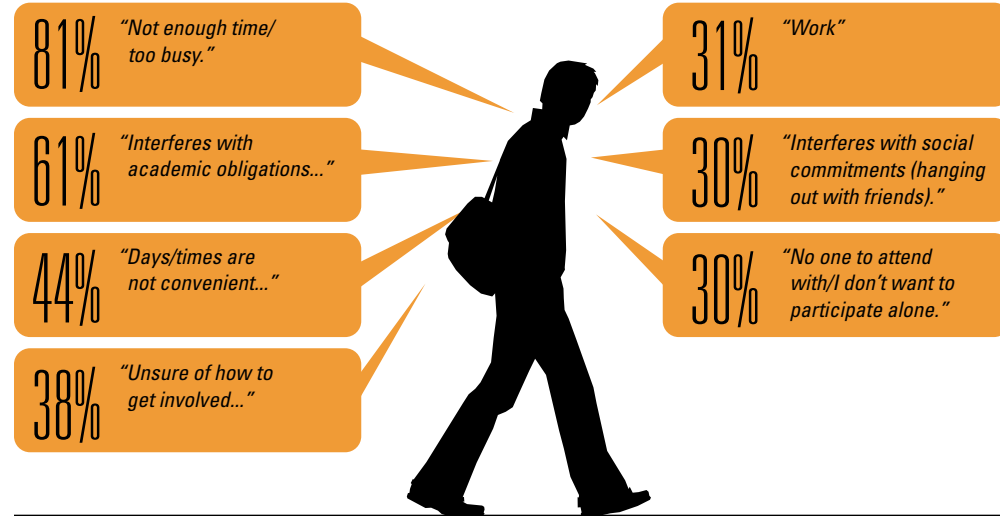




A large percentage (49%) of students indicated that they would like to be involved in more campus activities. While not surprising that 81% of respondents indicated that they did not have enough time or were too busy when asked what factors contributed to them being less involved than they would like to be, perhaps more surprising was that 38% of students also checked that they were unsure of how to get involved. Other reasons for lack of involvement were that activities interfered with academic obligations and that the days/times of activities were not convenient.

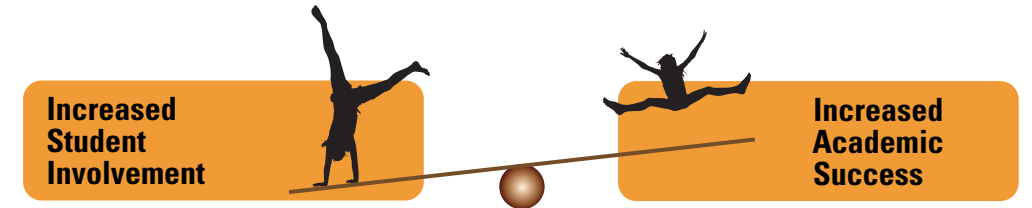
Top reasons for lack involvement (Respondents could check all that applied.):



Academic Skills and Behaviors

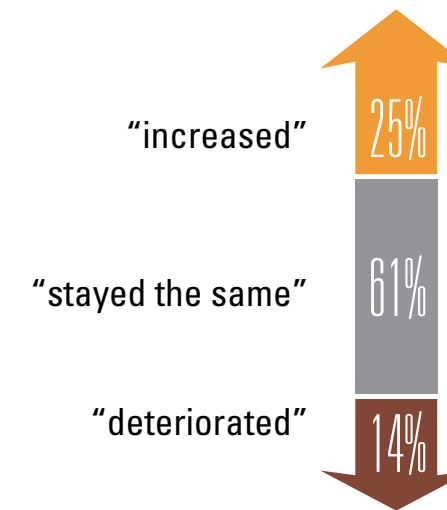
- ▶ No significant relationship exists between simply attending events (as opposed to taking on a planning or leadership role) and the outcomes related to academic skills and behaviors. However, students who reported taking a more active role in events and activities were more likely to credit that participation with enhancing their academic skills and behaviors than less involved students.
- ▶ Involved students have higher self-reported GPAs and report studying more hours per week than their non-involved counterparts. **Attending events, actively participating, and being a leader are all positively associated with self-reported GPA as well as number of hours spent studying.**
- ▶ Lack of involvement in any activities is associated with negative results in the area of academic skills and behaviors. Lack of participation in any activities is also negatively associated with self-reported GPA and number of hours spent studying.

- ▶ **Involvement** in some type of recreational activity or sport (varsity, club, intramural) is associated with a self-reported improvement in grades. And a positive relationship exists between self-reported GPA and involvement in honor societies and performing arts activities.



- ▶ Attending and actively participating in events and holding a leadership position are all negatively associated with hours spent working. As might be expected, lack of involvement is positively associated with number of hours spent working for pay each week – meaning that those not at all involved in campus activities reported working more hours.
- ▶ While most students (65%) credited participation in campus activities with helping them to learn to balance social activities with their academic obligations, 14% of students felt that involvement actually resulted in their grades deteriorating, perhaps because of distractions and competing demands. The majority of students felt that participating in campus activities did not have a significant impact – positive or negative – on their achievement or grades.

As a result of participating in campus activities, my academic achievement and grades have:



FACTOR ANALYSIS

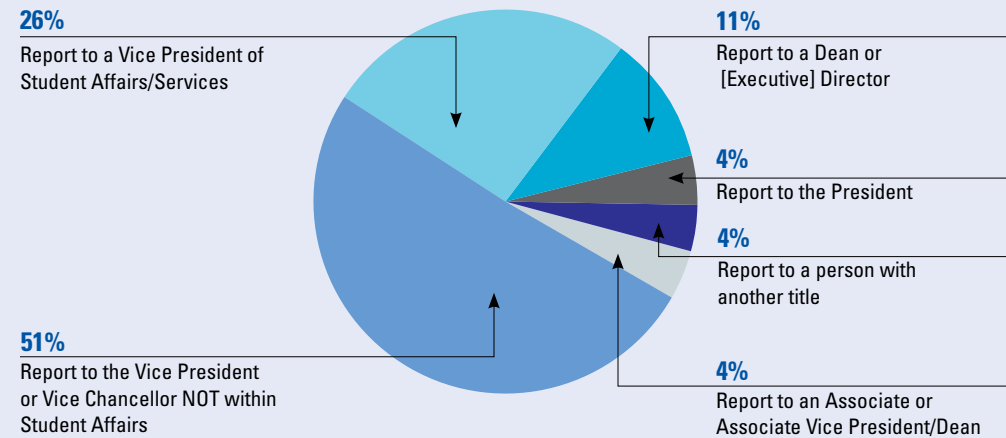
In addition to involvement in various activities, students were asked to self-report perceived gains around several different outcome variables. Each outcome statement began with: "As a result of participating in campus activities..." A factor analysis revealed the following five factors related to the outcome variables:

Academic skills and behaviors	($\alpha = .944$)
Social integration	($\alpha = .872$)
Community integration and alumni expectations	($\alpha = .846$)
Making connections and making a difference	($\alpha = .867$)
Change in opinions and values	($\alpha = .788$)

[See the Appendix for additional information about the factor analysis results.]

Staffing

- ▶ Approximately 12% of campuses **outsource** campus safety and security.
- ▶ When not outsourced, campus safety and security personnel are more likely to report to a unit other than student affairs such as the business, administration, and/or finance divisions.



- ▶ The typical campus safety and security department has, on average, more than five full-time professional staff members. The majority of departments (72%) have one or more full-time support/clerical staff members.
- ▶ When asked about staffing patterns, most campus security departments indicated an increase in staff or that the number had remained the same over the last two years.

During the last two years, what trends has your campus experienced in terms of staff hired to oversee campus safety and security functions on campus?



Additional Campus Safety Information

- ▶ 38% of campuses indicate that they have **partnerships** with other area colleges and universities to deal with emergency situations. When asked to explain, many colleges indicated that the partnership was informal in nature.
- ▶ 32% of campus have **emergency supply kits** for each department and/or building on campus.
- ▶ More than 97% of campuses have a **crisis management team** or committee at the institutional or divisional level.
- ▶ Only 17% of campuses indicated that they require students to register their **cell phones**. About half of the colleges that do require students to register their cell phone numbers collect that information on their admissions application. The other half of campuses collect that information during new student orientation.
- ▶ Less than 10% of campuses do **criminal background checks** as part of the admissions process. Of the campuses that do not, some 23% of campuses have considered implementing criminal background checks as part of the admissions process.

Assessment

- ▶ 72% of campus safety departments have a strategic plan for the department.
- ▶ 58% of campus safety departments have an **assessment plan**.
- ▶ Beyond "Right to Know" statistics about crime on campus, safety and security departments are most likely to collect usage and satisfaction data. About one in three offices, however, report that they do not collect any additional assessment data.

What types of assessment data do the office of campus safety and security collect, beyond "Right to Know" statistics?

