

2026 Student Campus Climate Survey: Summary of Results



COMMONWEALTH UNIVERSITY OF PENNSYLVANIA

Background

2022 Survey

- Sponsored by PASSHE as a system-wide campus climate survey
- Administered by Viewfinder Campus Climate Surveys
- Distributed to students across the PASSHE system
- Achieved response rates of 14%–21% across CU locations

2026 Survey

- Administered for CU by Viewfinder Campus Climate Surveys
- Distributed to more than 10,500 CU students
- Included full-time and part-time degree-seeking students
- Excluded non-degree students

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Speaker Notes for Slide 2

Background

The 2022 campus climate survey was conducted as part of a PASSHE-wide initiative and administered by Viewfinder Campus Climate Surveys to students across the system. In 2026, CU again partnered with Viewfinder to survey more than 10,500 degree-seeking students across all campuses. The survey included both full-time and part-time students but excluded non-degree students. While most measures are comparable to 2022, some items changed wording or response scales and should be interpreted cautiously when comparing results across years.

Background

Survey Administration

- Opened on February 2, 2026
- Sent reminder emails on February 9, 16, and 23
- Included promotion through *The Triad*
- Achieved a 3.4% response rate

Comparing 2022 and 2026 Results

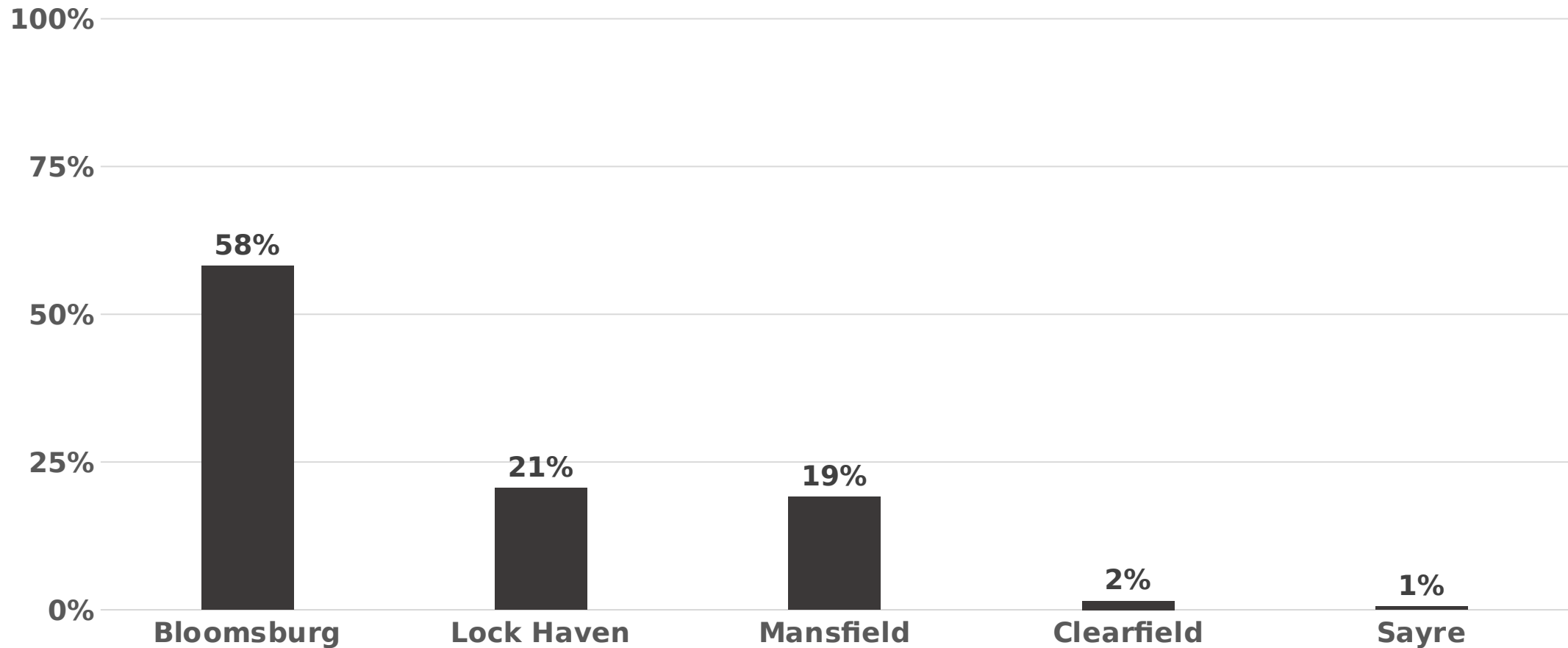
- Used similar survey instruments
- Included longitudinal comparisons where possible
- Provided results through the OIE website via the [student dashboard](#)

Speaker Notes for Slide 3

Background

The survey was open throughout February 2026 and was supported by reminder emails and promotion through The Triad. It achieved a 3.4% response rate. The results include longitudinal comparisons with the 2022 survey where comparable questions existed, and all survey results have been made available through the OIE website. As with any survey, the findings should be interpreted as reflective of participating students rather than fully representative of the entire student population.

2026: Home Campus of Students



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Speaker Notes for Slide 4

2026: Home Campus of Students

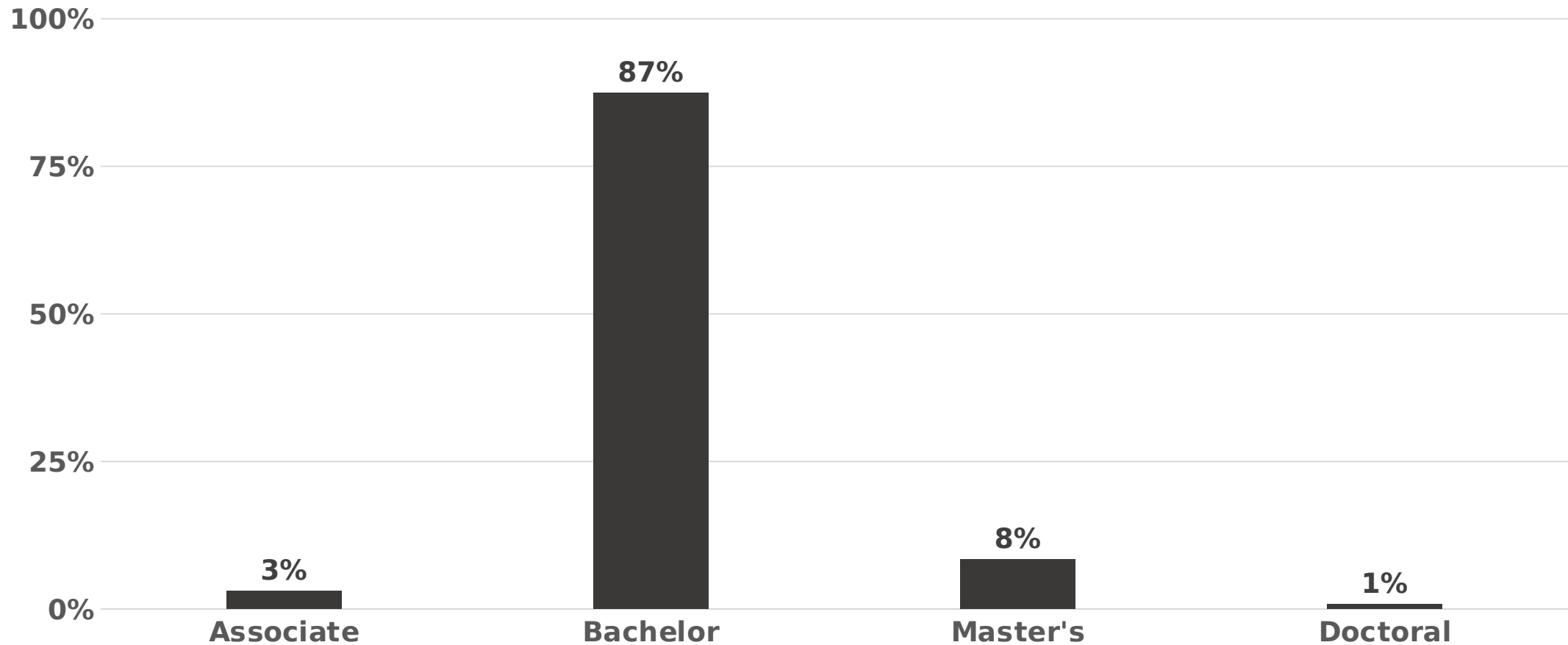
Survey respondents generally reflected the university's campus distribution, although some differences were present. Bloomsburg students accounted for 58% of responses despite representing approximately 66% of degree-seeking enrollment, while Mansfield students accounted for 19% of responses despite representing about 10% of enrollment. As a result, Mansfield students were overrepresented and Bloomsburg students underrepresented among survey respondents, which should be considered when interpreting campus-level comparisons.

Notes:

Campus	%Respondents	Actual Enrollment
Bloomsburg	58%	66%
Lock Haven	21%	24%
Mansfield	19%	10%
Non-degree students were excluded from the survey		

Bloomsburg | Lock Haven | Mansfield

2026: Degrees Pursued



Speaker Notes for Slide 5

2026: Degrees Pursued

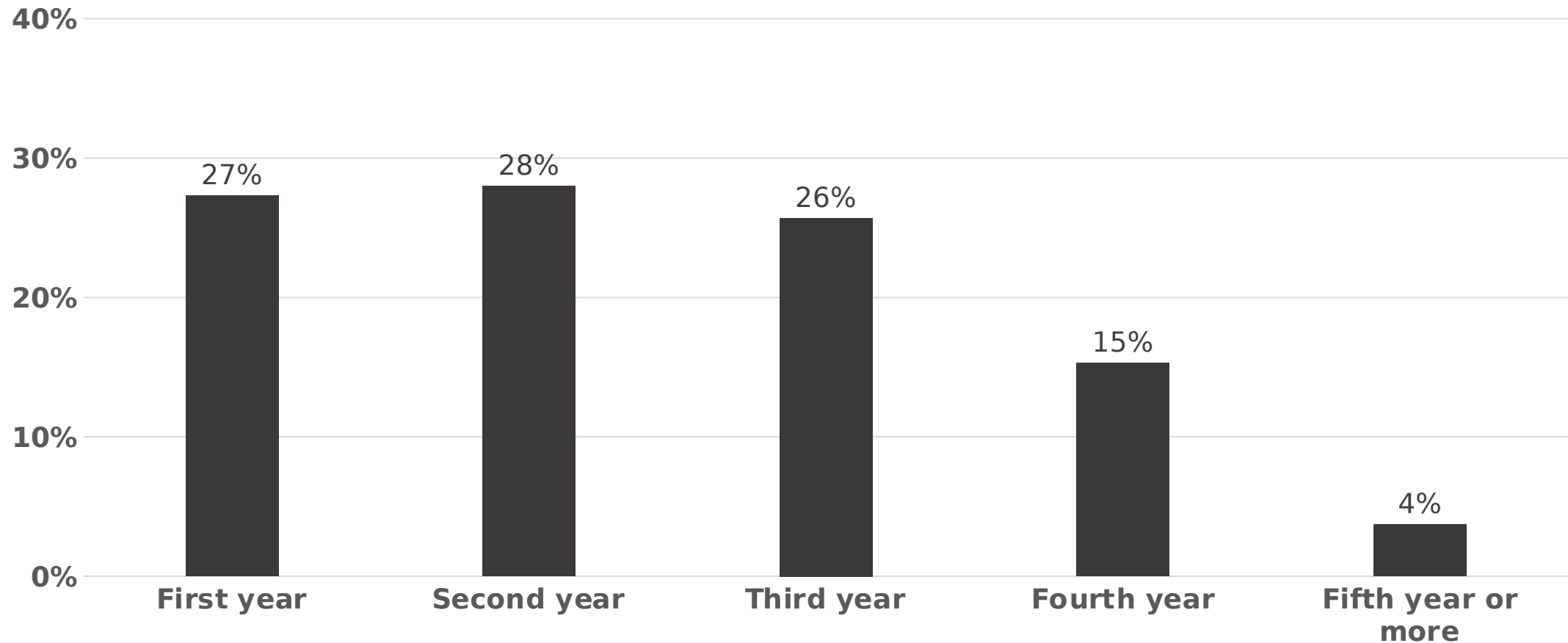
Survey respondents generally reflected the university's degree distribution. Bachelor's students accounted for 87% of responses compared with approximately 85% of enrollment, while master's students accounted for 8% of responses compared with 12% of enrollment. As a result, bachelor's students were slightly overrepresented and graduate students somewhat underrepresented among survey respondents.

Notes:

Campus	%Respondents	Actual Enrollment
Bachelor's	87%	85%
Master's	8%	12%
Associate	3%	2%
Doctoral	1%	1%

Non-degree students were excluded from the survey

2026: Undergraduates' Year of Study



Speaker Notes for Slide 6

2026: Undergraduates' Year of Study

Responses were relatively balanced across class years. First-year students accounted for 27% of respondents compared with approximately 31% of the student population, while participation among second-, third-, and upper-level students more closely reflected their representation within the university.

Notes:

Class Year	Respondents	Student Population
First Year	27%	31%
Second Year	28%	25%
Third Year	26%	23%
Fourth/Fifth Year	19%	21%

Includes associate degree students

Key Takeaways

- Students report a generally positive campus experience.
- Faculty-related experiences are among the strongest aspects of the student experience.
- Communication and responsiveness represent the clearest opportunities for improvement.
- Students feel welcomed and included, though views of institutional DEI efforts are more mixed.
- Political expression remains one of the weakest climate measures.
- Campus differences exist, but students across all campuses report many similar experiences.

Speaker Notes for Slide 7

Key Takeaways

Key takeaways emerged consistently throughout the survey and will serve as the framework for the analysis that follows.

First, students report a generally positive campus experience. Strong ratings for welcome, belonging, respect, educational quality, and faculty support suggest that most students are satisfied with their day-to-day experience at CU.

Second, experiences with faculty are among the strongest aspects of the student experience. Students consistently report high levels of satisfaction with faculty, respect from faculty, and positive classroom experiences. Faculty-related measures are among the strongest ratings throughout the survey, often exceeding ratings for broader institutional communication, administrative interactions, and organizational processes.

Third, communication and responsiveness represent the clearest opportunities for improvement. Students expressed a desire for clearer communication, stronger follow-through, and more visible responses to student concerns. These themes appeared both in the survey results and in the open-ended comments.

Fourth, students generally feel welcomed and included, though perceptions of institutional diversity, equity, and inclusion efforts are more mixed. While belonging and inclusion ratings remain strong, confidence that DEI is a core institutional value and perceptions of the university's effectiveness in promoting interaction across groups are more moderate.

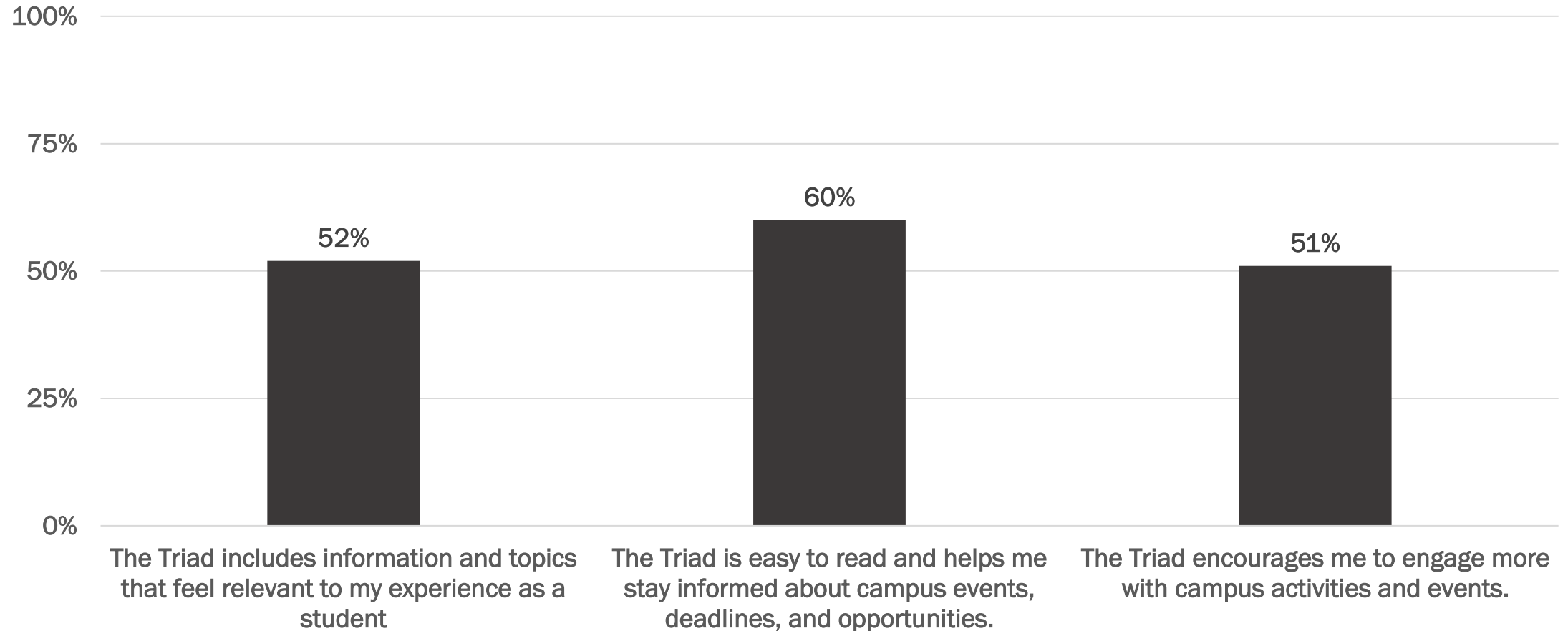
Fifth, political expression remains one of the weakest climate measures in the survey. Students report lower levels of comfort expressing political views and lower perceptions that differing political viewpoints are respected by others on campus.

Finally, campus differences were generally modest, with more similarities than differences. Some campus differences emerged, particularly in areas such as belonging, integration, communication, and student support services, though overall patterns were generally consistent across campuses.

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2026: Triad Readership

(Percent of students agreeing or strongly agreeing)



Speaker Notes for Slide 8

2026: Triad Readership (Percent of students agreeing or strongly agreeing)

The Triad appears to be functioning reasonably well as a communication tool. A majority of students indicated it provides relevant information (52%) and is easy to read (60%). Ratings were lower regarding whether it encourages engagement in campus activities (51%), suggesting students view The Triad more as an information source than a catalyst for involvement. Perceptions varied by campus, with Bloomsburg students reporting the most favorable ratings and Lock Haven students reporting the lowest.

Campus ratings:

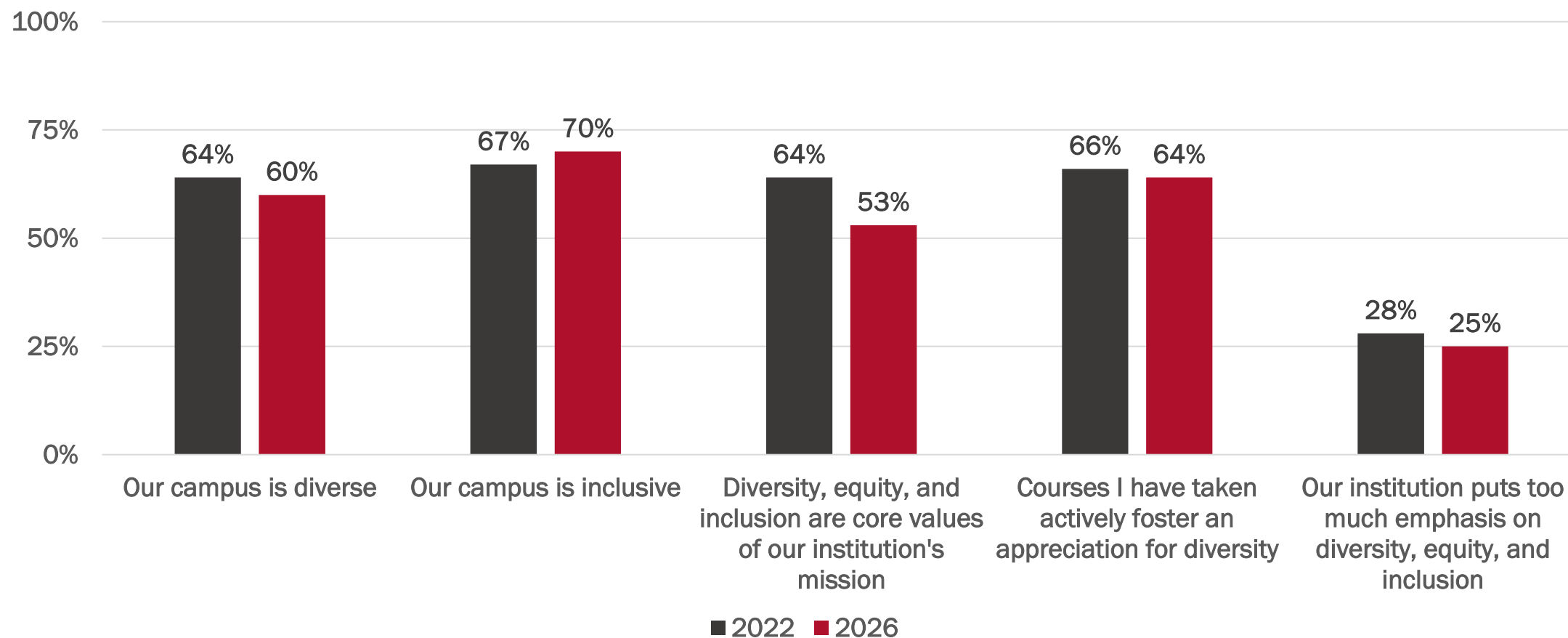
The Triad includes relevant information – BL 53%, LH 44%, MA 54%

The Triad easy to read – BL 62%, LH 46%, MA 58%

The Triad encourages engagement – BL 55%, LH 33%, MA 47%

Diversity and Inclusion

(Percent of students agreeing or strongly agreeing)



Speaker Notes for Slide 9

Diversity and Inclusion (Percent of students agreeing or strongly agreeing)

Students continue to view CU as diverse and inclusive, with perceptions of campus inclusion increasing slightly since 2022 (67% to 70%). At the same time, the percentage of students who view DEI as a core institutional value declined from 64% to 53%, one of the largest changes on the slide. Fewer students identified DEI as a core institutional value, but fewer also believed the university places too much emphasis on DEI.

Campus ratings:

Campus diverse – BL 63%, LH 56%, MA 58%

Campus inclusive – BL 70%, LH 68%, MA 70%

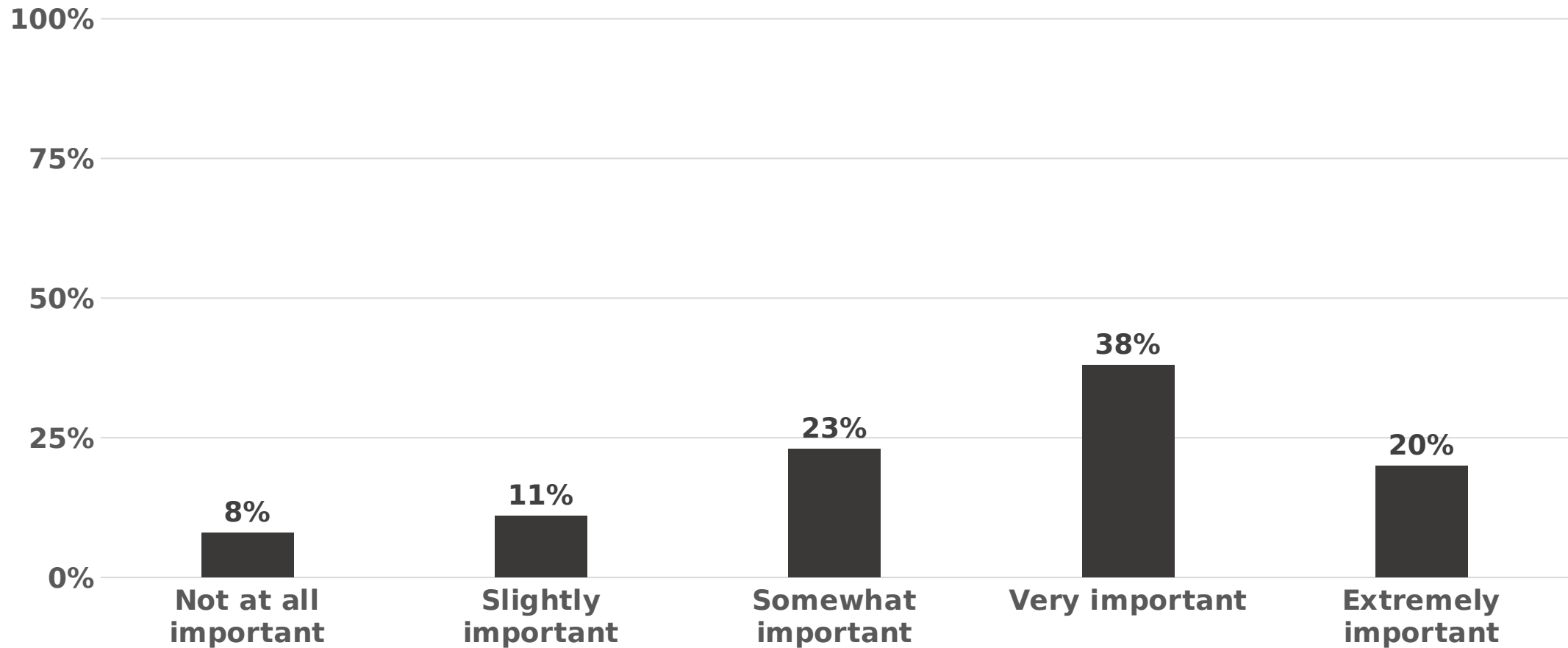
DEI core values – BL 52%, LH 53%, MA 55%

Courses foster diversity – BL 65%, LH 54%, MA 67%

Too much emphasis on DEI – BL 24%, LH 18%, MA 19%

2026: Importance of Diversity, Equity, and Inclusion to Campus Leadership

(Student Responses)



Speaker Notes for Slide 10

2026: Importance of Diversity, Equity, and Inclusion to Campus Leadership (Student Responses)

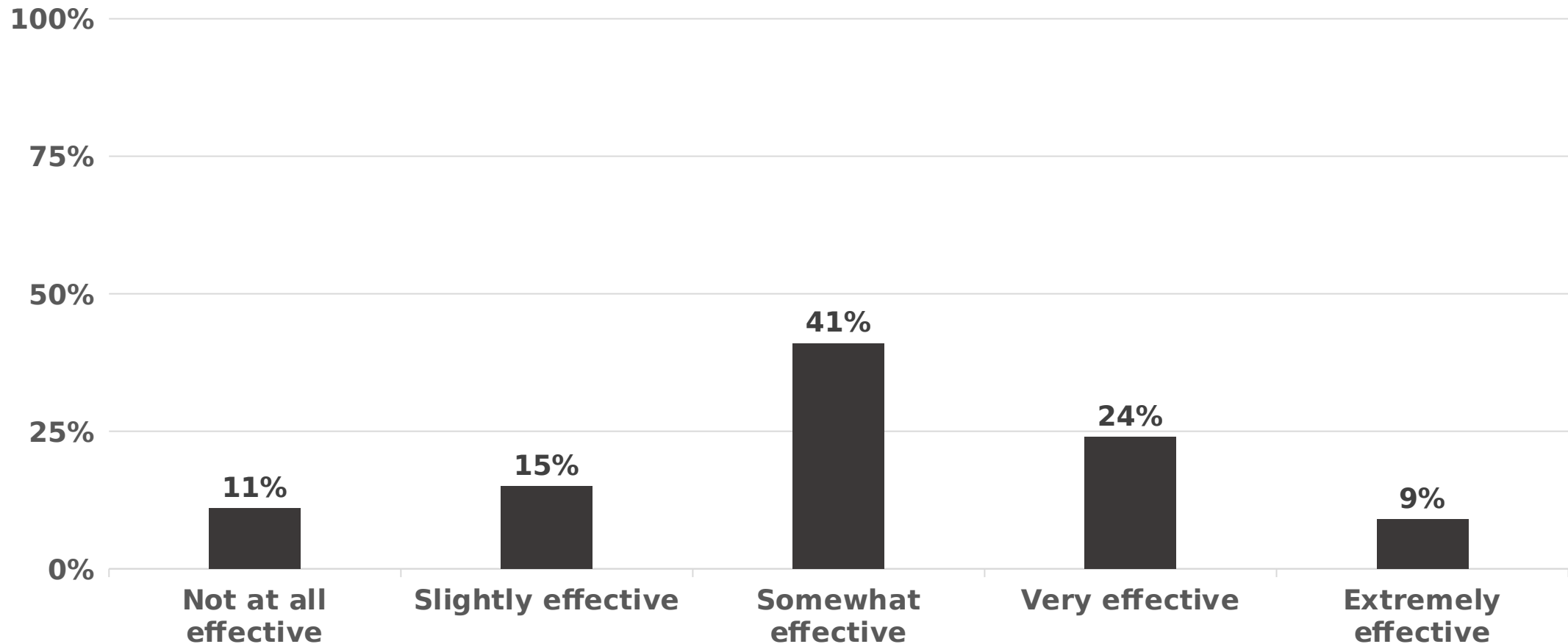
In 2026, nearly 60% of students indicated that diversity, equity, and inclusion are very or extremely important to campus leadership. Perceptions were remarkably consistent across all three campuses, ranging from 58% to 59%.

Campus ratings:

DEI important to leadership – BL 58%, LH 59%, MA 59%

Note: 2022 climate survey worded differently and also used a different Likert scale on this item.

2026: CU's Effectiveness at Promoting Racial/Cultural Interactions Between Different Groups (Student Responses)



Speaker Notes for Slide 11

2026: CU's Effectiveness at Promoting Racial/ Cultural Interactions Between Different Groups (Student Responses)

Students generally view CU as moderately effective at promoting interactions among different groups. Only about one-third rated the university as very or extremely effective. Notably, perceptions were nearly identical across campuses, with ratings ranging from 30% to 32%, suggesting a shared student perspective regardless of location.

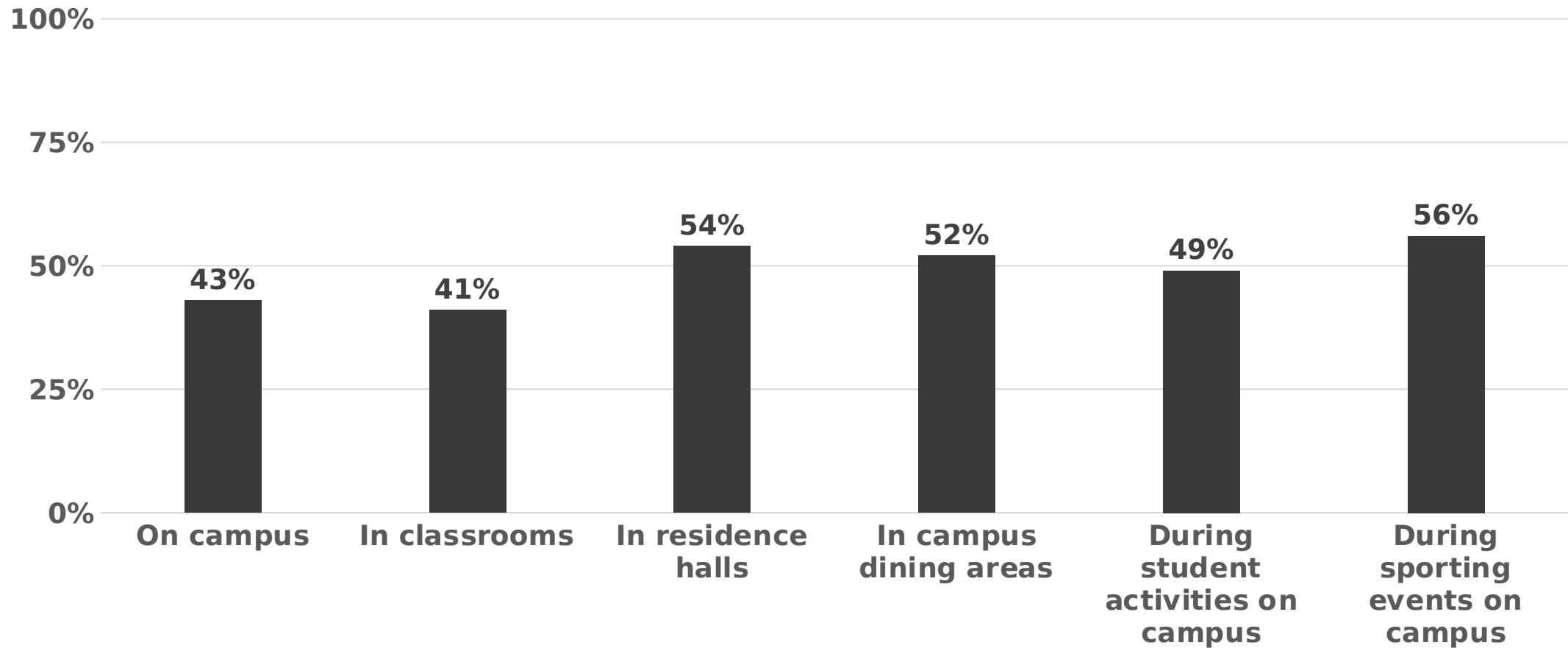
Campus ratings:

Effective promoting racial/cultural interactions – BL 31%, LH 32%, MA 30%

Note: 2022 climate survey used a different Likert scale on this item.

2026: Rating the Level of Integration Among Racial/Ethnic Groups

(Percent of students indicating very or extremely integrated)



Speaker Notes for Slide 12

2026: Rating the Level of Integration Among Racial/Ethnic Groups (Percent of students indicating very or extremely integrated)

Students report the strongest integration among racial and ethnic groups in residence halls (54%), dining facilities (52%), and sporting events (56%). Perceptions of integration are lower in classrooms (41%) and general campus settings (43%), suggesting students experience the greatest interaction in shared living and social environments. While some campus differences emerge by setting, no single campus consistently reports higher levels of integration across all areas.

Campus ratings – Integration:

On campus – BL 43%, LH 31%, MA 31%

In classrooms – BL 39%, LH 35%, MA 33%

In residence halls – BL 51%, LH 54%, MA 54%

In campus dining – BL 50%, LH 50%, MA 52%

During student activities – BL 43%, LH 52%, MA 52%

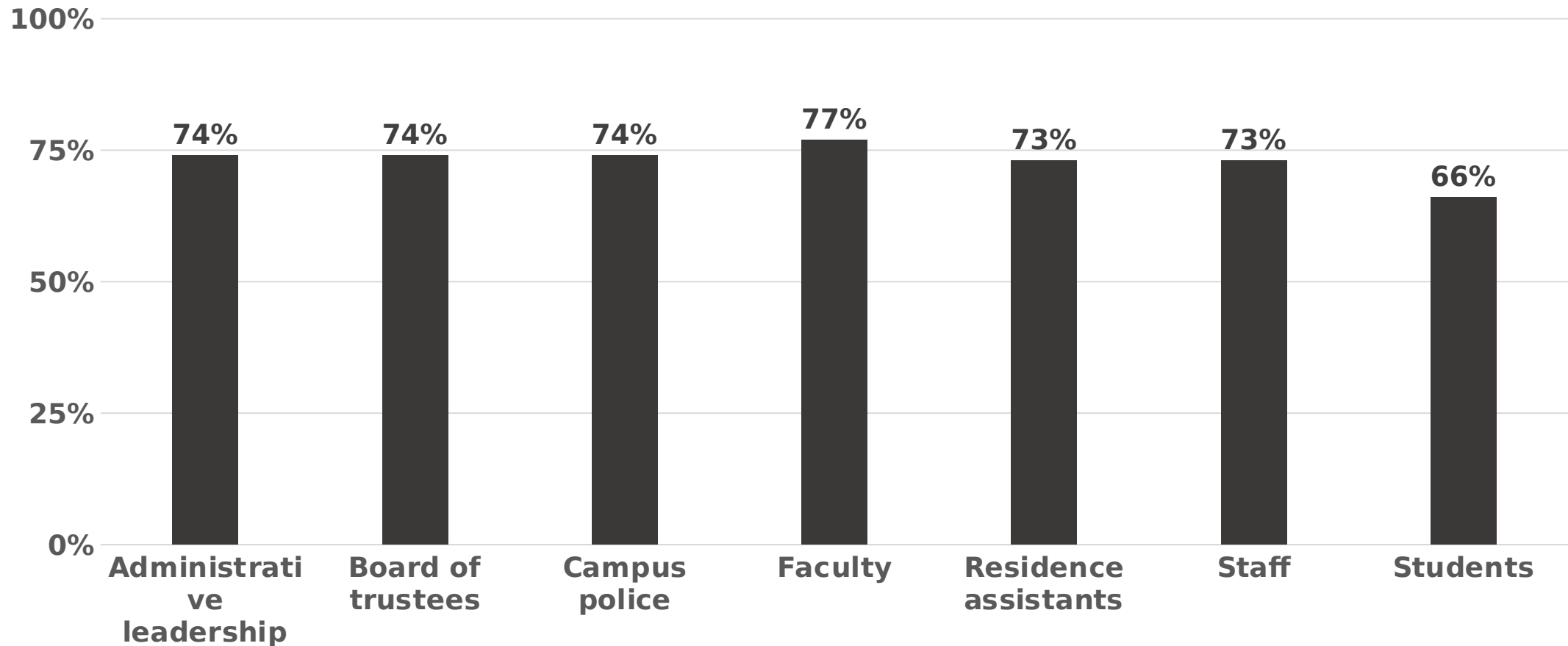
During sporting events on campus – BL 52%, LH 44%, MA 62%

Note: 2022 climate survey worded differently and also used a different Likert scale on this item.

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2026: Groups that Should be Required to Participate in DEI Training

(Percent of students agreeing or strongly agreeing)



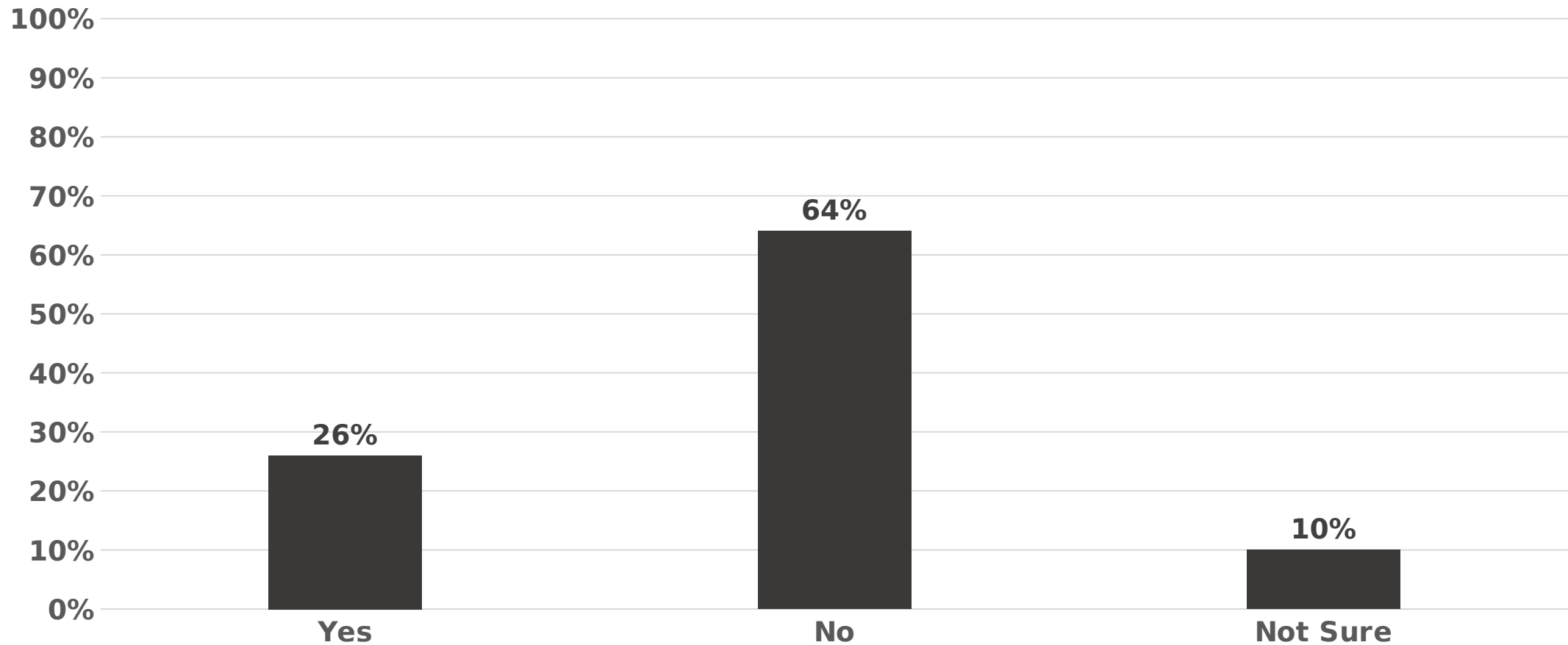
Speaker Notes for Slide 13

2026: Groups that Should be Required to Participate in DEI Training (Percent of students agreeing or strongly agreeing)

Support for DEI training is one of the strongest areas of consensus in the survey. Between 73% and 77% of students agreed that various campus groups should participate in DEI training, including students, faculty, staff, administrators, campus police, and trustees. Support extended across every campus group included in the survey, although some groups received stronger endorsement than others.

Note: This item wasn't included on the 2022 climate survey.

2026: Students Experienced Discrimination, Bias, Harassment, Stalking, or Sexual Assault



Speaker Notes for Slide 14

2026: Students Experienced Discrimination, Bias, Harassment, Stalking, or Sexual Assault

Approximately one-quarter of students reported experiencing discrimination, bias, harassment, stalking, or sexual assault. Campus differences should be interpreted cautiously given the relatively small number of students reporting these experiences.

Campus ratings:

Harassment, etc. (Yes) – BL 26%, LH 22%, MA 33%

2026: Top Forms of Discrimination, Bias, Harassment, Stalking, or Sexual Assault

56 Students Indicated “Yes” to the previous question
(multiple responses were permitted on this item in the survey):

- Bullying -- 21
- Discrimination based on religion/worldview/spiritual affiliation -- 16
- Discrimination based on political views – 15
- Stalking – 15
- Discrimination based on gender identity/expression -- 14
- Discrimination based on biological sex – 13

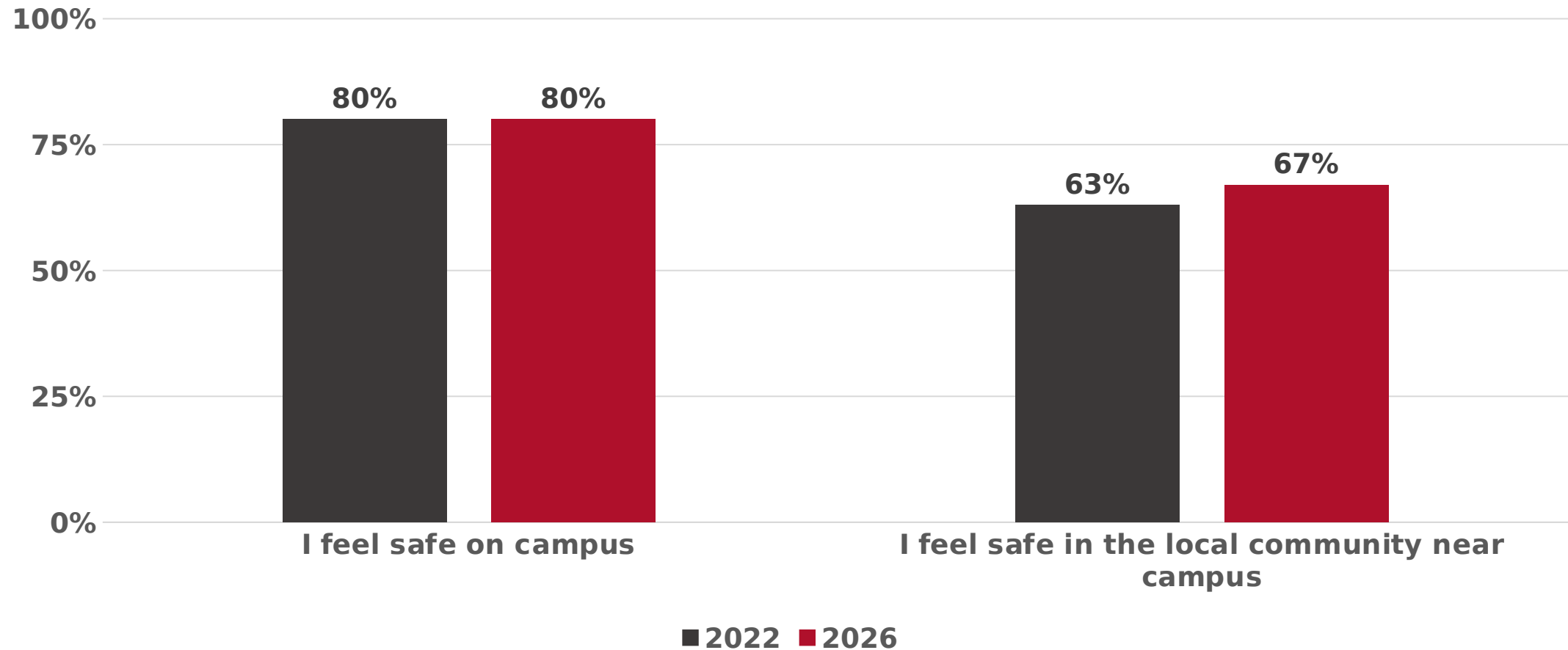
Speaker Notes for Slide 15

2026: Top Forms of Discrimination, Bias, Harassment, Stalking, or Sexual Assault

Bullying was the most frequently reported concern among students, but no single category dominated the responses to the same extent observed in the employee survey.

Safety Concerns

(Percent of students agreeing or strongly agreeing)



Speaker Notes for Slide 16

Safety Concerns (Percent of students agreeing or strongly agreeing)

Students continue to report feeling safe on campus, with ratings remaining stable since 2022 and ranging from 75% to 82% across campuses. Students consistently report feeling safer on campus than in the surrounding community, although perceptions of community safety improved modestly from 63% to 67% since 2022. Lock Haven students reported the highest ratings for community safety.

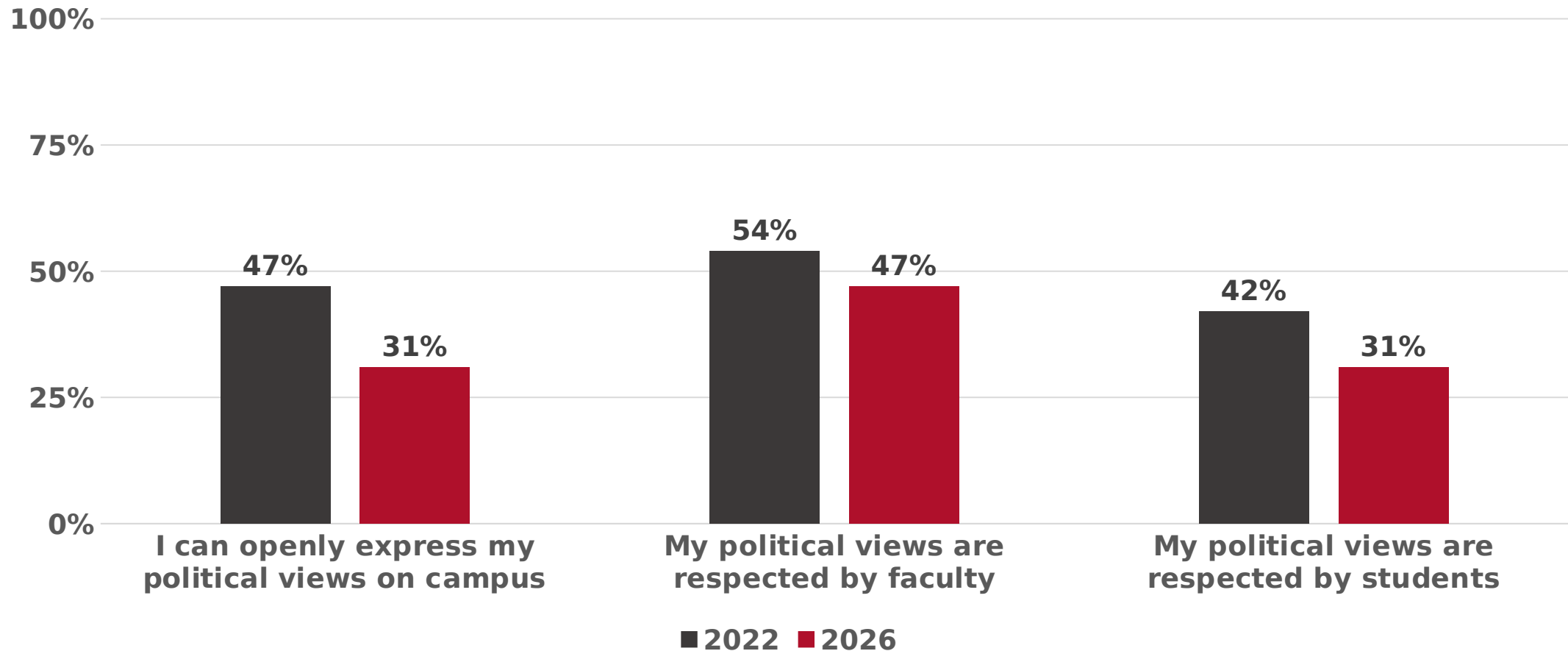
Campus ratings:

Safe on campus – BL 82%, LH 80%, MA 75%

Safe in local community – BL 65%, LH 71%, MA 69%

Political Expression

(Percent of students agreeing or strongly agreeing)



Speaker Notes for Slide 17

Political Expression (Percent of students agreeing or strongly agreeing)

Political expression represents one of the weakest climate areas measured in the survey and one of the largest areas of decline since 2022. The percentage of students who feel they can openly express their political views on campus fell from 47% to 31%, while perceptions that political views are respected by students declined from 42% to 31%. Although students report somewhat greater confidence that faculty respect differing political viewpoints, fewer than half agree with that statement.

Campus ratings:

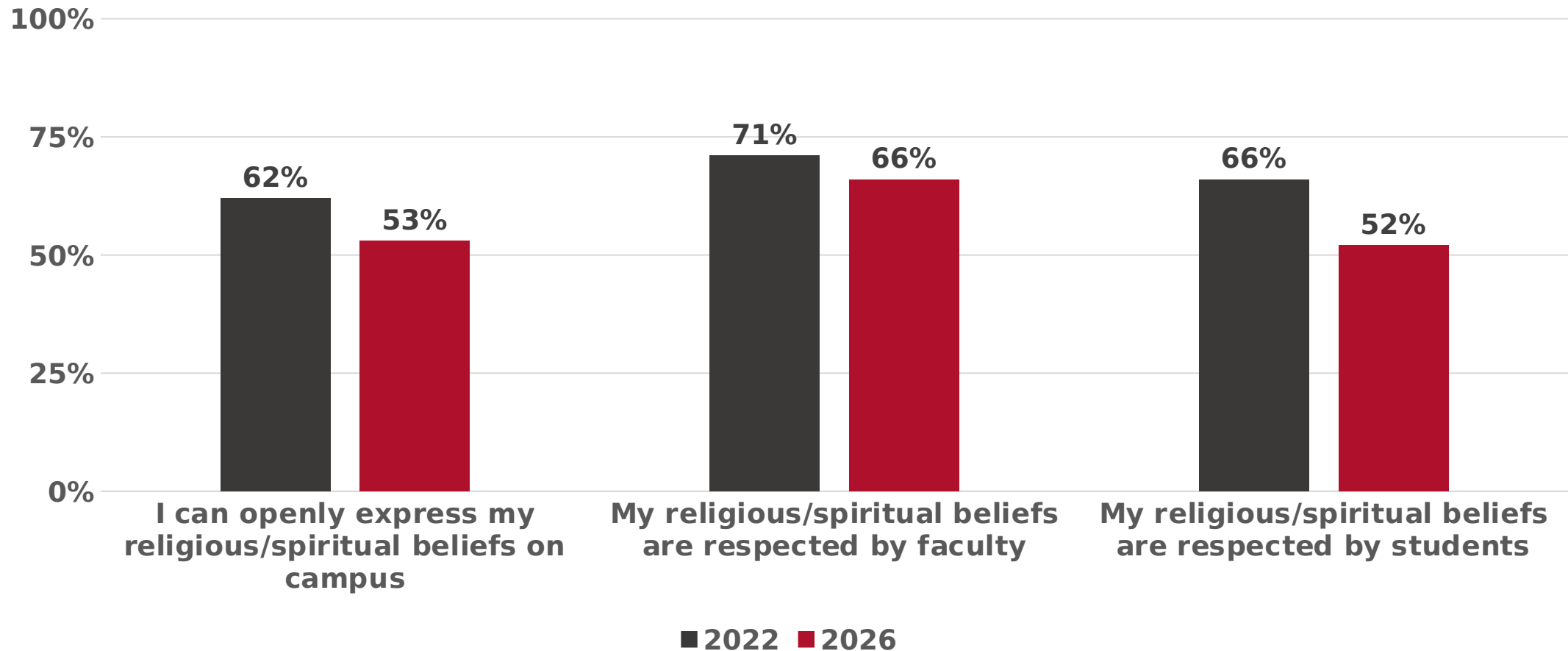
Express political views on campus – BL 34%, LH 20%, MA 23%

Political views respected by faculty – BL 43%, LH 38%, MA 54%

Political views respected by students – BL 33%, LH 21%, MA 23%

Religious/Spiritual Expression

(Percent of students agreeing or strongly agreeing)



Speaker Notes for Slide 18

Religious/Spiritual Expression (Percent of students agreeing or strongly agreeing)

Students report considerably greater comfort expressing religious beliefs than political views, and a majority believe their religious or spiritual beliefs are respected by faculty and fellow students. However, all three measures declined compared with 2022, with the largest decrease occurring in perceptions that religious beliefs are respected by other students (66% to 52%).

Campus ratings:

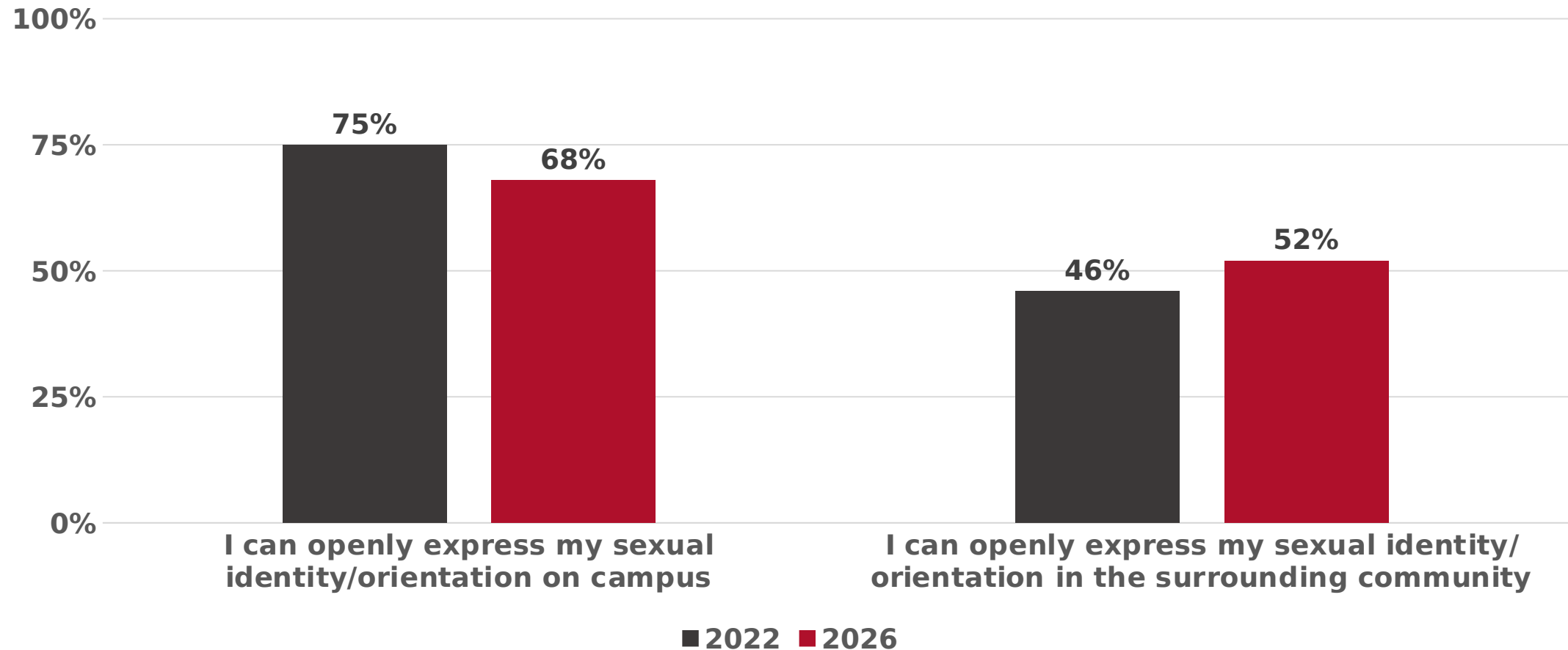
Express religious beliefs on campus – BL 53%, LH 50%, MA 54%

Religious beliefs respected by faculty – BL 66%, LH 63%, MA 64%

Religious beliefs respected by students – BL 52%, LH 46%, MA 50%

Sexual Orientation Expression

(Percent of students agreeing or strongly agreeing)



Speaker Notes for Slide 19

Sexual Orientation Expression (Percent of students agreeing or strongly agreeing)

Students who responded to these items generally reported a high level of comfort expressing their sexual identity or orientation on campus (68%) and in the surrounding community (52%). While comfort expressing identity on campus declined modestly compared with 2022, comfort expressing identity in the surrounding community increased. It is important to note that the overall student response rate was low and that relatively few respondents identified as LGBTQIA+. Consequently, subgroup analyses are based on a limited sample size and may not accurately reflect the experiences of the broader LGBTQIA+ student population.

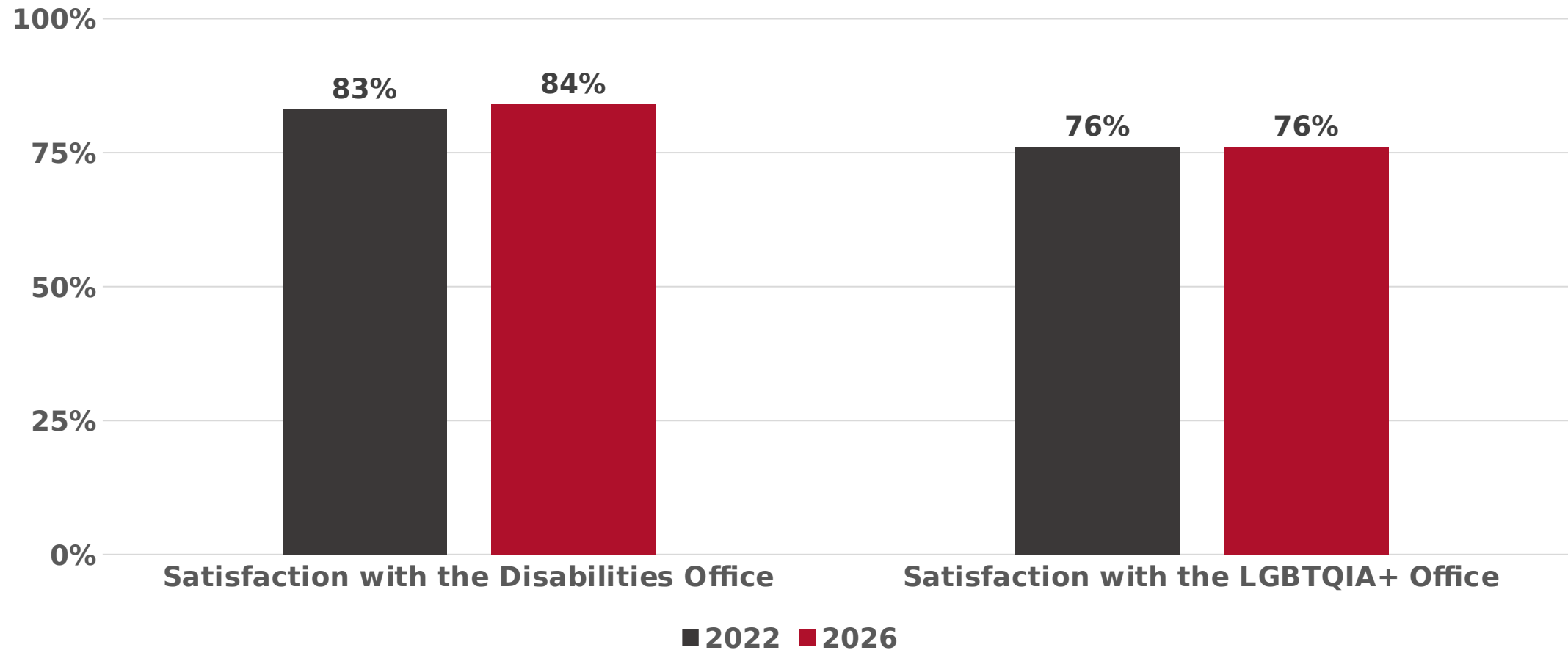
Campus ratings:

Express sexual identity on campus – BL 74%, LH 35%, MA 80%

Express sexual identity in the community – BL 57%, LH 0%, MA 33%

Disabilities and LGBTQIA+ Offices

(Percent of students somewhat or very satisfied; asked only to affected students)



Speaker Notes for Slide 20

Disabilities and LGBTQIA+ Offices (Percent of students somewhat or very satisfied; asked only to affected students)

Students who used these services generally reported high levels of satisfaction. Satisfaction with LGBTQIA+ services varied across campuses, with some campuses reporting higher levels of satisfaction than others.

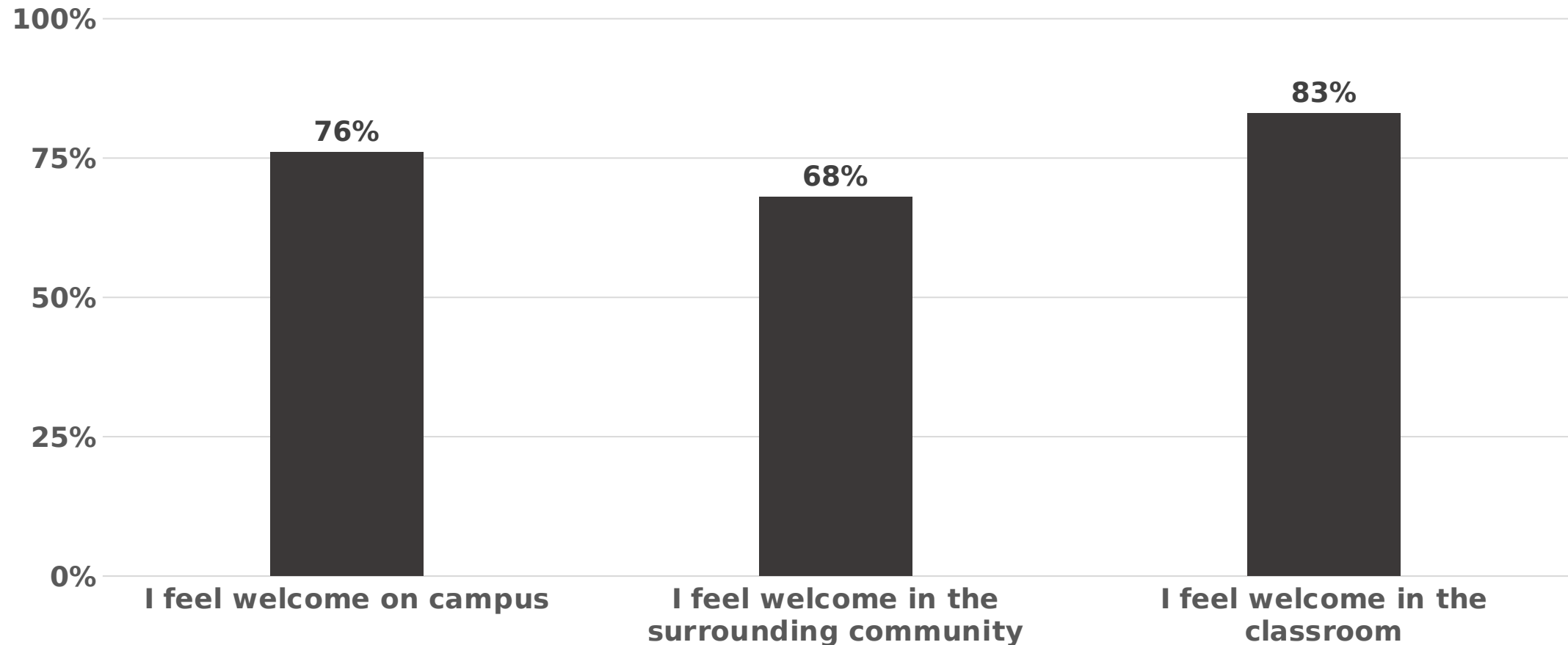
Campus ratings:

Satisfaction with overall services with UDS - BL 73%, LH 60%, MA 67%

Satisfaction with overall services with LGBTQIA+ - BL 79%, LH 46%, MA 62%

2026: Feeling Welcome

(Percent of students agreeing or strongly agreeing)



Speaker Notes for Slide 21

2026: Feeling Welcome (Percent of students agreeing or strongly agreeing)

Feelings of welcome are among the strongest findings in the survey. More than three-quarters of students report feeling welcome on campus, and 83% report feeling welcome in the classroom, the highest rating on the slide. While students report somewhat lower levels of welcome in surrounding communities, results remain positive across all campuses and reinforce broader findings related to belonging and faculty support.

Campus ratings:

Feel welcome on campus – BL 77%, LH 76%, MA 73%

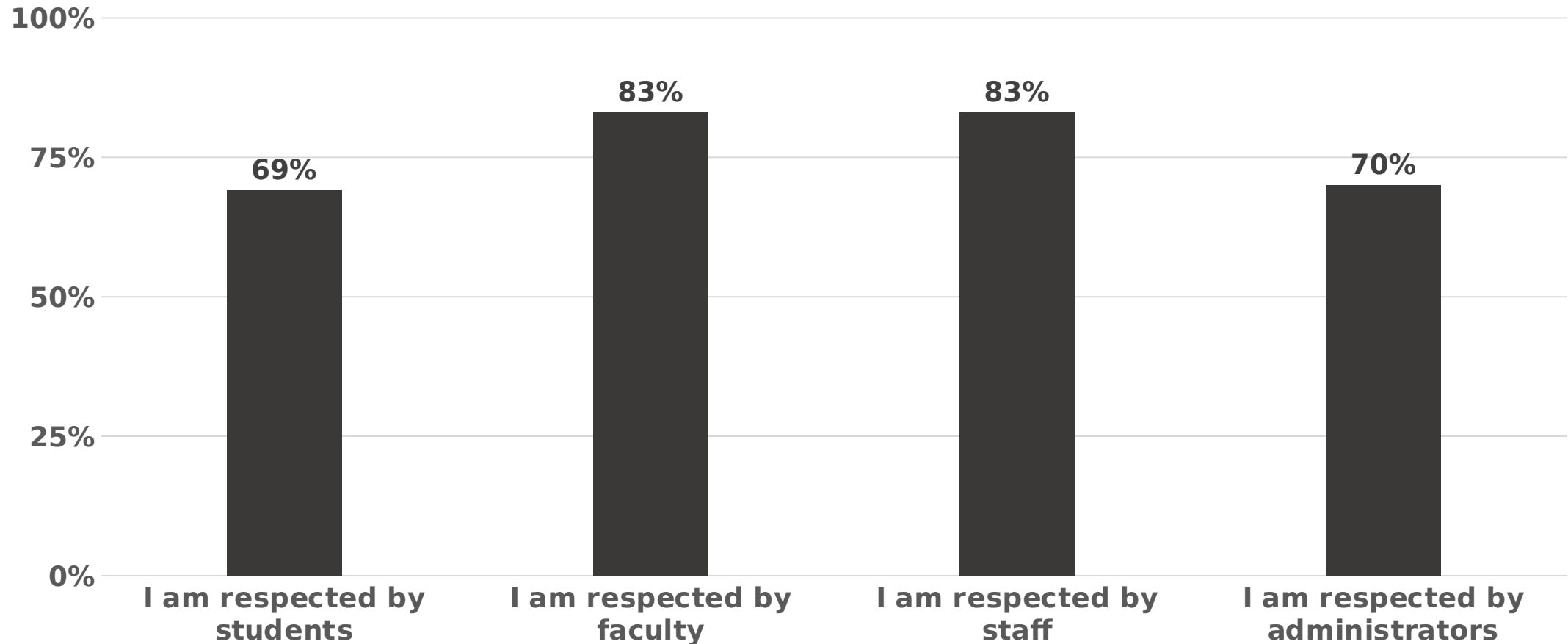
Feel welcome in the community – BL 71%, LH 62%, MA 67%

Feel welcome in the classroom – BL 87%, LH 76%, MA 82%

Note: 2022 climate survey only asked about feeling welcomed to subpopulations, such as veterans, disabled, and international students, rather than all students as done in 2026.

2026: Respected on Campus

(Percent of students agreeing or strongly agreeing)



Speaker Notes for Slide 22

2026: Respected on Campus (Percent of students agreeing or strongly agreeing)

Respect is a notable strength across the student experience. Students report particularly high levels of respect from faculty and staff (both 83%), reinforcing positive perceptions of classroom and campus environments seen throughout the survey. Ratings are somewhat lower for fellow students and administrators, though both remain generally positive at approximately 70%.

Campus ratings:

Respected by students – BL 69%, LH 65%, MA 70%

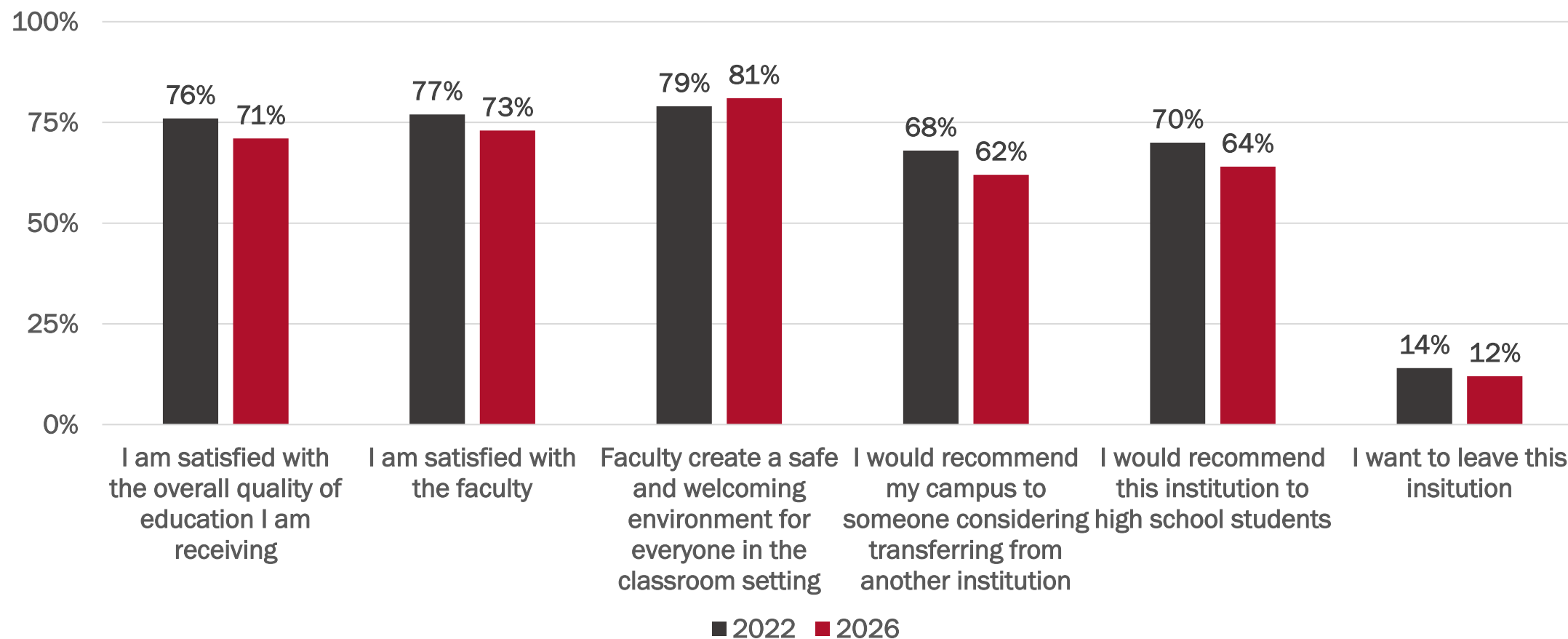
Respected by faculty – BL 85%, LH 77%, MA 84%

Respected by staff – BL 84%, LH 80%, MA 82%

Respected by administrators – BL 74%, LH 65%, MA 63%

Educational Satisfaction

(Percent of students agreeing or strongly agreeing)



Speaker Notes for Slide 23

Educational Satisfaction (Percent of students agreeing or strongly agreeing)

Educational satisfaction remains a strength, with approximately seven in ten students reporting satisfaction with both their educational experience and faculty. Ratings for classroom climate improved since 2022, with 81% indicating faculty create a safe and welcoming learning environment. At the same time, willingness to recommend the campus or institution declined modestly, suggesting students view their personal educational experience more favorably than the institution overall.

Campus ratings:

Satisfied with quality of education – BL 72%, LH 68%, MA 70%

Satisfied with faculty – BL 75%, LH 72%, MA 69%

Faculty create safe and welcoming environment – BL 83%, LH 80%, MA 76%

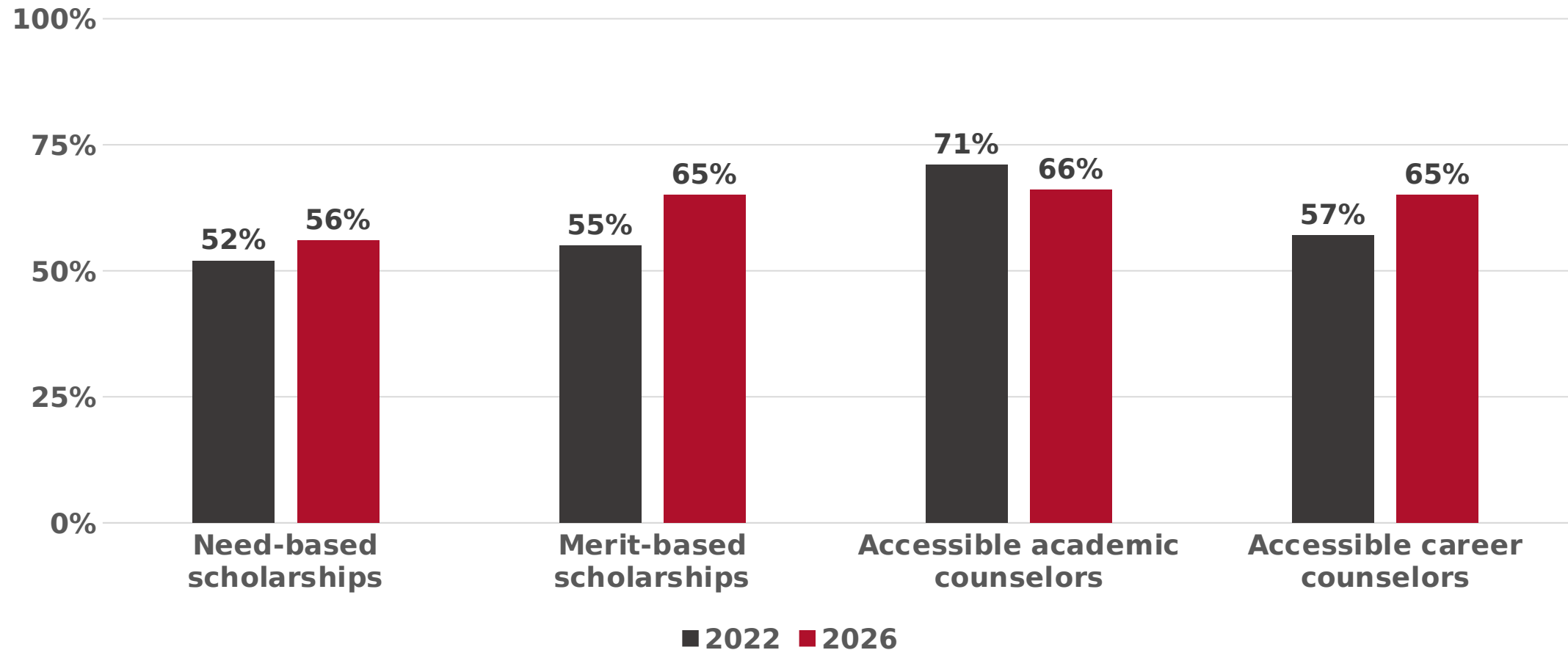
Recommend campus – BL 66%, LH 58%, MA 61%

Recommend institution – BL 69%, LH 56%, MA 65%

Want to leave this institution – BL 12%, LH 10%, MA 10%

Satisfaction

(Percent of students indicating somewhat or very satisfied)



Speaker Notes for Slide 24

Satisfaction (Percent of students indicating somewhat or very satisfied)

Satisfaction with scholarships and career counseling improved compared with 2022, while satisfaction with access to academic counseling declined modestly. Despite this decline, academic counseling remains the highest-rated category among the measures shown.

Campus ratings:

Need-based scholarships – BL 56%, LH 51%, MA 60%

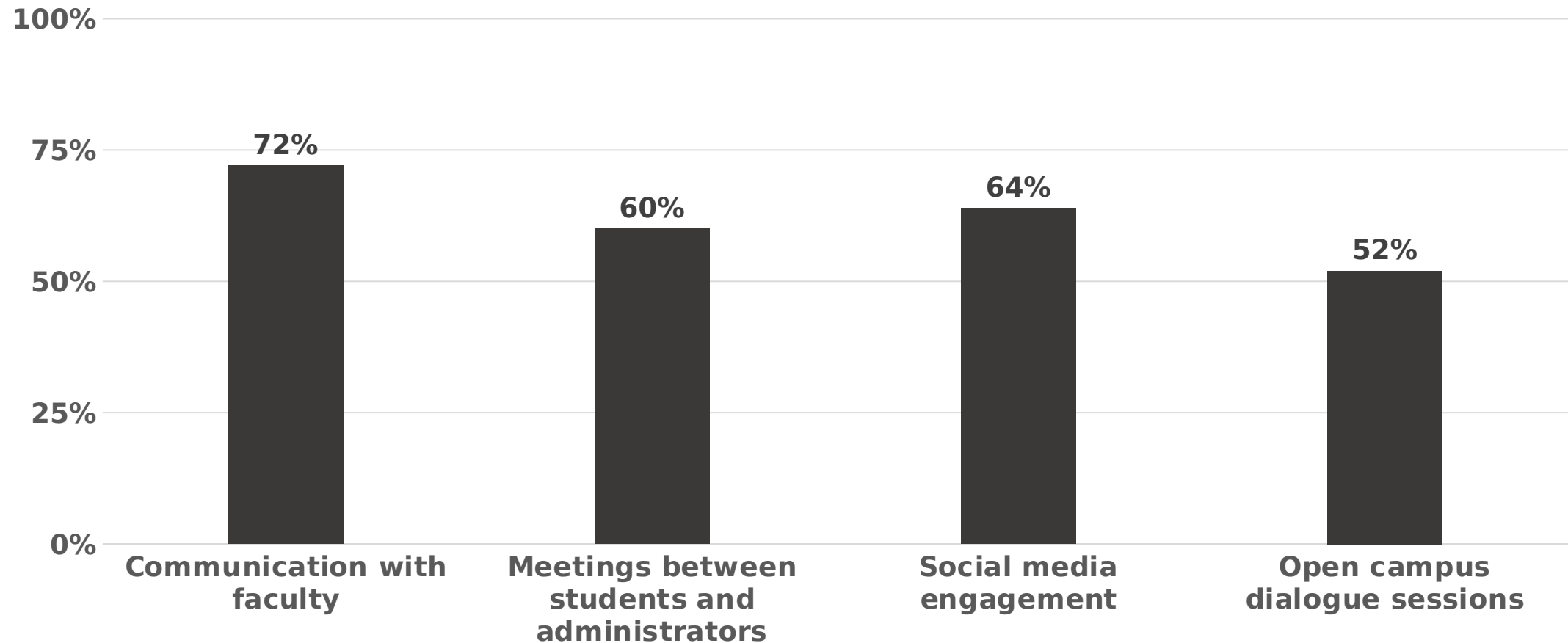
Merit-based scholarships – BL 63%, LH 66%, MA 71%

Accessible academic counselors – BL 63%, LH 75%, MA 65%

Accessible career counselors – BL 68%, LH 59%, MA 66%

2026: Satisfaction

(Percent of students somewhat or very satisfied)



Speaker Notes for Slide 25

2026: Satisfaction (Percent of students somewhat or very satisfied)

Students report the highest satisfaction with communication from faculty (72%) and the lowest satisfaction with opportunities for open dialogue with campus leadership (52%). Ratings for meetings with administrators and social media engagement fall between these two extremes. These results reinforce a broader pattern seen throughout the survey: students tend to rate interactions with faculty more positively than institutional communication and engagement efforts.

Campus ratings:

Communication with faculty – BL 74%, LH 64%, MA 74%

Meetings between students and administrators – BL 63%, LH 61%, MA 55%

Social media engagement – BL 66%, LH 56%, MA 64%

Open campus dialogue sessions – BL 54%, LH 48%, MA 53%

Note: Longitudinal data not available for some or all of these items.

2026: Students' Open-Ended Comments

88 total comments reviewed

- 51 comments on improving campus climate
- 37 additional survey comments

Review identified six major themes:

- Communication, transparency, and responsiveness
- Student services, resources, and campus experience
- Campus safety and emergency communication
- Campus climate, inclusion, and belonging
- Diverse perspectives on DEI and expression
- Impact of institutional change and resource allocation

Representative comments are shown throughout.

Speaker Notes for Slide 26

2026: Students' Open-Ended Comments

A total of 88 student comments were reviewed. Given the relatively small number of comments, the analysis focused on identifying recurring themes rather than isolated concerns or strongly worded individual opinions. Overall, the comments were generally constructive in tone and focused primarily on communication, student services, campus experience, and opportunities for improvement. Unlike the employee comments, relatively few responses focused on broader institutional or organizational concerns.

Note:

Employees' comments often centered on trust, leadership, integration, workload, and institutional issues.

Students' comments tended to focus on improving the student experience, services, communication, and campus life.

Communication, Transparency, and Responsiveness

Key Takeaway

Students want clearer communication, greater transparency, and visible action in response to student feedback.

Students requested:

- Clearer and more timely communication
- Greater transparency in decision-making
- More consistent follow-through on student feedback
- Greater responsiveness to student concerns

"Listening to student feedback is important, but acting on it is what truly builds trust."

Speaker Notes for Slide 27

Communication, Transparency, and Responsiveness

Communication was the most frequently mentioned area for improvement in the comments. Students expressed a desire for clearer and more timely communication, greater transparency in decision-making, and stronger follow-through on concerns raised by students. Many comments focused less on receiving information and more on seeing evidence that student feedback leads to action. This theme aligns closely with survey findings related to administrator communication and campus dialogue.

Student Services, Resources, and Campus Experience

Key Takeaway

Students identified opportunities to improve everyday aspects of campus life, particularly services, amenities, and support systems that shape the student experience.

Students requested:

- Improved parking and transportation options
- Additional campus events and activities
- Greater support for commuter students
- Enhanced dining and campus amenities

"I believe every student should be assigned a mentor. I also wish there was a better way to get commuter students to feel welcome."

Speaker Notes for Slide 28

Student Services, Resources, and Campus Experience

Many student comments focused on practical aspects of the student experience rather than broader institutional concerns. Common topics included parking, transportation, dining, campus activities, and support for commuter students. These comments generally reflected opportunities to enhance daily student life and student engagement rather than dissatisfaction with the university overall. The overall tone was constructive and focused on improving services that support student success.

Campus Safety and Emergency Communication

Key Takeaway

Students generally feel safe on campus but identified opportunities to strengthen safety communication, preparedness, and campus infrastructure.

Students requested:

- Clear emergency communications
- Improved lighting and building access controls
- Additional safety resources and measures
- Timely information during campus incidents

"Communication between local and campus police is crucial."
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Speaker Notes for Slide 29

Campus Safety and Emergency Communication

Student comments generally reinforced the strong safety ratings observed in the survey. While most students reported feeling safe on campus, several comments identified opportunities to strengthen emergency communications, campus lighting, building access, and communication during incidents. Overall, the comments suggest students are interested in continued attention to safety and preparedness rather than expressing widespread concerns about personal safety.

Campus Climate, Inclusion, and Belonging

Key Takeaway

Students generally feel welcomed, respected, and supported, while emphasizing the importance of maintaining an inclusive environment where all students can feel valued and connected.

Students described:

- Feeling valued and heard
- Welcoming and supportive campus environments
- Meaningful opportunities for engagement
- Stronger sense of belonging across student groups

"Students want to feel like partners in this community, not obstacles within it."

Speaker Notes for Slide 30

Campus Climate, Inclusion, and Belonging

Student comments strongly reinforced the positive findings related to welcome, respect, and belonging. Many students described feeling valued, supported, and connected to the campus community while emphasizing the importance of maintaining an inclusive environment where all students feel heard and engaged. Rather than expressing major concerns, most comments focused on opportunities to further strengthen an already positive campus experience.

Diverse Perspectives on DEI and Expression

Key Takeaway

Comments reflected a range of perspectives regarding diversity, equity, inclusion, and the expression of personal beliefs.

Students described:

- Support for diversity and inclusion initiatives
- Interest in resources for underrepresented groups
- Concerns regarding the emphasis placed on DEI initiatives
- Respectful dialogue across differing viewpoints

Comments reflected differing perspectives rather than a single dominant viewpoint.

Speaker Notes for Slide 31

Diverse Perspectives on DEI and Expression

Comments reflected a range of perspectives regarding diversity, equity, inclusion, and the expression of personal beliefs. Some students expressed support for DEI initiatives and additional resources for underrepresented groups, while others raised concerns regarding the emphasis placed on DEI or the treatment of differing political and religious viewpoints. Rather than revealing a single dominant perspective, the comments highlight the diversity of viewpoints that exist within the student population.

Impact of Institutional Change and Resource Allocation

Key Takeaway

Some students expressed concerns about how institutional changes may affect programs, services, affordability, and opportunities that support the student experience.

Students described:

- Concerns about reduced programs, services, and dining options
- Questions about how resources are distributed and prioritized across campuses
- Concerns about affordability and the overall value of the student experience
- Desire for continued investment in programs, services, and campus opportunities

"Please focus on what students say, not what fits your tax bracket or wallets."

Speaker Notes for Slide 32

Impact of Institutional Change and Resource Allocation

A smaller but recurring set of comments focused on the impact of institutional changes on the student experience. Students discussed program availability, campus services, resource allocation, affordability, and the overall value of their education. These comments generally reflected a desire to maintain and strengthen the programs, services, and opportunities that contribute to student success rather than criticism of the institution itself.

Overall Message from Student Comments

Key Takeaway

Students generally described a positive campus experience while identifying opportunities to strengthen communication, responsiveness, and services that support student success.

Students described:

- Appreciation for faculty, educational quality, and campus community
- Desire for clear communication and transparent decision-making
- Interest in continued improvements to student services and resources
- Expectation that student feedback will inform institutional action

"I believe Commonwealth University has strong potential..."

Speaker Notes for Slide 33

Overall Message from Student Comments

Overall, the student comments describe a positive educational and campus experience. Students frequently expressed appreciation for faculty, educational quality, campus opportunities, and the sense of belonging they experience at CU. At the same time, students identified opportunities to strengthen communication, responsiveness, student services, and campus support. Unlike the employee survey, which focused heavily on organizational challenges, student comments were largely constructive and centered on enhancing the student experience. The overall message is one of engagement, partnership, and continuous improvement rather than dissatisfaction.

Questions or Comments?