%	1%	4%	27%	12%	4%
Total	100%	100%	100%	100%	100%	100%	100%
Count	322	131	196	163	41	34	887

## 2. Particular Courses that Embody the CMPE

*Which courses in particular, if any, do you think embody the Catholic and Marianist Philosophy of Education extremely or very well?*

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 and Marianist Philosophy of Education extremely or very well*

Table 13: Courses Embodying Catholic and Marianist Philosophy of Education

	Cases	% of Respondents
Humanities Base Courses	172	19.6%
A Wide Variety of Courses	125	14.3%
Religion Courses (in general)	122	13.9%
Specific Professor Mentioned	36	4.1%
CORE Courses	31	3.5%
PHL 313: Business Ethics	24	2.7%
REL 344: Christian Marriage	23	2.6%
PHL 316: Engineering Ethics	22	2.5%
REL 363: Faith and Justice	22	2.5%
Chaminade Scholars Courses	16	1.8%
EDT 110: The Profession of Teaching	16	1.8%
REL 369: Christian Ethics and Engineering	14	1.6%
Introduction to the University Courses	13	1.5%
EGR 101: Introduction to Engineering Design	13	1.5%
PHL 312: Ethics	12	1.4%

**Continued on Next Page**



Table 13: Courses Embodying Catholic and Marianist Philosophy of Education (continued)

	Cases	% of Respondents
EDT 305: Philosophy and History of American Education	8	0.9%
EDT 502: Philosophy of Education	8	0.9%
PHL 315: Medical Ethics	8	0.9%
REL 367: Christian Ethics and Healthcare Issues	8	0.9%
REL 368: Christian Ethics and the Business World	8	0.9%
Berry Scholars Courses	6	0.7%
Cluster Courses	6	0.7%
EDT 109: Personal Aspects of Teaching	6	0.7%
MBA 659: Business as a Calling	6	0.7%
UDI 164: Faith, Vocation and Leadership I	6	0.7%
REL 374: Religion and the Arts	5	0.6%
EDT 340: Educating Diverse Student Populations in Inclusive Settings	4	0.5%
EGR 330: Ethos	4	0.5%
REL 366: The Holocaust: Theological and Religious Responses	4	0.5%
REL 375: Religion and Science	4	0.5%
SOC 368: Immigration and Immigrants	4	0.5%
SOC 398: Social Science Scholars' Seminar	4	0.5%
ANT 150: Introduction to Cultural Anthropology	3	0.3%
CMM 110: Group Decision Making	3	0.3%
EDA 505: Educational Leadership (for Catholic School Educators)	3	0.3%
EDC 543: Theories and Techniques of Counseling	3	0.3%
EDC 605: Integrating Spirituality in Counseling	3	0.3%
EDT 503: History of Education in Catholic Schools	3	0.3%
EGR 320: Systems Design Scholars Seminar	3	0.3%
HSS 220: Adapted Physical Education	3	0.3%
PHL 327: Philosophy of Peace	3	0.3%
PHL 371: Philosophy and Human Rights	3	0.3%
POL 101: Global Politics	3	0.3%
REL 471: Women and Religion	3	0.3%
SET 100: Engineering Technology First Year Seminar	3	0.3%
SOC 328: Racial and Ethnic Minorities	3	0.3%
SOC 339: Social Inequality	3	0.3%
Semester of Service class	2	0.2%
CEE 101: Introduction to Civil Engineering	2	0.2%
CMM 113: Interviewing	2	0.2%
CMM 355: Rhetoric of Social Movements	2	0.2%
ECD 563: Law and Ethics in Higher Education	2	0.2%
EDA 510: Instructional Leadership	2	0.2%
EDC 544: Ethics in Counseling	2	0.2%
EDC 550: Student Development Theory	2	0.2%
EDC 635: Marriage and Family Counseling	2	0.2%
EDT 211L: Child Development: Birth to Age 8 Lab	2	0.2%
EDT 222: Development in MC and AYA	2	0.2%
EDT 321: Classroom Environment for Middle Childhood	2	0.2%
EDT 508: Human Development/Child Development	2	0.2%
ENG 333: Images of Women in Literature	2	0.2%
HSS 510: History of Sport and Physical Education	2	0.2%

Continued on the Next Page

Table 13: Courses Embodying Catholic and Marianist Philosophy of Education (continued)

	Cases	% of Respondents
HST 398: History of African Americans in the US to 1900	2	0.2%
MKT 301: Principles of Marketing	2	0.2%
PHL 307: Philosophy of Women	2	0.2%
POL 214: Introduction to International Politics	2	0.2%
PSY 321: Cognitive Processes	2	0.2%
REL 376: Theology and the Social Sciences	2	0.2%
SOC 352: Community	2	0.2%
SOC 426: Leadership in Building Communities	2	0.2%
SPN 497: Service Learning Experience	2	0.2%
SWK 331: Death, Dying and Suicide	2	0.2%
UDI 252: Global Climate Change	2	0.2%
VAH 101: Art History	2	0.2%
Other Comments	29	3.3%
Seventy Eight Courses mentioned by one respondent	78	8.9%
Respondents who indicated no courses	179	20.4%

### 3. Student Assessment of Effectiveness of General Education Requirements in achieving the goals of the Catholic and Marianist Philosophy of Education

*How effective do you think the General Education Requirements are, especially the Humanities Base and Thematic Clusters, in achieving the goals of the Catholic & Marianist Philosophy of Education?*

*Extremely effective    Very effective    Somewhat effective    Slightly effective    Not at all effective*

- 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.
- There was no significant variation by school.
- 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).

**Chart 14: How effective do you think the General Education Requirements are in achieving the goals of the Catholic & Marianist Philosophy of Education?**  
(Percent Indicating "Very or Extremely Well" and "Not at All")

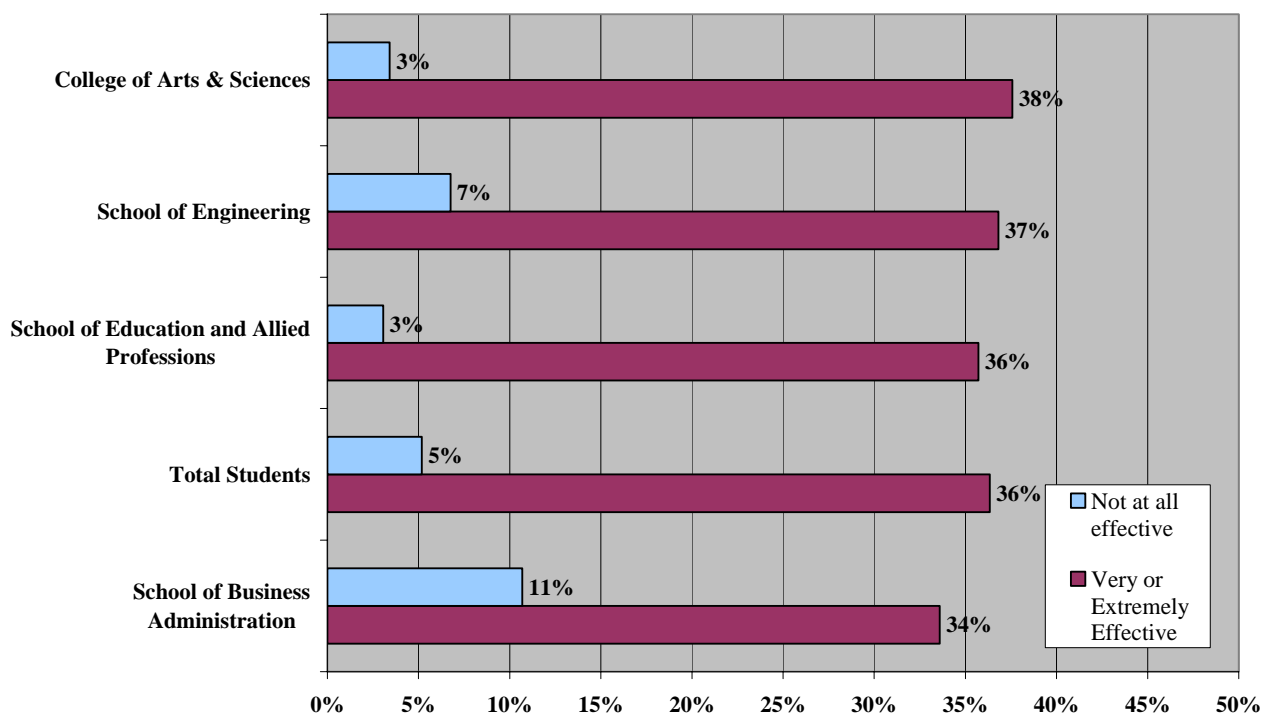


Table 14: How effective do you think the General Education Requirements are in achieving the goals of the Catholic & Marianist Philosophy of Education?

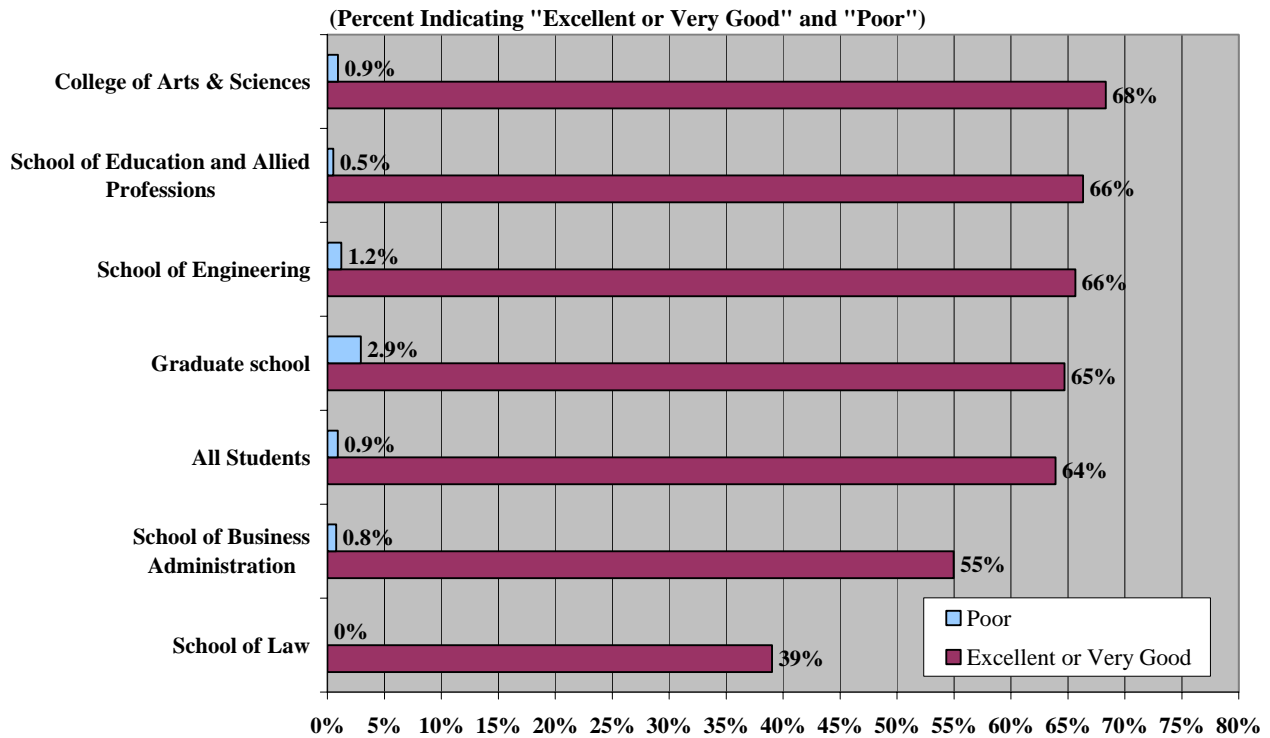
	College of Arts & Sciences	School of Business Administration	School of Education and Allied Professions	School of Engineering	Total
Very or Extremely Effective	38%	34%	36%	37%	36%
Extremely effective	8%	7%	4%	6%	6%
Very effective	30%	27%	32%	31%	30%
Somewhat effective	44%	40%	45%	38%	42%
Slightly effective	15%	16%	16%	18%	16%
Not at all effective	3%	11%	3%	7%	5%
Total	100%	100%	100%	100%	100%
Count	322	131	196	163	812

#### 4. Student Assessment of Relationship with Faculty and Staff

Which of the following best describes how you would rate your relationship with faculty and staff?  
*Excellent      Very Good      Good      Fair      Poor*

- 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.

**Chart 15: Which of the following best describes how you would rate your relationship with faculty and staff?**



**Table 15: Which of the following best describes how you would rate your relationship with faculty and staff?**

	College of Arts & Sciences	School of Business Administration	School of Education and Allied Professions	School of Engineering	School of Law	Graduate school	Total
<b>Excellent or Very Good</b>	68%	55%	66%	66%	39%	65%	64%
Excellent	21.1%	19.1%	18.4%	19.0%	12.2%	23.5%	19.5%
Very good	47.2%	35.9%	48.0%	46.6%	26.8%	41.2%	44.4%
Good	25.5%	36.6%	30.1%	28.8%	53.7%	26.5%	30.1%
Fair	5.3%	7.6%	3.1%	4.3%	7.3%	5.9%	5.1%
Poor	0.9%	0.8%	0.5%	1.2%		2.9%	0.9%
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>Count</b>	322	131	196	163	41	34	887

*What adjectives would you use to describe your relationships with faculty and staff on campus?*

Of the 36 adjectives found to some degree in the responses, all but four were positive. Those four with a less than positive connotation are marked in grey highlight. Note that they represent only 5.1% of all responses (11%/216%)

Table 16: Student Adjectives Used to Describe Faculty (Coded Responses for Verbatims)

	College of Arts & Sciences	School of Business Administration	School of Education and Allied Professions	School of Engineering	School of Law	Graduate school	Total
Friendly	39%	38%	41%	41%	17%	29%	38%
Helpful	23%	28%	23%	23%	15%	35%	24%
Open	17%	21%	18%	15%	15%	18%	17%
Caring	10%	9%	18%	9%	12%	9%	11%
Professional	13%	7%	15%	10%	7%	6%	11%
Close	11%	9%	6%	9%	7%	6%	9%
Respectful	8%	9%	9%	9%	10%	6%	8%
Understanding	7%	9%	11%	4%	2%	12%	8%
Informative	8%	4%	6%	5%	2%	6%	6%
Very well/very good	6%	3%	5%	6%	12%	3%	5%
Comfortable	5%	4%	5%	5%		6%	5%
Available	4%	3%	3%	5%	2%	6%	4%
Supportive	5%	3%	4%	2%	2%	6%	4%
Varies	4%	4%	3%	4%	5%	3%	4%
Excellent	3%	2%	4%	4%	7%	3%	4%
Mentor	3%	2%	4%	4%		12%	4%
Lacking	3%	5%	3%	5%		3%	3%
Welcoming	3%	4%	2%	2%	2%	9%	3%
Trustworthy/Reliable	3%	2%	4%	1%	2%	9%	3%
Relaxed	2%	2%	4%	4%			3%
Encouraging	3%	2%	3%	1%	2%	3%	3%
Personable	3%	5%	1%	2%	2%		2%
Honest	3%	4%	2%	1%			2%
Considerate	3%	1%	2%	1%	2%		2%
Distant	3%	1%	3%	1%	2%	3%	2%
Fun	1%	2%	3%	4%			2%
Important	3%	2%	2%	2%	2%		2%
Decent/Good	1%	3%	3%	2%			2%
Beneficial	3%	1%	2%	1%			2%
Fair	2%	4%	2%	1%	5%	3%	2%
Positive	1%	2%	3%	2%	2%		2%
Cordial	2%		1%	1%	5%	9%	2%
Genuine	2%		3%	1%	2%	3%	2%
Indifferent	1%	2%	1%	2%	10%		2%
Strong	1%	2%	3%	1%	2%		2%
Warm	1%	1%	3%	1%		6%	2%
Other	11%	12%	13%	14%	5%	18%	12%
Col Response %	220.4%	209.2%	230.9%	208.6%	165.9%	229.4%	216.7%
Cases	318	130	194	162	41	34	879

**Note: Responses sum to more than 100% due to multiple responses per respondent**

## 5. Student Suggestions for How Catholic and Marianist Philosophy of Education Could Play a Larger Role

*How can the Catholic and Marianist Philosophy of Education play a larger role in your relationships with faculty and staff?*

Most student suggestions involved mechanisms by which students and faculty/staff could develop closer relationships.

Table 17: How can the Catholic and Marianist Philosophy of Education play a larger role in your relationships with faculty and staff?

	% of Respondents
I am satisfied with the current role of the CMPE in my relationships with faculty and staff.	9.7%
Hold more events/programs that help students and faculty get to know each other outside of the classroom.	9.3%
Integrate the CMPE into classes.	7.1%
More interaction with faculty and staff.	6.0%
The CMPE could improve relationships.	5.1%
There is no way for the CMPE to play a larger role in student-faculty relationships.	4.2%
Encourage both the faculty and students to learn the CMPE and incorporate it in their relationships.	3.4%
Encourage professors to get to know their students personally.	3.1%
Have more on-campus discussions about the CMPE and how it relates to everyday life.	2.7%
Make service opportunities with professors available.	2.6%
Teach faculty and staff how to be approachable.	2.6%
Increase the levels of respect between students and faculty.	2.4%
Work on educating faculty and staff in the role of the CMPE.	2.1%
More faculty dinners.	1.8%
Teach faculty to respect student opinions.	1.4%
Encourage faculty to be open about their faith in the classroom.	1.1%
I don't want the CMPE to be a part of my relationships with faculty and staff.	1.1%
Promote the Marianist philosophies.	1.0%
Educate students about the CMPE.	0.9%
Increase collaboration between schools.	0.6%
Encourage faculty to learn the names of their students.	0.5%
Create mentorships between faculty and students.	0.5%
Help faculty get to know students earlier in their time at Dayton.	0.3%
Encourage faculty to attend on-campus masses.	0.3%
Hire more caring faculty	0.2%
Increase diversity training among faculty and staff.	0.2%
Hire fewer adjunct professors.	0.1%
Increase interaction between the Marianists and the students.	0.1%
Other	21.3%
Don't know/No comment	27.1%
Col Response %	119.0%
Cases	884

## L. Student Assessment of University of Dayton Personal Impact

Respondents were provided with a set of statements (see Table 18 below) and asked: *How much do you agree or disagree with each statement below? Please rate on a scale from 1 to 5 where 1 is Strongly Disagree and 5 is Strongly Agree.* The percent of respondents who Agree or Strongly agree with each statement by college or school is shown in Table 18. Results are separated by undergraduate and graduate students as well for clarity in presentation.

- A substantial majority of undergraduate students across the schools and colleges are in agreement that participation in the life of the University of Dayton 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*. Graduate school students and Law students in particular were far less inclined to attribute a role to the University in these areas (**SS**), although two-thirds of Graduate School students agreed it had *strengthened their values*.
- 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**).

Table 18: Student Assessment of University of Dayton Impact, (Percent who Agree or Strongly Agree), Statements sorted from greatest agreement to least agreement

	College of Arts & Sciences	School of Business Administration	School of Education and Allied Professions	School of Engineering	Undergraduate Students	School of Law	Graduate school
Being a part of the University of Dayton community has strengthened my values.	77.0%	69.5%	75.5%	75.5%	75.1%	17.1%	64.7%
Being a part of the University of Dayton community has made me more aware of the needs of others.	74.2%	62.6%	75.0%	63.8%	70.4%	22.0%	44.1%
My experiences at the University of Dayton have shaped my values.	71.1%	68.7%	69.9%	68.1%	69.8%	22.0%	52.9%
Being a part of the University of Dayton community has encouraged me to become more involved in the local community.	68.6%	67.9%	64.8%	65.0%	66.9%	36.6%	38.2%
My coursework at University of Dayton has shaped my values.	53.7%	45.8%	52.0%	47.9%	50.9%	22.0%	47.1%
Sample Size	322	131	196	163	812	41	34



## M. Student Recommendations to Improve Experience

*How can the University of Dayton improve your experience on campus while emphasizing its Catholic and Marianist Philosophy of Education?*

Students had a wide variety of suggestions for ways to improve the experience on campus. Responses are categorized in Table 19. The majority of responses touched on increasing the number and promoting more extensively opportunities for involvement.

Table 19: Student Recommendations

	% of respondents
More opportunities (service, extracurricular, etc.)	23.1%
Promote events and Marianist philosophy more	16.2%
No changes needed	15.9%
Intergrate Marianist philosophy into all courses	8.7%
Offer more alternative social experiences	4.9%
Be more open to other ideas/beliefs/cultures	4.0%
More interaction with the Marianist community	3.7%
Control behavior that is not in line with Marianist/Catholic values	3.1%
Require service projects	2.8%
More interaction between faculty and students	2.5%
Negative Comments about the University	2.4%
Give students more freedom	1.9%
More attention to graduate program	1.5%
Get better professors/faculty	0.7%
Faculty	0.2%
Other	5.4%
Don't Know/Not sure	20.5%
Total Response %	117.6%
Cases	883

## N. Faculty and Staff Perceptions of Relation of Coursework to the CMPE at the University

*Thinking about the coursework and the majors offered in your respective school, how well do you think they embody the Catholic and Marianist Philosophy of Education at the University of Dayton?*

*Extremely well Very well Somewhat well Slightly well Not at all well Does Not Apply*

- About half the faculty and staff (49%) feel the coursework and majors in their school embodies “extremely” or “very well” the University’s CMPE.
- Faculty in the School of Education are significantly more likely to believe this (79% vs. 48%), (SS).

**Chart 20: How well does Coursework & Majors in your school embody the Catholic and Marianist Philosophy of Education at the University of Dayton**

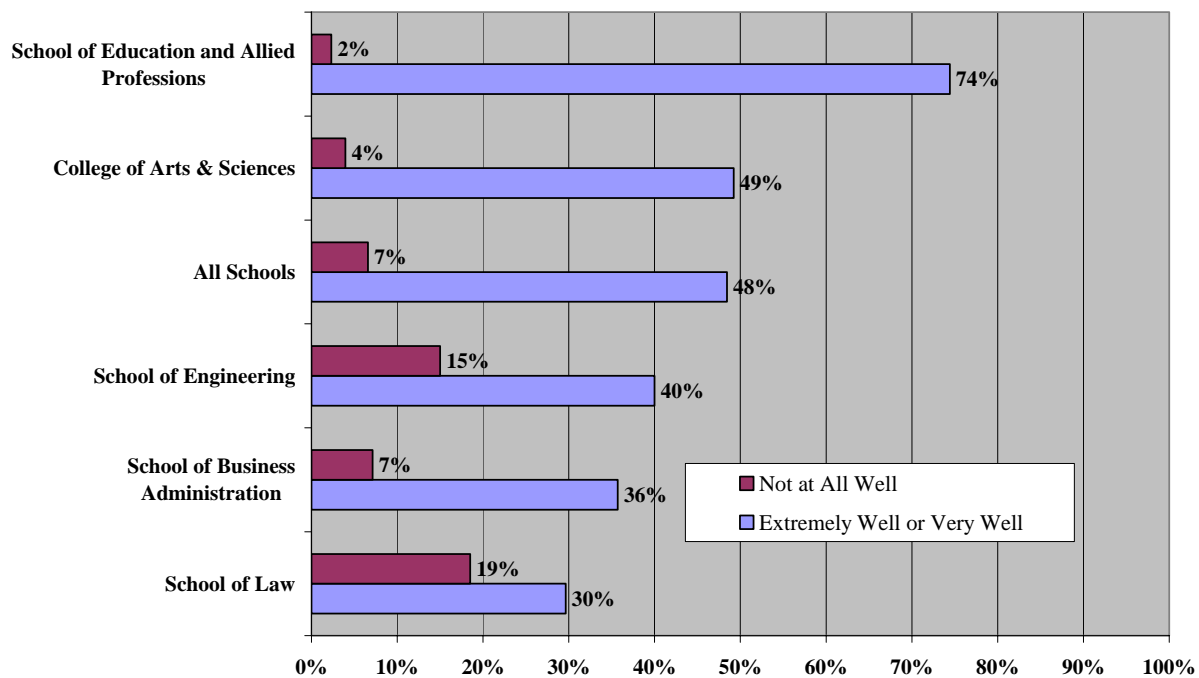


Table 20: Thinking about the coursework and the majors offered in your respective school, how well do you think they embody the Catholic and Marianist Philosophy of Education at the University of Dayton?

	College of Arts & Sciences	School of Business Administration	School of Education and Allied Professions	School of Engineering	School of Law	All Schools
Extremely Well or Very Well	49%	36%	74%	40%	30%	48%
Extremely well	15.1%	0%	16.3%	5.0%	11.1%	11.6%
Very well	34.1%	35.7%	58.1%	35.0%	18.5%	36.8%
Somewhat well	46.8%	57.1%	23.3%	45.0%	51.9%	45.0%
Not at all well	4.0%	7.1%	2.3%	15.0%	18.5%	6.6%
Col %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Count	126	42	43	20	27	258

*Which courses in particular, if any, do you think embody the Catholic & Marianist Philosophy of Education extremely or very well?*

Faculty and Staff had an extensive list of courses they felt qualified. However, a particular focus was on the religion and humanities based courses. Note that the high Don't Know/Does not apply percent (56%) is due to inclusion of staff who may not have felt knowledgeable about the question

Table 21: Faculty/Staff List of Courses that Embody CMPE (percent of Respondents mentioning)

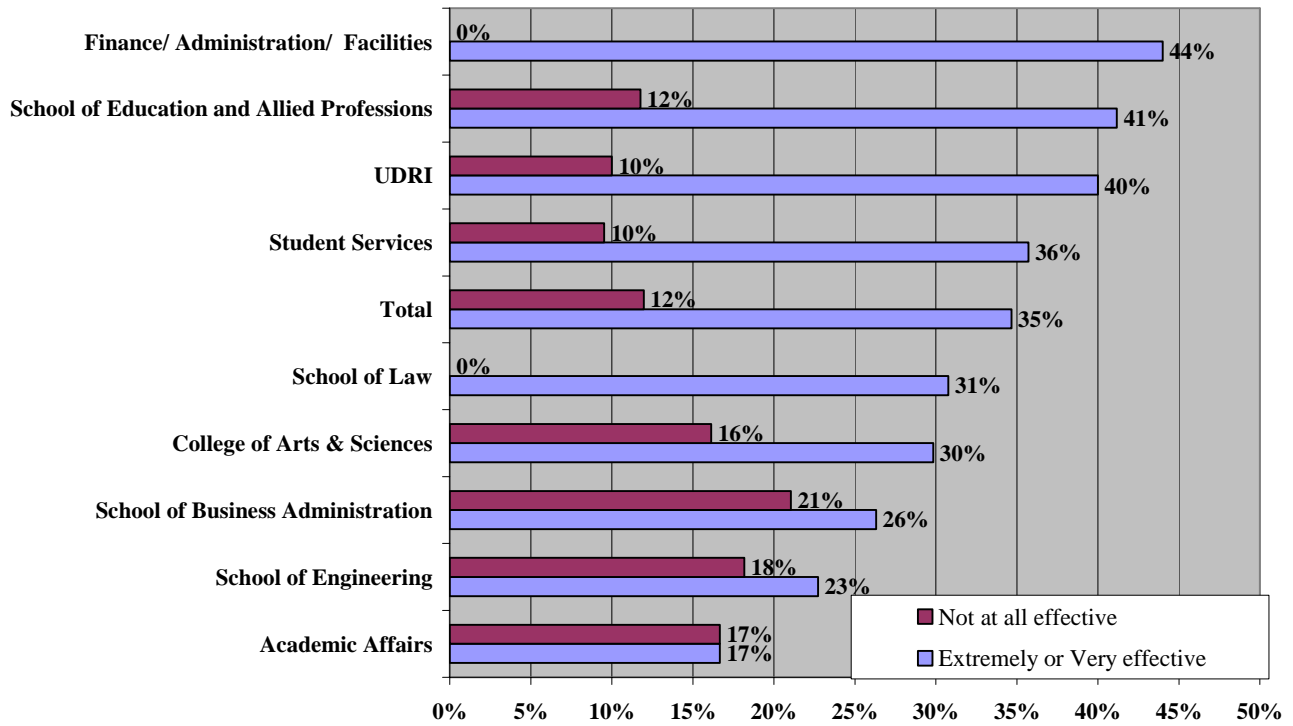
A Wide Variety of Courses	11.3%	CMM 355: Rhetoric of Social Movements	0.2%
Religion Courses	10.6%	CMM 360: Principles of Public Relations	0.2%
Humanities Base Courses	5.3%	CMM 460: Public Relations Writing	0.2%
Specific Professor Mentioned	2.3%	CMM 515: Language and Meaning	0.2%
CORE Courses	2.1%	EDA 505: Educational Leadership (for Catholic School Educators)	0.2%
MBA 659: Business as a Calling/Business as a Vocation	1.8%	EDC 575: Counseling Multicultural Populations	0.2%
EDT 110: The Profession of Teaching	1.4%	EDT 340: Educating Diverse Student Populations in Inclusive Settings	0.2%
REL 344: Christian Marriage	1.4%	EDT 450: Phonics, Spelling and Vocabulary	0.2%
Introduction to the University Courses	1.2%	EDT 570: Educating Diverse Learners in Inclusive Settings	0.2%
Cluster Courses	1.1%	LAW 6102: Torts	0.2%
EDT 305: Philosophy and History of American Education	0.9%	LAW 6107: Criminal Law	0.2%
REL 369: Christian Ethics and Engineering	0.7%	LAW 722: Jurisprudence	0.2%
Chaminade Scholars Courses	0.5%	PHL 307: Philosophy of Women	0.2%
Semester of Service class	0.5%	PHL 311: Philosophy of Religion	0.2%
BAI 151: Business Integration Experience	0.5%	PHL 313: Business Ethics	0.2%
EGR 320: Systems Design Scholars Seminar	0.5%	PHL 327: Philosophy of Peace	0.2%
EGR 330: Ethos	0.5%	PHL 365: Islamic Philosophy & Culture	0.2%
REL 363: Faith and Justice	0.5%	PHL 371: Philosophy and Human Rights	0.2%
REL 368: Christian Ethics and the Business World	0.5%	REL 328: US Catholic Experience	0.2%
Berry Scholars Courses	0.4%	REL 367: Christian Ethics and Healthcare Issues	0.2%
ASI 324: Cities and Suburbs: The Influence of Place	0.4%	SOC 426: Leadership in Building Communities	0.2%
POL 426: Leadership in Building Community	0.4%	SWK 331: Death, Dying and Suicide	0.2%
REL 471: Women and Religion	0.4%	Other	15.2%
None	0.2%	Does not apply/Don't know.	56.8%
BIO 340: Culture, Biodiversity, and Resources Management	0.2%	Col Response %	121.7%
CMM 110: Group Decision Making	0.2%	Sample Size	567
CMM 113: Interviewing	0.2%		

*How effective do you think the General Education Requirements are, especially the Humanities Base and Thematic Clusters, in achieving the goals of the Catholic & Marianist Philosophy of Education?(A Don't Know was provided as an option)*

*Extremely effective   Very effective   Somewhat effective   Slightly effective   Not at all effective*

- About one third (35%) of faculty and staff respondents regard the General Education Requirements as “Very or Extremely Effective” in achieving the goals of the Catholic and 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), (see Chart 22 and Table 22 next page).

**Chart 22: How effective do you think the General Education Requirements are, especially the Humanities Base and Thematic Clusters, in achieving the goals of the Catholic & Marianist Philosophy of Education? (% Extremely or Very Effective & % "Not at All")**



**Note: Asked of Faculty/Staff**

Table 22: How effective do you think the General Education Requirements are, especially the Humanities Base and Thematic Clusters, in achieving the goals of the Catholic &amp; Marianist Philosophy of Education?

	College of Arts & Sciences	School of Business Administration	School of Education and Allied Professions	School of Engineering	School of Law	All Schools
Extremely or Very effective	30%	26%	41%	23%	31%	30%
Extremely effective	6%	3%	0%	0%	0%	3%
Very effective	24%	24%	41%	23%	31%	27%
Somewhat effective	54%	53%	47%	59%	69%	54%
Not at all effective	16%	21%	12%	18%	0%	16%
Col %	100%	100%	100%	100%	100%	100%
Sample Size *	124	38	34	22	13	231
	Finance/ Administration/ Facilities	Academic Affairs	Student Services	UDRI	Other	Across all schools & divisions
Extremely or Very effective	44%	17%	36%	40%	46%	35%
Extremely effective	4%	0%	10%	0%	4%	4%
Very effective	40%	17%	26%	40%	42%	31%
Somewhat effective	56%	67%	55%	50%	48%	53%
Not at all effective		17%	10%	10%	6%	12%
Col %	100%	100%	100%	100%	100%	100%
Sample Size *	25	12	42	20	71	401

\* Excludes those who indicated they did not know or that it did not apply

## O. Faculty and Staff Perceptions of Relationships with Students

Which of the following best describes how you would rate your relationship with students?

*Poor Fair Good Very Good Excellent*

- The great majority of faculty and staff respondents described their relationships with students as “Excellent or Very Good” (Chart 23 and Table 23, next page). Virtually no respondents regarded their relationship with students as poor.
- 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).

**Chart 23: Which of the following best describes how you would rate your relationship with students? (% Excellent or Very Good)**

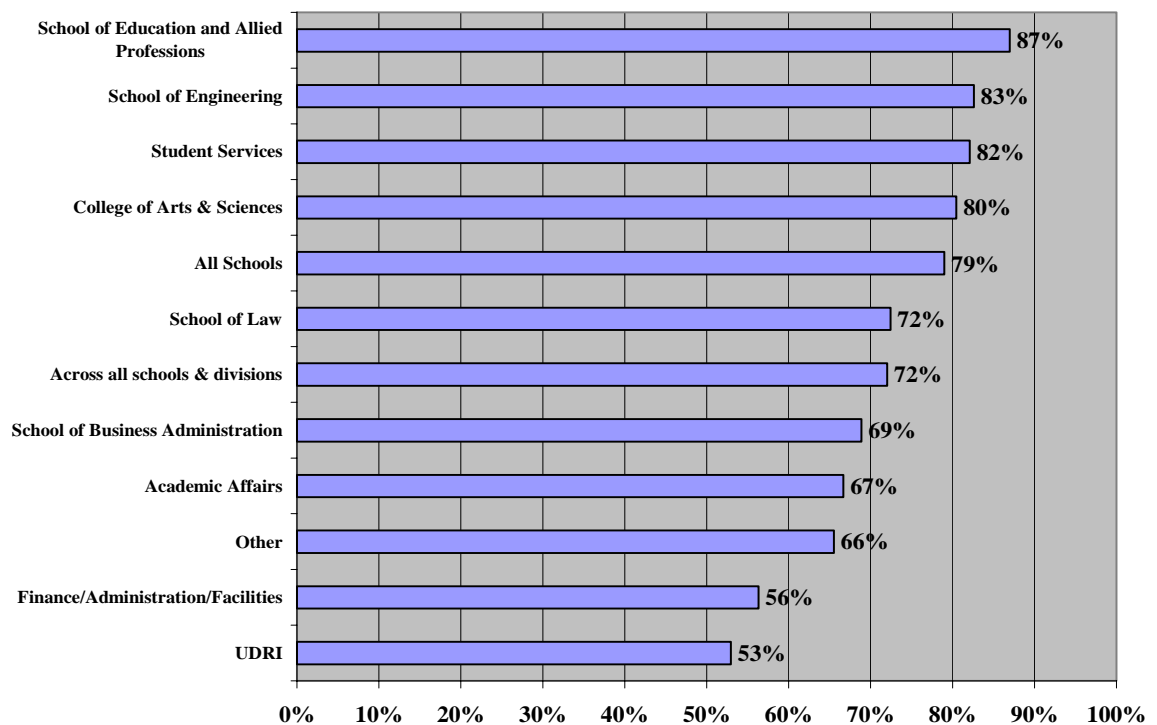


Table 23: Which of the following best describes how you would rate your relationship with students?

	College of Arts & Sciences	School of Business Administration	School of Education and Allied Professions	School of Engineering	School of Law	All Schools
Excellent or Very Good	80%	69%	87%	83%	72%	79%
Excellent	31%	22%	37%	35%	24%	30%
Very good	50%	47%	50%	48%	48%	49%
Good	14%	31%	13%	17%	28%	18%
Fair	5%	0%	0%	0%	0%	3%
Poor	0%	0%	0%	0%	0%	0%
Col %	100%	100%	100%	100%	100%	100%
Count	133	45	46	23	29	276

	Finance/ Administration / Facilities	Academic Affairs	Student Services	UDRI	Other	Across all schools & divisions
Excellent or Very Good	56%	67%	82%	53%	66%	72%
Excellent	11%	13%	22%	6%	18%	23%
Very good	45%	53%	60%	47%	47%	49%
Good	41%	20%	13%	35%	30%	24%
Fair	1%	13%	4%	9%	3%	3%
Poor	1%	0%	0%	3%	2%	1%
Col %	100%	100%	100%	100%	100%	100%
Count	71	15	67	34	116	579

## P. Adjectives Used to Describe Relationships with Students

*What adjectives would you use to describe your relationship with students on campus?*

It is difficult to summarize the tremendous variety of responses. Almost all responses (among those in close contact with students) suggested substantial consideration of the importance of the relationship. Common adjectives included active, accessible, caring, collaborative, committed, cooperative, dedicated, supportive, challenging, engaged, friendly, helpful, warm, involved, mentoring, open, personal, positive, professional, very good.



## Q. Faculty Descriptions of Impact of CMPE on Their Work

*How are your interactions with students (and your teaching and research, if faculty) influenced and shaped by the Catholic and Marianist Philosophy of Education of the University?*

Faculty and Staff had a wide variety of responses to this question. Those responses have been categorized below to try and capture themes that emerged. The results suggest that many respondents do regard their interactions as influenced by the CMPE.

**Table 24: Faculty/Staff Description of Impact of CMPE on Their Work**

Everything I do is shaped by the CMPE/My interactions are greatly influenced by the CMPE.	15.4%
My interactions are consistent with the CMPE but not due to it. I have always treated students in that manner.	8.8%
Respect, care, and patience for all students/Fostering mutual respect	7.1%
By being helpful and/or supportive/I keep in mind that I am here to serve students.	6.7%
Nothing I do is shaped by the CMPE.	5.4%
The CMPE has created a unique commitment to community/By working to build community	5.0%
I strive to live the standards of the CMPE so I am a role model/Being a mentor	3.8%
By sharing my faith and values/By stressing ethics	3.3%
I work to remember the values of the University in all interactions	2.9%
Somewhat/Little Influence	2.9%
I focus on fairness/I treat all people equally	2.8%
By educating the whole student, not just the mind - a holistic approach.	2.4%
By putting the best interest of the student first/I am always available to help students	2.4%
By encouraging students to do service work/By remaining service oriented	2.1%
I am unsure if interactions are shaped by the CMPE	1.9%
By challenging students to think independently	1.9%
The CMPE has changed my teaching style and/or research	1.9%
By challenging students to do their best.	1.4%
I challenge students to think how their actions can effect people globally	1.2%
Incorporate service learning into classes/By challenging students to work for change	1.2%
The CMPE influences how I look at other people's viewpoints/By having an open mind about others' beliefs	1.2%
The CMPE is a subtle force underlying all actions, whether people are aware of it or not	1.2%
Negative Influence/Negative comments about UD	1.2%
By bringing the real world into students' experiences.	1.0%
I approach every situation as a two-way learning experience	1.0%
I try to help students see connections to the CMPE in their daily lives	1.0%
By working for social justice.	0.9%
I try to be welcoming, kind, and inclusive to all students	0.9%
By making sure students know of all resources available to them.	0.7%

I try to treat everyone in accordance with the values of the CMPE	0.7%
Our relationships are more open and less guarded due to the CMPE	0.7%
The CMPE influences how I go about resolving issues	0.7%
By realizing how actions and education can effect others and/or themselves.	0.5%
I apply the 3-7-12 document	0.5%
I stay involved with my students' lives/I make sure to listen to students	0.5%
By emphasizing faith and reason as complementary.	0.3%
I focus on the principles of the CMPE in the classroom.	0.3%
Incorporating the Lead, Learn, Serve philosophy in the classroom.	0.3%
Should not have been asked	0.3%
I keep the greater good in mind when making decisions	0.2%
I talk to students about my own faith/There is faith in our interactions	0.2%
Other	5.2%
No response	2.9%
Does not apply/Do not interact with students	9.3%
Col Response %	112.6%
Cases	578

## R. Suggestions for How the University Can Improve Experience on Campus While Emphasizing CMPE

*How can the University of Dayton improve your experience on campus while emphasizing its Catholic and Marianist Philosophy of Education?*

Table 25 classifies responses based on codes. 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”.

**Table 25: Faculty / Staff Suggestions**

Increase diversity and inclusion, reduce discrimination.	8.3%
I am satisfied with my experience/Continue current actions.	8.0%
Administration and/or faculty and staff need to walk the talk.	7.1%
Educate all UD members about the CMPE.	6.4%
Offer events and self-improvement opportunities (classes, retreats, etc).	4.7%
Value and trust faculty and/or staff.	4.3%
Focus on education (not campus improvements, the business side of UD, financials, etc)	4.0%
There should be a greater emphasis on Marianist Traditions (take a conservative approach)	2.3%
Have higher expectations for students.	2.1%
Increase the presence of the Marianists on campus.	1.4%
Improve communication.	1.2%
Raise salaries.	1.0%
Institute the CMPE outside of the classroom / in the day-to-day.	1.0%
Stop cutting funding/Increase funding	0.5%
Don't promote activities contrary to the CMPE.	0.3%
Other	27.0%
Don't Know/Unsure/No Suggestion	18.3%
No Reponse	7.8%
Total	105.9%

## S. 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 1,000 alumni with e-mails (from classes with recent reunions). Of the 1,000 invitations sent approximately 11% (114) responded to the survey. Survey responses were distributed relatively evenly across the decades (Table 26), although within decades they were clustered more heavily towards classes that had held recent reunions.

Table 26: Year Alumni Graduated

	#	%
1958-1963	9	7.9%
1968-1979	22	19.3%
1980-1989	28	24.6%
1990-1999	28	24.6%
2000-2005	23	20.2%
Not Specified	4	3.5%
Total	114	100.0%

*What adjectives would you use to describe your experience at the University of Dayton?*

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.

<b>Table 27: Alumni Adjectives Used To describe Their Experience at UD</b>	
	Percent
Amazing/Awesome/Fantastic/Terrific/Exciting/Tremendous/Unforgettable	33.0%
Educational/Good Education/High-Quality/All Education Comments	26.8%
Fun/Enjoyable/Social/Carefree	22.3%
Life-Changing/Enlightening/Expanding/Transforming/Formative/Eye-Opening	18.8%
Challenging/Tough/Demanding/Intense	17.9%
Community/Communal/Close-Knit/Sense Of Belonging/Family-Like	16.1%
Faithful/Faith-Driven/Catholic/Soul And Spirit Shaping/Ethical	15.2%
Affirming/Empowering/Invigorating/Motivating/Uplifting/Energizing/Inspirational	14.3%
Friendly/Warm/Welcoming	9.8%
Fulfilling	8.0%
Lifelong Friends	7.1%
Rewarding	7.1%
Growth	6.3%
Best Years Of My Life	5.4%
Helping Others/Supportive	5.4%
Nurturing	5.4%
Caring	3.6%
Worthwhile	3.6%
Brief	2.7%
Engaging	2.7%
Enriching	2.7%
Insightful/Broadening/Thought-Provoking	2.7%
Opportunity For Personal Growth	2.7%
Positive	2.7%
Sheltered/Wholesome	2.7%
Very Good	2.7%

**Table 27: Alumni Adjectives Used To describe Their experience at UD (cont.)**

Lived Off Campus/Commuter/From Satellite Program	2.7%
Alone/Cold/Isolated	1.8%
Busy	1.8%
Confidence	1.8%
Diverse	1.8%
Memorable	1.8%
Personal/Personalized	1.8%
Practical/Real World	1.8%
Quiet/Reflective	1.8%
Safe	1.8%
Stressful	1.8%
Well-Rounded	1.8%
Work Hard, Play Hard	0.9%
Beneficial	0.9%
Comfortable	0.9%
Competitive	0.9%
Confusing	0.9%
Connected	0.9%
Conservative/Traditional	0.9%
Devoted	0.9%
Economically Reasonable	0.9%
Emotionally Shocking	0.9%
Expensive	0.9%
Great People	0.9%
Grounding	0.9%
Learning Tolerance And Acceptance	0.9%
Loving	0.9%
Mission-Oriented	0.9%
Open	0.9%
Opportunities For Social Growth	0.9%
Opportunity-Filled	0.9%
Rare Experience	0.9%
Rich	0.9%
Romantic	0.9%
Self-Esteem	0.9%
Strengthening	0.9%
Structured	0.9%
Surprising	0.9%
Understanding	0.9%
Valuable Insight From Professors	0.9%
Other	11.6%
Col Response %	306.3%
Cases	112

*How has the Catholic and Marianist Philosophy of Education played out in your life activities or influenced your life activities, if at all?*

Table 28 categorizes Alumni responses with respect to the influence of the 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 a small minority of respondents who felt either that the CMPE had played no role (6%) or little role (2%).

Table 28: How has the Catholic and Marianist Philosophy of Education played out in your life activities or influenced your life activities, if at all? (Coded Responses of Alumni)

Through application of the CMPE in current work/vocation	24.5%
The CMPE reinforced the values I already held.	16.4%
Through volunteer work	16.4%
Through my commitment to my community	15.5%
Through my view of the world	13.6%
Through church or faith-based activities and involvement	10.9%
Through the way I treat other people	9.1%
The CMPE strengthened my faith.	7.3%
The CMPE has not played out in in my life activities	6.4%
Factors other than the CMPE have had a larger impact on my life activities	2.7%
I encouraged my children to attend UD/My children attend UD.	2.7%
The CMPE has had some/little impact on my life activities.	1.8%
No opinion	6.4%
Other	1.8%
Col Response %	135.5%

*What can the University of Dayton do to improve or strengthen how the Catholic and Marianist Philosophy of Education plays out in your life now?*

A substantial majority of alumni respondents did offer suggestions.

Beyond those who indicated the University was doing a good job (15%), suggestions focused on more faith outreach and improvements in communication about what was happening on campus and UD's philosophy. The university was encouraged to use the alumni chapters.

**Table 29: Alumni Recommendations on how the University Can Help**

	Percent
The University currently does a good job/Continue doing what it does now	15.2%
Provide more faith outreach/Continue teaching the Catholic faith.	8.9%
Provide better communication of campus happenings/UD's philosophy.	8.0%
Promote events through the Alumni Chapters.	5.4%
My alumni chapter does a great job.	3.6%
Provide more alumni outreach.	3.6%
Reduce tuition	2.7%
Provide online continuing education.	1.8%
Take a stand against drinking at the University.	0.9%
Include the law school in campus activities.	0.9%
Other	15.2%
No suggestion/Not sure.	38.4%
Col Response %	104.5%
Sample Size	112

## T. Parent Perception of Role of CMPE in the University Experience

As noted in the introduction, the University does not have an official e-mail list of parents of current students. Students were asked in the survey introduction sent to them to forward information about the survey to their parents. This method resulted in 148 parents responding to the survey.

*What year is your son or daughter currently in at the University of Dayton?*

Parent responses to the survey were more likely to come from parents of first or fourth year students than from second or third year students.

Table 30: What year is your son or daughter currently in at the University of Dayton?

	Percent
First year	31.1%
Fourth year	25.7%
Second year	19.6%
Third year	16.2%
Fifth year or beyond	7.4%
Col %	100.0%
Sample Size	148

*As a parent of a University of Dayton student, how important do you feel the Catholic and Marianist Philosophy of Education is to the Dayton experience?*

Table 31: Importance of the CMPE to parents

Extremely important	47.9%
Very important	38.4%
Somewhat important	13.7%
Slightly important	0.0%
Not at all important	0.0%
Total	100.0%
Sample Size	146

- Parent respondents almost universally (86%) regarded the Catholic and Marianist Philosophy of Education as “extremely or very important” to the Dayton experience.
- None regarded it as of “slight or no importance.”

*How well do you think the Catholic and Marianist Philosophy of Education enhances the college experience for your son or daughter at the University of Dayton?*

- The great majority of parent respondents (79%) felt the CMPE enhanced “extremely or very well” the college experience of their son or daughter.

Table 32: How well does the Catholic and Marianist Philosophy of Education enhances the college experience

Extremely well	36.3%
Very well	42.5%
Somewhat well	19.9%
Slightly well	0.7%
Not at all well	0.7%
Total	100.0%
Sample Size	146



## U. Parent Awareness of Programs or Services that Promote CMPE

*What programs or services at the University of Dayton are you aware of that reflect the Catholic and Marianist Philosophy of Education?*

Parent knowledge of *programs or services that reflect the Catholic and Marianist Philosophy of Education* closely correspond to student responses to a similar question.

- 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.
- Note that almost a third of parent respondents (31.1%) indicated they were unsure (14.2%) or had No Comment (16.9%).

Table 33: Parent Knowledge of Programs and Services that reflect the Catholic and Marianist Philosophy of Education?

Christmas on Campus	24.3%	Circle K	0.7%
Service Opportunities	14.2%	Collegiate 4-H	0.7%
Campus Ministry	12.8%	CORE	0.7%
Daily Mass	12.2%	Daily Bread	0.7%
Breakouts	7.4%	Dayton Civic Scholars Program	0.7%
Retreats	7.4%	FACE AIDS Week	0.7%
All Programs	4.7%	GEL	0.7%
Living Learning Communities	4.1%	Health Center	0.7%
Theology courses	4.1%	LEAD Office	0.7%
Study Abroad	3.4%	Marian Library	0.7%
Christian Life	2.0%	Mother's Club	0.7%
Halloween Trick or Treat	2.0%	RA Program	0.7%
IHOP	2.0%	St. Vincent de Paul Society	0.7%
Mass Support (Eucharistic Minister, Lector, Choir, etc)	2.0%	Student Government	0.7%
Program for Christian Leadership (PCL)	1.4%	The Quarterly Report	0.7%
Programs through Berry/Honors	1.4%	UD Athletics	0.7%
Supplemental Instruction (SI)	1.4%	Youth Groups	0.7%
Wheels for Kids	1.4%	Other	10.8%
Alpha Epsilon Delta (AED)	0.7%	Don't Know/Unsure	14.2%
Big Brothers/Big Sisters	0.7%	No Comment	16.9%
Bread for the World	0.7%	Col Response %	164.2%
Center for Pastoral Leadership	0.7%	Sample Size	148

*Thinking about the programs and services you listed above, how were you informed about them?*

*From your son or daughter*

*University communication via email*

*University website*

*From another parent of a University of Dayton student*

*Other, please specify*

*I am not aware of any programs or services that reflect this Philosophy*

Most parent respondents heard through their son or daughter (71%). Only 3% learned of programs through a University web site.

Table 34.: Ways through which parents were informed of programs and services

From your son or daughter	71.1%
Other Method	11.3%
University website	2.8%
From another parent of a University of Dayton student	0.7%
I am not aware of any programs or services that reflect this Philosophy	14.1%
Total	100.0%
Sample Size	142

The *Other Methods* often mentioned a personal visit to campus at the time of college visits or during student and parent orientations (see below for Verbatims).

#### Verbatims for *Other Methods* of Learning of Programs and Services

“Non specific”

“New student orientation”

“Alumni Newspaper mailing”

“Met someone while visiting the chapel at Stuart”

“Letters regarding acceptance and during the application process, and during orientation process-I thought that was excellent.”

“College search process”

“Parent and Berry Orientations”

“Long time reputation in community”

“Marianist High School

“Tour”

“University literature”

“I live in Dayton. I read the paper.”

“During our tour”

“My personal visits”

“Newsletter, newspaper”

*How do you think the Catholic and Marianist Philosophy of Education can better be woven into campus life at the University of Dayton?*

Table 35 reports the coded responses parents provided to the question. 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.

Table 35: Parents' Recommendations on how to enhance role of CMPE

	Percent
I am pleased with how the CMPE is woven into life at UD / Continue current actions.	10.1%
Work to monitor/ban/limit the drinking on campus	6.1%
Mandatory volunteer hours	5.4%
A more active religious program/Encourage student attendance at mass	4.7%
More promotion of the CMPE.	4.7%
Through extracurricular activities	4.1%
Encourage students to behave responsibly and morally	2.0%
Improve communication with parents and students.	2.0%
Through student involvement with the city of Dayton.	1.4%
Through the example of faculty and staff attending services and events on campus.	1.4%
By fostering discussion about current topics	0.7%
More faculty/student interaction	0.7%
Stricter punishments for violation of University policy	0.7%
Through programs to improve the quality of the student neighborhood.	0.7%
Other	11.5%
No Comment	10.1%
Don't Know/I haven't had enough exposure to UD to make suggestions.	37.2%
Col Response %	103.4%
Sample Size	148

## V. Parents Assessment of the Impact of the University

*How much do you agree or disagree with each statement below? Please rate on a scale from 1 to 5 where 1 is Strongly Disagree and 5 is Strongly Agree.*

- 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*.
- Only a small minority of parents disagreed with the three statements on the University's impact.

**Table 36. Parent Agreement with Statements on University Impact**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Being a part of the University of Dayton community has helped my son or daughter to develop a new awareness for things going on in the world.	0.7%	3.4%	24.7%	35.6%	35.6%	100.0%
Being a part of the University of Dayton community has made my son or daughter more eager to discuss world issues.	1.4%	8.2%	32.2%	31.5%	26.7%	100.0%
I think the University of Dayton community has helped to shape the values of my son or daughter.	0.7%	6.8%	20.5%	39.7%	32.2%	100.0%

## W. 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. As noted earlier, forty-two community leaders (19%) responded in whole or in part to the survey.

*As a resident and influential figure in Dayton, how would you describe the relationship of the University of Dayton with the Dayton community?*

Thirty-five community leaders responded to the question. Below, their responses are provided verbatim and sorted by their nature. About half of the 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**. In the Marianist tradition it would seem appropriate to let the highly positive comments speak for themselves. 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.

<b>HIGHLY POSITIVE</b>
Highlights the Dayton community
I can only respond as part of the legal community and UD School of Law is an integral part of that community
UD is one of the half-dozen most important institutions in the community. Not only does it provide high-quality people for leadership positions but the programs it supports are important to the values of the community.
Over the past five years, I see UD as a more aggressive player in the Dayton Community. From the revitalization of Brown Street, the new capital projects on campus, the development of the hotel across from the UD Arena and the acquisition of the NCR land, I see UD as one of the biggest economic development catalysts in the Dayton Region.
Excellent
UD is a good neighbor and a community leader (Programs named in Q10 above). UD leaders (Ray Fitz, Dan Curran) have also been/are also strong leaders in the broader community. Especially with UD's role in the redevelopment of the neighborhoods around it, the university is being both perceived and experienced by more people (not just community leaders) as a vibrant participant and an asset in the broader community.
The university is among the elite contributors to the ongoing strength and vitality of the Dayton community. It's strength lies in its willingness to take leadership roles to address key issues facing the community and to create forums for ongoing analysis and problem solving.
Dynamic, visible, effective outreach and impact.
An anchor of education and tradition.
Very well
Very positive.
Excellent - graduates carry on this tradition

Highly visible and supportive of the improvement of the overall community. They have supported efforts to improve the economy in their own neighborhood

Very good

UD is highly respected as a quality institution with strong ties to the community.

Very Strong. Very involved at all levels of the community. An integral part of this region's success

An educational leader who understands the importance of community and giving back through service and service learning opportunities

Very good

### **GENERALLY POSITIVE**

Good

I have largely seen it manifested through the involvement of Bro Fritz & UDRI.

Seems positive. Very few negative reports.

Very positive in general but at times a little self centered.

Good.

Hidden - I think there's a lot going on at the University about which the community is unaware.

A very important part of the community because of the reputation of the University. Relationship has been cordial and cooperative as far as I am aware.

I think overall the relationship is positive, but I don't feel the community reaches out to all aspects of the community

I believe UD has a long term positive relationship with the Dayton community.

Generally very good. Could possibly do more with poor and ethnic population of the city. Could advocate for the poor more strongly with public ways.

We have a good relationship as we are joined in the efforts to promote education and excellence in Ohio.

### **NEUTRAL/NOT POSITIVE**

Could be more involved

I hear very little about UD and over the 30 years we have been in the Dayton area it seems UD is very low key. This is not bad, just low key and more internal focused. You are a private school with that focus.

Isolated on the hill and focused south of town

Minimal and in a very narrow capacity

The University of Dayton is a valued and esteemed institution within the Miami Valley that is involved in improving the quality of life and sharing its resources. However, there is a marginalized presence in Dayton's urban core communities and especially the west Dayton community.

I have no relationship with UD

*How well do you think this relationship reflects the University’s Catholic and Marianist Philosophy of Education?*

*Extremely well    Very well    Somewhat well    Slightly well    Not at all well*

The tenor of verbatim comments is reflected in the ratings of the relationship’s adherence to 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”.

Table 37: How well do you think this relationship reflects the University’s Catholic and Marianist Philosophy of Education?

	#	%
<b>Extreemly &amp; Very Well</b>	21	58%
Extremely well	6	17%
Very well	15	42%
Somewhat well	9	25%
Slightly well	4	11%
Not at all well	2	6%
<b>Total</b>	36	100%

*Overall, how would you rate the relationship between the University of Dayton and the Dayton community?*

*Excellent    Very good    Good    Fair    Poor*

Table 38: Overall, how would you rate the relationship between the University of Dayton and the Dayton community?

	#	%
<b>Excellent &amp; Very Good</b>	26	74%
Excellent	11	31%
Very good	15	43%
Good	7	20%
Fair	3	9%
Poor	0	0%
<b>Total</b>	35	100%

- The great majority of community leaders responding regard the relationship between the University and the Dayton community as “Excellent or Very Good” (74%).
- No Community leaders regard the relationship as “Poor”.

*In light of the University of Dayton's Catholic and Marianist Philosophy of Education, what would you like to see the University do to improve its relationship with the wider Dayton community?*

Community leaders had a variety of suggestions. About a third (13 respondents) had suggestions linked to social justice (SJ). Another third (11 respondents) suggested the university continue its current efforts by "Keeping On" (KO). Others felt the University should seek more opportunities for Collaboration (COL). Finally some participants focused on the need for more communication (COM) with the community. The actual comments are provided below in rough order of the subjects discussed above.

I think its student groups could be more prominent in helping the traditional not for profit community and United Way	SJ	COL	
Deepen it's connection to the area churches, especially Protestant ones, partner with key community events - MLK, Peace Bridge, Interfaith Prayer Breakfast.	SJ	COL	
Become more intentional in interfacing with the urban core communities.	SJ	COL	
Outreach programming	SJ		
Continue to figure ways to attract and graduate more African American and low income students.	SJ		
Provide more leadership in finding solutions for social problems	SJ		
Expand its emphasis on public/private initiatives to address the key areas of economic development and quality of education for urban children.	SJ		
There are many opportunities within the community, likely more opportunities than resources which may involve the students getting out of their cloisters and into the streets.	SJ	COL	
Provide or inform community about service work.	SJ	COM	
Take a wider perspective on community issues.	SJ		
Become more active in the social justice issues of life for the homeless, poor and those with disabilities. Create additional opportunities to impact the lives of those in the community without a voice.	SJ		
Stronger help in solving community problems such as hunger and homelessness	SJ		
(From Q40) Could possibly do more with poor and ethnic population of the city. Could advocate for the poor more strongly with public ways.	SJ		
Perhaps be more involved with the suburbs in an effort to draw more resources and talent to the table to help with some of the urban issues the university is dedicated to assisting	KO	COL	COM
Keep doing what you are doing.	KO		
Continue to promote the University through the media, special events, etc...	KO		
Keep up the good work. I think you have a good relationship already. You provide a good service for a segment of the community.	KO		
Continue what the University is doing	KO		
Continue to work with surrounding cities.	KO		
Continue supporting the community	KO		



Continue to take a high profile position and keep the focus on the people that the efforts are to positively impact	KO		
The students and University do so much already, I can't think of anything to suggest.	KO		
Continued speakers available to the community as a whole.	KO	COM	
Continue to be at the forefront with things like the early college program as well as the excellent work we do in the fields of business and engineering.	KO		
Explore collaboration with other educational and civic institutions.	COL		
I'd like to see more outreach to a wider section of the community to communicate about issues of common interest and to let us know what the University is doing.	COL	COM	
More outreach beyond city of Dayton with local parish	COL		
The relationship between administrators at UD and the leadership in the community a very good. UD is one of the biggest employers (and UD is not afraid to tell everyone). But that is the nature of the relationship. There is not much of a 'community' relationship between students/faculty and everyday residents.	COL		
Take an even higher level of leadership on high profile things that impact outside the campus	COL		
Better student behavior	STU		
I'd like to see a clearer explicit witness to the Marianist charism that grounds UD's presence and participation in the broader community. As I understand it, a part of the Marianist charism is a predilection to let others be in the forefront and to work from the background--but you need to toot your own horn a bit! People need to know about and understand that UD's presence and participation in our midst are rooted in core elements of Marianist identity. Most people, I think, would be completely baffled and at a loss if asked to describe the Marianist charism. That needs to change. Allowing yourselves to be known for who you are (and not just anonymously, through your deeds) would be an invitation to deeper and broader partnership. People need a known person (in this case, a known corporate person) to connect with.	COM		
I have no opinion	NO		
Not sure	NO		
Not sure what else the University might be able to do.	NO		
Don't know	NO		

## X. 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.

*How well do you think the University of Dayton delivers on its Catholic and Marianist Philosophy of Education?*

*Extremely well    Very well    Somewhat well    Slightly well    Not at all well*

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.

*How would you like to see the University of Dayton better reflect its Catholic and Marianist Philosophy of Education?*

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. Verbatims are provided in full below.

1	Nothing to add at this time
2	Continue to send out the message and continue the programs that have been started so that they become a tradition of excellence.
3	I believe the next important concern should be the Students living in the Student Neighborhood. There needs to be new energy and creativity pumped into creating real community. This would center on creating a common good that is respectful of others, the houses, properties. We could be doing our world a great service if we could create a new sense of the common good based off the Marianist and Catholic Philosophy of Education.
4	Continue the work we are doing while continually evaluating how we can improve....
5	I have answered rather consistently only 'somewhat well,' since the extent to which UD delivers on its mission varies greatly in different parts of the University. I believe at present that some of our biggest challenges for shaping an academic program that reflects our mission can be found in the Schools of Business and Law. We have a long way to go in the Sciences to help faculty there see how their research, from an incarnational perspective, is a religious act. The proposed revision of the undergraduate curriculum by the Task Force on Marianist Education can provide a huge step in the right direction if the Senate endorses it.
6	Continue searching for ways to improve Catholic education within the city of Dayton. Possibly a working partnership with the local Catholic high schools.
7	In the various orientation program there should be more said and presented about UD's Catholic and Marianist Heritage.
8	I believe there is a strong need to integrate the Catholic intellectual tradition into the curriculum
9	By discussion and definition of how one practices as Catholic and Marianist

10	I sense there is a tug of war about the meaning of Catholic identity - some want more faith formation. I personally think we are Catholic when we offer faith formation but spend more of our energy in praxis oriented faith expressions like social justice endeavors - and truly being an inclusive community - with a clear stance that we act for justice because we are Catholic.
11	<p>Assist the doctoral program in Catholic theology to even greater excellence and national prominence</p> <p>Strengthen the Masters' program in Religious Studies</p> <p>Advance the excellent quality of the growing major in Religious Studies</p> <p>Reward faculty who make contribution to the Catholic Intellectual Tradition</p> <p>Maintain and develop the excellent quality of UD's liturgical life</p> <p>Assist Campus Ministry in its retreats program and the Office of Social Concern</p> <p>Maintain and develop programs in the Catholic tradition which connect schools and disciplines</p> <p>Maintain a rhythm of CIT faculty seminars</p> <p>Support the development of the Catholic Intellectual Tradition Cluster</p>
12	Simply do quality education
13	<p>I think we need to put money behind programs that are specifically aimed at forming students in faith. Although we have a large campus ministry program it needs to be endowed so that budget constraints of the entire university do not threaten programming that is essential. We need to provide campus ministers with a wage that allows them to continue at the university in those positions. The Institute for Pastoral Initiatives, the Center for Catholic Education, and the Program for Christian Leadership are all programs that need to be funded as much as programs that are not explicitly aimed at faith formation. In my opinion, higher priority should be given to funding programs that have as their aim the faith formation of students.</p> <p>A review of tenure and promotion procedures with the aim of amending them so that the Characteristics of a Marianist University are given priority equal to the standard expectations at secular universities (teaching, research and service) would be a step that I think would be worth the effort but probably take much time and effort.</p> <p>I believe there are many members of the faculty and staff who would actively engage themselves in helping to promote the Marianist tradition of education. I believe one of the things that we need to do is to engage people in a process (not too elaborate) that helps them to see connections between what they already do and the Characteristics of Marianist Education. I think it could be very renewing for people to see how their efforts combine to provide a truly unique experience for students.</p>
14	I would like to see the Board of Trustees more aware of the CMPE beyond saying something enthusiastic about 'the community spirit'. Likewise I would like to see faculty reflect this in everyday classroom interactions in a natural, spontaneous way that says that I believe in this as a professional educator at this University -- at the most basic level of 'an honest day's work for an honest day's pay.' I would like to see the Student Affairs division be a bit more serious about holding students accountable to what they signed up for in coming to this University or agreeing to be in the student neighborhood -- tough as this is, of course.
15	The charge of the mission needs to be infused in all staff and students, faculty and administrators. Too few people can articulate the mission and figure out how it applies to their daily work other than 'being nice.' Within and across the curriculum, and in each staff department and office, there needs to be greater understanding of and infusion of the mission. More programs for forming employees in the mission are needed, from even before hiring happens, but especially in the first few months and first few years of employment, with other opportunities for going deeper in the mission as time goes on.

16	Religious studies is not the sole place for teaching the Catholic faith. Also, perhaps Introduction to Religion (Catholic option) needs to consider a catechetical aspect. The underlying assumption seems to be that we students have a solid understanding of the faith.
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## Y. Board of Trustees Perceptions

*How well do you think the University of Dayton communicates its Catholic and Marianist Philosophy of Education to its constituents?*

*Communicates extremely well*

*Communicates very well*

*Communicates somewhat well*

*Communicates slightly well*

*Does not communicate well at all*

Of the twelve Board of Trustee members that responded to the survey, six felt the University communicated its CMPE “Very Well”, five felt it communicated it “Somewhat Well” and one felt it communicated it only “Slightly well.” It might be well to ask the Board what it would take to get an “Extremely Well” rating from them with respect to the University’s communication of its CMPE to constituents.

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

The Trustees mentioned a wide variety of initiatives including retreats, the Marianist presence, the strategic planning process, consensus building, integrated learning and community outreach.

Concern for need scholarships.
Mission statement, Marianist Education Associate's, retreats, community outreach
Presence of priest and brothers, Rector's programs.
New Strategic plan -- it will need to be fleshed out by many units to allow it to be achieved -- thus it has tremendous potential to make the Catholic and Marianist philosophy an even greater force driving the university.
The continued efforts of many stakeholders on campus to share the story.
I believe that the various lectures (faith/culture etc.) are good springboards for implementation. It gets people to think.
Activities of the Rector's office; recent report on 'Habits of Inquiry...'; involving many in the community in decisions, search committees.
Provides a value basis for continuous improvement that blends learn, lead and serve.
Development of a family spirit that pervades the institution.
From a board perspective the finalizing of the University’s strategy is a critical step.
Outreach into the greater Dayton community
Integrated learning--learning in community

*How would you like to see the University of Dayton improve its communication and delivery of its Catholic and Marianist Philosophy of Education?*

A variety of devices were suggested by the Trustees. Verbatims are provided below.

Needs to be more specific in PR pieces. Some of the material used in the quarterly publications for alums, business school, etc., could be highlighted in shorter pieces and used in PR.
Get a more effective marketing/PR department that communicates a consistent message
Clear message regarding the mission and philosophies of the University.
Consistent and frequent messaging of the mission in terms that are comprehensible to many folks.
I do not think that it is a question of brochures, etc. From talking to students I am not confident that they have a solid understanding of the Roman Catholic intellectual tradition from their courses. They understand the community affective dimension.
By not rushing to decisions (administration) to please the Board of Trustees! I think the Marianist priests could do better in their homilies in referring to the Catholic and Marianist character of the University, and perhaps offer appropriate lessons from Marianist spirituality.
Engage the alumni. Not exclusively for development (\$). The web could allow the university to re-engage its alumni through re-broadcast of programs and speakers that come to the University. Think about a value based re-engagement.
'Don't hide it under a bushel'...spread the news of what UD is all about
Every part of the university be directly linked to Strategic plan and strict measures implemented to assess progress
It has to do a better job of diversity on campus; students, faculty, administration, trustees
Increase diversity without compromising the Catholic and Marianist philosophy of education
Not sure / Unsure (2)