



## **The University of Delaware: An analysis of the campus environment and its impact on student development**

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I'd first like to welcome everyone and thank you for coming to my presentation, The University of Delaware: An analysis of the campus environment and its impact on student development. This presentation was prepared as a project for the course Student Development and Customer Service Management during the Spring quarter of the 2006-2007 academic year.

The purpose of this presentation is to outline the major findings of an analysis of the University of Delaware's total campus environment that I conducted. My analysis focused on the effects of the institution's campus environment on the process of student development. Information for the presentation was gathered using several methods including a background literature survey, analysis of the institution's web resources, an on-site visit and interviews with current and past students of the institution. This study was performed in and will be presented in the form of a standard SWOT analysis.



## Agenda: Flow of the presentation

- Background
- SWOT Analysis
  - Internal Factors
    - Strengths
    - Weaknesses
  - External Factors
    - Opportunities
    - Threats
- Proposed Solutions



Before we begin exploring the University of Delaware and its total campus environment, I would like to provide you with a short overview of the way this presentation will progress. I will begin by providing some historical background for the institution under review followed by information about its current statistics. This background information will be followed by the SWOT Analysis, the meat of this presentation if you will. I will begin by highlighting some of the environmental areas in which the University of Delaware has excelled, its strengths. Then I will look at some areas of internal concern, factors that have proven or may prove to be failures on the part of the institution. I will then explore some possible external growth opportunities as well as external threats to the creation of a quality campus environment. Finally, I will share some of my ideas on what sorts of changes the University of Delaware could implement to help create an environment that is more conducive to the process of student development.



## University of Delaware: Historical background and highlights



- November 24, 1743: Founded as “Free School”
- May 8, 1834: Newark College
- September 14, 1870: Delaware’s Land Grant College
- July 2, 1872: First attempt at coeducation
- September 15, 1914: Women’s College
- March 28, 1921: University of Delaware
- July 1, 1945: True coeducation established
- August 14, 1950: Racial desegregation
- May 18, 1976: Sea Grant College
- February 1, 1991: Space Grant College
- May 1, 1995: Urban Grant College

The University of Delaware traces its roots to an institution established by an Irish Presbyterian minister named Francis Alison. This original institution was known as a “Free School”, which was established on November 24, 1743 and run out of the home of Minister Alison in New London, Delaware (Munroe, 1983; “Significant Dates in the University’s History,” n.d.). Following an act by the Delaware General Assembly to establish a college, Newark College was opened on May 8, 1834 (“Significant Dates in the University’s History,” n.d).

1862 saw the signing into law of the first Morrill Land Grant Act. After a four year deadline extension, the state of Delaware accepted the terms of the act and opened Delaware’s Land Grant College on September 14, 1870 (Munroe, 1983; “Significant Dates in the University’s History,” n.d.). Following in the wake of its opening, the institution tried its first attempt at admitting female students in the year 1872 only to stop coeducation in 1885 (“Significant Dates in the University’s History,” n.d). It wasn’t until 1914 that a separate Women’s College was establish as a compliment to the all male institution. These two institutions, Delaware College and Women’s College, were joined into a single institution by an act of the General Assembly on March 28, 1921. This newly established institution was known as the University of Delaware. True coeducation, however, did not come until a reorganization of the University in 1945 that allowed women to enroll in all programs at the institution (“Significant Dates in the University’s History,” n.d). It would be another five years until the University of Delaware finally saw the end of racial desegregation in August of 1950.

Besides becoming a landmark Land Grant college following the states acceptance of the first Morrill Act, the University of Delaware has received other designations that have extended its educational and research potential. These include participation in the Sea Grant College Program in 1976, in the Space Grant College program in 1991 and, most recently, in the Urban Grant College program in 1995 (“Significant Dates in the University’s History,” n.d).

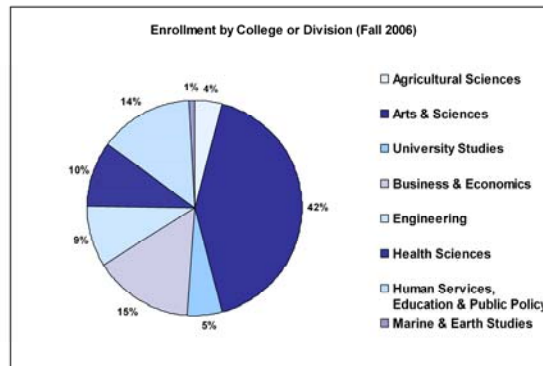
Images Source: <http://www.udel.edu>



## University of Delaware: Historical background and highlights

### 2006-2007 Statistics

- Enrollment: 20,380
- Number of Programs: 247
- Campuses in Delaware: 5
- Undergraduate Tuition
  - In-State: \$7,740
  - Out-of-State: \$18,450
- Graduate Tuition: varies
- Number of Employees: 3,770
  - Number of Faculty: 1,117
- Operating Budget: \$617.2 million
- Endowment: \$1.2 billion (FY06)



The Carnegie Foundation for the Advancement of Teaching classifies the University of Delaware as a large four-year or more, public institution (The Carnegie Foundation for the Advancement of Teaching, 2006). The University of Delaware, however, identifies itself as a “state-assisted, privately controlled” institution (University of Delaware, n.d.). This University is also classified by the Carnegie Foundation as primarily residential and more selective with fewer than 20% of the entering undergraduates being transfer students and 80% or more of the undergraduate class attending on a full-time basis. The University of Delaware has received regional institutional accreditation by the Middle States Association of Colleges and Schools (Middle States Commission on Higher Education, 2007). Total institutional enrollment for the 2006-2007 academic year is 20,380 (Institutional Research and Planning, 2006). Undergraduate students constitute roughly 78% of the total enrollment at the institution. Graduate students make up only 17% of the enrollment with the rest of the enrollment coming from the institution’s Division of Professional and Continuing Studies.

The University currently offers 247 academic programs, both undergraduate and graduate combined. The institution is composed of eight colleges and academic divisions and has a total of five campuses in the state of Delaware as well as some University run buildings in other places such as The London Centre in London, England. The pie chart on this slide shows the percentage of students enrolled in each of these component colleges and divisions during the Fall semester of the 2006-2007 academic year. Tuition for full-time undergraduate students during this same academic year is \$7,740 for in-state students and \$18,450 for out-of-state students. Room and board charges for those students living on campus are roughly \$7,366. Graduate tuition varies by program and residency status.

The 2006-2007 academic year saw the University of Delaware employ a total of 3 770 employees of which 1 117 were full-time faculty. About 62% of the full-time



## Strengths: Internal assets and achievements

- Good First Impressions
- Green Space
- Student Centers
- Unified Architecture
- Good Signage
- Campus Maps
- Accessible Buildings
- Classrooms
  - Wide Range of Styles
  - Technology



As mentioned previously, the University of Delaware has five campuses located in Delaware. The main campus of the institution is located in Newark, Delaware. This was the location used for the site visit conducted in conjunction with this study. I'm going to start the analysis of the total campus environment by highlighting some of the University of Delaware's strengths. The strengths that I outline during this section of the presentation are the factors of the campus environment that have proved to be assets and should be considered by the institution as achievements along the road to creating an environment that is conducive to student development.

The most notable factors at the University are related to the physical environment. The institution makes a great first impression. The campus, although located within the city limits of Newark, commands its own area with a very cohesive, traditional American university campus feeling. As can be seen in this aerial photograph of the South Green, the institution makes use of an incredible amount of green space. The amount of green space and manicured landscaping on campus is amazing, providing a good balance of between the constructed environment and more natural environments. The open spaces between buildings provide spaces for students, faculty and staff to congregate and interact in between classes. Public gathering spaces, as well as dining and meeting facilities, are also provided by two student centers located at either end of the central area of campus. A cohesive architecture scheme also exists on campus, with most campus buildings constructed from red bricks, with many white trimmed windows. This cohesiveness of the architecture can be seen well in the bottom two pictures on this slide. On the left is the brand new Center for the Arts, completed in 2006 and on the right is Old College, oldest building on the campus, built in 1834. The unified construction materials used in the campus buildings help define the campus and distinguish it from the surrounding community.

The University employs an extensive signage scheme that consists of exterior building labels as well as interior navigation signs that help locate individual rooms and offices within a particular building. Printed campus maps are available in many locations throughout the campus. Additionally, large sign-type campus maps are also available at key locations around campus. When combined, the exhaustive signage and detailed campus maps do a good job of helping individuals navigate the expansive campus. Most buildings on campus are handicap-accessible, with accessible entrances indicated by signage in, on and around the buildings. Accessibility information for all campus structures is also provided online.

As far as classrooms are concerned, the University of Delaware campus boasts a large number of classrooms that encompass a wide spectrum of sizes and design. The range of styles runs from small classrooms that hold between ten and fifteen students in a more intimate, conference room like setting to giant lecture halls capable of holding 100s of students. Each of design is well thought out to provide effective delivery of instruction based on the number of students. Each of the classrooms is also outfitted to make use of a broad spectrum of instructional technology, from simple blackboards to complicated multimedia presentations.

Images Source: <http://www.udel.edu>



## Strengths: Internal assets and achievements



- Research
- Enrichment Programs
  - Honors Program
  - Center for International Studies
- Development Services
  - Career Services Center
  - The Writing Center

The University of Delaware also has a strong commitment to fostering learning outside the classroom, as their Mission Statement reads, “to cultivate both learning and the free exchange of ideas...[and help students] develop into informed citizens and leaders” (University of Delaware, n.d.). A dedication to academic research has figured prominently in their plan to foster development. One of the most unique aspects of the broad research program at the University is the Undergraduate Research Program. This program allows students to work on current research projects being undertaken by faculty members and research institutes on campus. The Undergraduate Research Program allows about 700 students each year gain valuable research experience, with training in the design and operation of experiments in their field of study (Undergraduate Research Program, n.d.b). Some of the programs run by the Undergraduate Research Program carry a stipend or even travel abroad. One of the most important programs run by this department is the Senior Thesis Program, which allows “dedicated students the opportunity to pursue their academic interests in greater depth than is required for the regular bachelor’s degree”, ultimately earning a degree “with distinction” (Undergraduate Research Program, n.d.a).

Besides a wide range of research opportunities, the University of Delaware also offers chances for development through a number of enrichment programs. Some of these programs, which I’d like to cover, have been listed on this slide. The goal of the University’s Honors Program is to nurture “a community of scholars who value and are committed to intellectual pursuit” (University Honors Program, n.d.). The Honors experience “involves both challenging classroom experiences and enriching out-of-the-classroom activities organized through the Honors residence halls” (University Honors Program, n.d.). Although the program only directly serves about 14% of the total student population, “it strives to enhance the intellectual ambiance of the entire university in ways that benefit all faculty and students” (University Honors Program, n.d.). Other enrichment opportunities exist as well. The institution’s Center for International Studies both brings international scholars and programming to campus and runs an extensive array of Study Abroad programs with more than 70 programs offered in over 40 subjects in more than 35 different countries (Center for International Studies, n.d.).

The University also offers targeted enrichment services through several centers and departments on campus. The University Writing Center and the Career Services Center are two such centers at the institution. The Writing Center is willing to support both students and faculty with all of their writing endeavors. The main focus of the Center is one-on-one consultation with experienced writers, although they also offer written resources and group workshops. For students, the one-on-one consultations are with trained student consultants and, for faculty members, they are with other faculty members. “The mission of the University of Delaware Career Services Center is to provide the highest quality comprehensive career services to all matriculated students and alumni of the University of Delaware in order for them to choose and attain personally rewarding careers” (Bank of America Career Services Center, 2006). To this end, the Center offers a host of services and resources in many different formats to the try to meet the diverse career guidance needs of the student and alumni population.

Images Source: <https://international.udel.edu/IPSSdb/album.html>



## Strengths: Internal assets and achievements

- "Just UDo It!"
- Student Organizations
- Art
- Athletics
- Residence Life



The last area of achievement that I would like to touch on is the University of Delaware's commitment to creating an enriching campus life experience. The institution's motto for campus life is "Just UDo It!" and the institution strives to provide as many opportunities as possible for students to get involved in campus life outside of academic pursuits. In fact, when the institution last participated in the National Survey of Student Engagement in the Spring of 2001, the University's actual benchmark score in all areas was higher than that predicted for their category. The highest differential was seen in the areas of "Enriching Educational Experiences" and "Supportive Campus Environments" (Institutional Research and Planning, 2001).

The University currently has over 200 student organizations on campus ("Student Organizations", n.d.). The organizations' causes cover a wide spectrum of interests and activities from student government to cultural activities to club sports. These organizations, besides providing their members a way to interact with others of like mind, also host a large number of activities and events in which other campus members can participate and learn from.

The institution has also been a supporter and promoter of the arts – visual, musical and performance. Besides offering programs in Fine Arts, Music, Performance, Art History and Art Conservation, the University of Delaware also boasts an active artistic community. There are several galleries on campus that showcase both professional and student art. The University also has several student groups that are focused on performance, both theater and music. Lastly, the institution strives to bring a variety of performance groups and exhibits to campus each year to afford the campus community a chance to experience the Arts first hand and promote cultural awareness.

Athletics are another way that the University of Delaware encourages its students to



## Weaknesses: Internal perceived or prospective failures

### Diversity

#### Enrollment by Ethnicity

	2002		2003		2004		2005		2006	
	n	%	n	%	n	%	n	%	n	%
White	17554	82%	17212	81%	17212	81%	16851	80%	16114	79%
African American	1208	6%	1221	6%	1239	6%	1243	6%	1135	6%
Hispanic	546	3%	603	3%	692	3%	770	4%	788	4%
Asian	636	3%	676	3%	704	3%	750	4%	787	4%
Native American	53	<1%	58	<1%	61	<1%	63	<1%	68	<1%
Non-Resident Alien	1028	5%	1050	5%	1036	5%	993	5%	959	5%
Other	267	1%	301	1%	294	1%	312	1%	529	3%
<b>Total</b>	<b>21289</b>	<b>100%</b>	<b>21121</b>	<b>100%</b>	<b>21238</b>	<b>100%</b>	<b>20982</b>	<b>100%</b>	<b>20380</b>	<b>100%</b>

As was seen in the section on strengths, the University of Delaware demonstrates a very strong total campus environment. The institution does, however, have some areas that could be perceived as failures or possible failures, internal factors that could and should be improved in order to create an environment that is more conducive to student development.

The University has made a strong statement about its commitment to creating a community whose members encompass a large diversity of backgrounds. Its website states that the “University is committed to creating an educational community that is intellectually, culturally and socially diverse, enriched by the contributions and full participation of persons from many different backgrounds” (University of Delaware, n.d.).

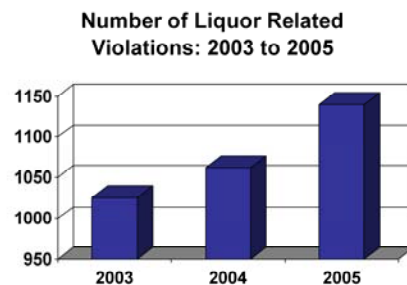
Unfortunately, despite the array of initiatives the institution has undertaken to try to reach this goal, the University of Delaware has fallen noticeably short, especially in creating an ethnically diverse population. As can be seen from the chart presented in this slide, the percentage of the student body that comes from an ethnic minority background has stayed fairly constant from the 2002-2003 academic year through the 2006-2007 academic year. More alarming is the fact that these percentages fall below those posted by the National Center for Education Statistics for both the United States as a whole and Delaware in particular (National Center for Education Statistics, 2005). Of total enrollment in American degree-granting institutions during the 2004- 2005 academic year, 30.4% were from an ethnic minority background (National Center for Education Statistics, 2005). In the State of Delaware, 25.1% of the total enrollment was from an ethnic minority background (National Center for Education Statistics, 2005). At the University of Delaware, this population was only represented by less than 23% of the student body (Institutional Research and Planning, 2006).

The fight for non-degree certificate programs has also been a long and difficult one. The



## Weaknesses: Internal perceived or prospective failures

- Physical Spread of Campus
- Placement of Administrative Buildings and Student Services
- Lack of Seating in Public Gathering Places
- Crime
  - Liquor
  - Robbery
  - Arson
  - Illegal Weapons Possession
- Poor Website Design
- Involvement of High-level Administrators
- Red Tape



Diversity, however, is not the University of Delaware's only problem. There are other areas in which improvement is needed to create a campus environment that is conducive to student development. As good as the physical environment on campus is, it still has points of failure or potential failure. The physical spread of the campus is one of the first and most noticeable areas of concern. Although the institution's main campus is surrounded by the city of Newark, the campus has managed to cover a large area. The long travel times between some campus locations – such as the northern most residence hall area and the College of Agriculture, which is located in the southern end of campus – can pose a problem for some students, especially students with a physical disability. The walk from one end of campus to the other can take more than half an hour, even for a healthy and fit student.

The placement of administrative buildings on the vast campus is also not conducive to helping students take care of administrative tasks. Some administrative offices, such as Admissions and Financial Aid are located in the same area of campus as many of the classroom buildings; however, other key locations such as the Student Services Building, Career Services Center and Student Health Services are located far from this central location and especially far from the northern and western residence hall locations. Additionally, although a lot of open space is provided for public gathering both inside and out, there is a lack of seating in most of these locations. This encourages people to keep moving rather than to linger and interact with one another outside of the classroom.

Crime also is a problem in and around campus. Despite initiatives to curb drinking on campus and in the student population in general, liquor related offenses steadily increased from 2003 to 2005 (Department of Public Safety, n.d.). 2005 also saw increases in other crimes and violations such as robbery, arson and illegal weapons possession. For development to take place, students must feel that they are in a safe environment.

Additionally, no matter how many great services an institution offers, these services will not be able to serve students if students cannot find them. Many students nowadays turn to the internet, and more specifically, their institution's website in order to locate student services and development opportunities. Unfortunately, the University of Delaware's website is not conducive to helping current students find the information for which they are searching. Overall the site design is text heavy and cumbersome to navigate. It is a fact that services that can't be found will never be used, no matter their quality.

Conversations with current students and alumni also turned up some weaknesses that were not apparent from a study of the institution's website and a site visit. The two most prominent weaknesses were a lack of direct contact with high-level administrators and a large amount of so-called red tape. The fact that high-level administrators seem to take a largely hands-off approach to daily problems and direct student interaction has impacted the students' perceptions of the University of Delaware's human aggregate environment. In addition, cumbersome administrative procedures that are thrust upon the students also hinder perceptions of the institution's organizational ability.



## Opportunities: External potential for growth

- **National call for accountability**
  - Commission on the Future of Higher Education
  - International Center for Student Success and Institutional Accountability
- **National Campus Indicators and Surveys**
  - LGBT-Friendly Campus Climate Index
  - National Survey of Student Engagement
- **Focus of students on acquiring marketable skills**
- **The Rodel Foundation of Delaware's Vision 2015**
- **Partnerships with corporations**
- **Partnership with state government on health initiatives**
  - Healthy Delaware Day

Now that we have highlighted some of the internal strengths and weaknesses of the total campus environment at the University of Delaware, it is time to turn our sights to external influences. I'm going to begin by looking at some of the external opportunities the institution might be able to take advantage of to improve the campus environment's impact on student development. The recent upsurge in the call for higher education accountability not only in learning outcomes but also in developmental outcomes that has stemmed from the Commission on the Future of Higher Education's recent report is a good example of an opportunity for growth. Hoover and Wasley, in their recent article entitled "Diversity and accountability top the agenda at a student-affairs summit", urge that student affairs professionals take an active role in creating these measures of student success (2007). To help with creating these indicators, a new resource is being created that will be known as the International Center for Student Success and Institutional Accountability. "The center is a virtual resource for colleges and universities that was founded as a response to calls for more educational accountability" (Hoover & Wasley, 2007).

In this same article, the authors urge campuses to take advantage of national campus indicator programs or surveys. One such indicator program is the LGBT-Friendly Campus Climate Index. This assessment tool, developed by the organization known as Campus Pride, measures how lesbian-, gay-, bisexual- and transgender-friendly the campus environment is based on an assessment of eight factors. These factors include: policy inclusion; support and institutional commitment; student life; academic life; housing; campus safety; counseling and health services and recruitment and retention efforts ("LGBT-Friendly Campus Climate Index", n.d.). Another such program is the National Survey of Student Engagement. The last time the University of Delaware participated in this benchmarking survey was in the Spring of 2001. Surveys like these could provide further help for the institution to discover points for improvement in the total campus environment.

The tendency of students and their parents to treat postsecondary education as a way to get career training is typically seen by most within higher education as a negative trend. The University, however, would do well to take advantage of this push and the focus it instills in students to develop marketable skills. The institution can use this drive to draw students into programs that will give them, not only marketable skills, but life skills such as workshops on effective communications skills or leadership, thus helping the University fulfill part of its mission of developing its students into informed citizens and leaders.

Other state- or region-specific opportunities also exist. One such state-specific opportunity would be to work with the organization known as The Rodel Foundation of Delaware. The mission of the Foundation is "to help Delaware create one of the finest public education systems in the nation by 2012" (Rodel Foundation of Delaware, 2005a). One of their major initiatives is known as Vision 2015, the aim of which is "to prepare all of Delaware's high school graduates for post-secondary education, the workplace and responsible citizenship" (Rodel Foundation of Delaware, 2005b). By supporting initiatives such as this one, the University of Delaware can help ensure that its students are well prepared for the college experience, already interested and engaged in the process of learning and development.

Lastly, the University of Delaware should work to create partnerships with external agencies such as corporations and the state government to implement new student development initiatives. These partnerships could lead to things like help with advertising existing campus resources to even total sponsorship for new initiatives such as the implementation of a series of leadership development courses on campus. The University might even be able to access resources held by their partners that would be hard or impossible for the institution to duplicate on its own. Finally, the institution could tap into development programs already established by its partners. This is especially true of governmental partnership. Recently, the University of Delaware could have taken part in the state of Delaware's "Healthy Delaware Day" to promote better health habits among the student population.



## Threats: External restriction

- State Threats
  - Funding
- National Threats
  - Affirmative Action
  - Campus Security
  - In Loco Parentis
- Local Threats
  - Economy



Not every external factor, however, is working to help the University of Delaware develop a good climate for student development. Some external factors will prove to be problematic for the institution. For many public institutions, state budget cuts to higher education have been a reality over the past years and the situation does not look to be improving. This is also true for the University of Delaware. *Kiplinger's Personal Finance* magazine has ranked the University as 13th out its 100 best values in public colleges. The institution received this honor for its ability to maintain quality and "hold down costs a time when state colleges and universities across the country are raising rates in response to the sluggish economy, the faltering stock market and increased costs in energy and health care" (Rhodes, 2006). The institution, however, continues to face budget cuts from its state appropriations that could eventually put some programs and initiatives at risk.

There are also several threats that exist on a nationwide scale, effecting all colleges and universities in the United States. One such issue is the changing Supreme Court views on affirmative action. In the past, the Supreme Court has typically supported affirmative action policies; however, there is evidence that this might change in the near future. In the 2003 case *Gratz v. Bollinger*, the Supreme Court struck down a points-based admission formula used by one of the University of Michigan's largest undergraduate schools. The court said that by "automatically awarding sizable point bonuses to applicants from certain minority groups, the undergraduate school treated students differently based on their race" (Schmidt, 2006). This could spell trouble for some diversity initiatives at the University of Delaware, especially in the area of admissions.

Campus safety has also become a major issue for postsecondary institutions nationwide following the recent incident at Virginia Tech. The University will have to find ways to increase campus security so that students can feel safe in the campus environment. Due to the unpredictable nature of violence, constant vigilance will be a must. The Virginia Tech incident also brought to a head another issue for college administrators, the doctrine of *in loco parentis*. Learning to define the boundary between encouraging and supporting student development and infringing on the rights of the students will be of vital importance in the near future. Crossing this line of legality could spell disaster for student development efforts on a college or university campus.

Not all external threats faced by the University, however, are on a national scale. Local factors can still play a big part in affecting the total campus environment. One such factor is the local economy. Being in such close proximity with the rest of the city of Newark, the University of Delaware must be concerned with and involved in local affairs. The economy can affect not only the University's image but also student morale, as the local shops and eateries, provide a welcome distraction for most students and local landlords provide additional housing. The recent closure of two major employers in the area, Chrysler and Avon, could mean an economic downturn for Newark as many locals are out of jobs. If the University is to avoid disaster, it should work with the local community to help stabilize and even rebuild the economy.

Image Source (Virginia Tech):

[http://graphics8.nytimes.com/images/2007/04/16/us/16virginia\\_slide1.jpg](http://graphics8.nytimes.com/images/2007/04/16/us/16virginia_slide1.jpg)



## Action Plan: Internal changes that could help

- Adding seating to public areas
- Streamlining administrative processes
- Simplifying administrative structure to consolidate functions
- Creating more opportunities for student and administrator interaction
- Creating a better web presence



Besides taking advantage of external opportunities, the University of Delaware could combat some of the points of weakness that I have identified in this study in order to create an environment that is more conducive to student development. Although the campus could use a few changes in its physical environment, the easiest, and perhaps most effective one, would be to add seating to the already created public areas. The areas that are around the buildings with many classrooms should be the first major focus for such an initiative, as having comfortable gathering places near classes may encourage students and faculty to interact outside of the classroom environment.

The next major area that should be addressed relates to the organizational environment. As the situation currently stands, the University of Delaware's organizational structure is very segmented and its administrative processes are very disjointed, requiring students to go from office to office to accomplish common tasks. These practices should be streamlined, and perhaps even digitized, in order to remove extra work from the shoulders of the students. Additionally, consolidation of some departments or units, a simplification of the administrative structure of the institution, may help consolidate some functions under the guidance of one unit rather than two or more units that handle it currently. This will reduce redundancy of work by employees and help students by giving them a more centralized resource to accomplish everyday administrative tasks.

Also essential to creating a total campus environment that is conducive to student development is the feeling that administrators, especially high-level administrators, are in touch with and have an interest in the everyday workings of the institution. To accomplish this, more opportunities for direct student interaction with high-level administrators should be created. These opportunities can come in many forms. Some that I feel might be particularly effective would be student luncheons and town hall style meetings, venues in which any voice from the campus community can be heard. Another effective initiative in this area may be the implementation of a program through which students can set up one-on-one meetings with high-level administrators in order to discuss issues of importance to them.

Finally, as was mentioned earlier, no matter how great the services are on a campus, they will not be effective if no students know about them. Increasingly, students turn to the internet, especially to their institution's website to access information regarding services that are available to them on campus. I feel that a redesign of the part of the website geared toward current students could have a major impact on student development at the University of Delaware. Creation of a portal similar to the one already implemented for prospective students, as shown on this slide, would be a great asset for current students. The site should be visually appealing, not be text heavy, have an intuitive layout and be highly interactive, perhaps integrating features similar to the prospective student site where current students can share ideas and experiences with one another. Overall, these ideas would be fairly easy to implement and could go a long way in improving the campus environment.

In conclusion, the University of Delaware already has a great campus environment that is, for the most part, conducive to student development. There are, however, some areas, both internally and externally, in which the institution needs to invest more time and resources to improve the overall quality of the campus.

Screenshot Source: <http://admissions.udel.edu>

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