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The Relationship Between Incivility And Engagement In Nursing Students At A State College

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THE RELATIONSHIP BETWEEN INCIVILITY AND ENGAGEMENT IN NURSING STUDENTS AT A STATE COLLEGE

by

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ABSTRACT

This study investigated the relationship between engagement, as measured with the Community College Student Survey of Engagement Course Feedback Form, and incivility, as measured with the Incivility in Nursing Education Survey, in 268 nursing students at a state college. A significant relationship was identified between the composite variables representing engagement and incivility. Specifically, the composite engagement variables representing active and collaborative learning, student-faculty interaction, student effort, and academic challenge were positively related to the composite incivility variable reflecting the consideration of disruptive student behavior. Data analysis determined that the most disruptive classroom behavior reported were students holding distracting conversations. The use of computers for non-classroom activities was cited as the most frequently observed disruptive act. The study examined the presence of any differences in the levels of student engagement or incivility between first- and second-year students. No differences in either of these two constructs were identified. The study results suggest a relationship between incivility and engagement and denote the most prevalent and disruptive nursing student behaviors.

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CHAPTER 1
INTRODUCTION

General Background

Incivility is increasing in higher education today. The word incivility typically brings to mind acts of rudeness, disrespect, or other breaches of the common rules of courtesy (Luparell, 2005). Clark and Springer (2007a) define incivility "as speech or action that is disrespectful or rude and ranges from insulting remarks and verbal abuse to explosive, violent behavior" (p. 93). Much research has been done to document the incidence of incivility in both baccalaureate and associate degree nursing programs (Clark, 2008a, 2008b, 2011; Clark & Springer, 2007a; Hall, 2004; Kolanko et al., 2006; Langone, 2007; Lashley & de Menesses, 2001; Luparell, 2003, 2004, 2007). This trend is extremely unsettling to nursing faculties as incivility in nursing education can take an immense toll on the faculty members, students, academic colleagues and patients who trust nurses with their care (Clark, 2011). In fact, a Gallop poll taken in spring 2011 reported that, for the fifth year in a row, nurses were considered the most trusted profession in the United States (Howatt & Evans, 2011). Being trusted can be defined as having confidence in the integrity, honesty, expectations, and reliability of the individual (Agnes, 2007). The high esteem that nurses hold in the public eye has no place for incivility.

In addition to upholding the public's view of the trustworthiness of nurses (and indirectly, student nurses), nursing faculties have the ethical duty to address uncivil behavior in their programs before unacceptable behavior is carried over into the nursing

workforce environment (Suplee, Lachman, Siebert, & Anselmi, 2008). Provision 1.5 of The American Nurses Association (ANA) Code of Ethics (2001) also establishes the professional behaviors and interactions to which nurses and nursing students are bound as a part of the profession. In this provision, nurses are required to treat peers, colleagues, and patients with respect and dignity. Any behavior that is threatening or disrespectful is considered to be unethical (Clark & Springer, 2010). Therefore, nursing educators are ethically compelled to maintain a safe learning setting and teach the professional ethics of civility.

In order to develop strategies to decrease the incidence of student nurse incivility, faculty members need to understand factors that increase or diminish the unacceptable behavior and subsequently develop methods to combat the unprofessional conduct (Suplee et al., 2008). This study examined the possible relationship between nursing student incivility and engagement in order to add to the body of knowledge on the subject of incivility.

Statement of the Problem

Nursing educators believe that the incidence and severity of student incivility has increased (Clark, 2008a, 2008b, 2009; Clark, Farnsworth, & Landrum, 2009; Clark & Springer, 2007b; Lashey & de Menesses, 2001; Luparell, 2004, 2005, 2007). In a national survey, Lashley and de Menesses (2001) stated that higher education and specifically, nursing education has begun to recognize that classroom incivility has become a major concern; furthermore, the amount of incivility has become alarming. In

fact, 43% of nursing program administrators surveyed in the study by Lashley and de Menesses reported that the amount of student nurse incivility has increased over the past five years; 25% of the faculty members reportedly experienced concerning physical contact from students.

Luparell (2004) described uncivil acts by student nurses as ranging from aggressive verbal confrontations to threats against physical safety. Clark et al. (2009) further described incivility in nursing education as rude or disruptive actions that may lead to psychological or physiological distress for the individuals involved and, if left unaddressed, may grow into threatening situations. An example of this evolution into a dangerous situation was witnessed in an incident that occurred at the University of Arizona's College of Nursing. In this situation, a student killed three nursing faculty members as well as himself (Hall, 2004). Although most uncivil behavior in nursing programs and higher education do not usually result in such desperate acts, the events at the University of Arizona have made faculties pause and reassess incivility in nursing education (Hall, 2004).

Equally important to the escalating amount and seriousness of the incivility is its effect on the academic environment (Clark & Springer, 2007b). Classroom incivilities affect the majority of students present. Students have reported that unruly classroom behavior not only impacts their learning, but also negatively influences their allegiance to the college or university (Hirschy & Braxton, 2004). Classroom incivility can also change the teaching and learning milieu by diverting student attention away from course work, disturbing topical discussions, and altering the dynamics of the learning

environment (Hirschy & Braxton, 2004). Uncivil deeds that interfere with learning include talking to others, using a cell phone during class, and arriving late or leaving class early (Nordstrom, Bartels, & Bucy, 2009). Clark and Springer (2007a) described uncivil acts to include holding disrupting side conversations during class, making sarcastic comments, packing up belongings prior to the end of the class, and insolent nonverbal behaviors. When incivility is experienced, nursing education is disrupted (Clark, 2008a).

As described in the aforementioned literature, incivility interrupts learning. Throughout the history of education, factors that affect learning have been discussed in the academy. One identified factor that has been shown to impact learning is student engagement (Amaury, Crisp, & Matthews, 2011; Astin, 1984, 1993; Carini, Kuh, & Klein, 2006; Kuh, 2001, 2007, 2009b; Kuh & Ewell, 2010; Pascarella & Terenzini, 1991; Schuetz, 2008; Tinto, 1997; Wolf-Wendel, Ward, & Kinzie, 2009). Student engagement has been defined as the time and effort that students invest to academic activities (Kuh, 2009b). Astin (1984) described student involvement as "the amount of physical and psychological energy that the student devotes to the academic experience" (p. 297). While not all scholars agree that engagement and involvement are synonymous, both Kuh and Astin have agreed that the two terms are essentially synonymous (Axelson & Flick, 2010).

Therefore, the purpose of this study was to investigate the possible relationship between nursing student incivility and engagement. The construct of incivility in nursing education is vast; therefore, this study focused on student incivility as a base for

beginning exploration into the construct. Future research will be continued at a later time with the inclusion of the concept of faculty incivility. Findings from the current study may provide insight into strategies to enhance classroom civility through the enrichment of student engagement.

Significance of the Study

"Education plays an important role in developing a civil society, and higher education plays a special role in helping student develop a sense of civic and social responsibility" (Boyer, 1990, p. 16). Bucher and Patton (2004) suggested that Boyer's challenge to instill social responsibility in students is reflected in creating a campus community. In such a community, students learn the infrastructures of society. The classroom, a subset of the campus community, is an environment where students learn not only topical knowledge, but also how to exist in a section of society. It is important that both types of learning take place.

The classroom is a locale where learning can take place in a positive environment (Holladay, 2009). Any situations that negatively impact this positive environment should be addressed. The need to address incivility in higher education, and specifically nursing education, is pressing. Academic institutions' primary mission focuses on learning. Any deterrents to learning threaten the basis of higher education. In addition to the relationship that incivility has with learning in the academy, the consequences of student nurse incivility on faculty members is disconcerting. Nursing faculties have stated that student incivility causes burnout and a reason for leaving teaching (Luparell, 2003). The

nursing faculty shortage has been extensively documented and adds to the lack of nurses in the workforce nationally (American Association of Colleges of Nursing [AACN], 2012). With the projected faculty vacancies that will occur within the next ten years, retention of existing nursing faculty members is a priority for nursing schools (Luparell, 2003).

Next, student nurses are bound by the ANA (2001) Code of Ethics that outlines the concept of professional relationships being based on respect and conduct that "precludes any form of harassment, threatening behavior, or disregard for the effect of one's actions on others" (p. 9). Luparell (2003) stated that uncivil acts by student nurses documented in the literature are deviations of what is thought to be ethical in nursing (Luparell, 2003). Altruism, or the concern for others, is a principal value in the nursing profession. Respect for human dignity also is a chief value for the profession. The lack of these two ideals sends a forceful message that the nursing student does not want to be a part of the community of professional nursing.

Lastly, the issue of patient safety may be at risk, leading to the question of whether the incivility seen in nursing programs will carry over as the students become practicing nurses. Clark and Springer (2010) asserted that "the risk assumed by not addressing uncivil behavior reaches well beyond the college campus and can negatively affect patient safety" (p. 319). Rosenstein and O'Daniel (2005) reported that disruptive behaviors and adverse patient outcomes are related. When inappropriate behavior creeps into healthcare environments, patient safety can be affected (Leiker, 2009). In fact, The Joint Commission, the national accrediting agency for healthcare organizations, has

included mandated standards for dealing with uncivil behavior in hospitals as a direct result of the relationship between incivility and unsafe patient care (Joint Commission, 2008a). Therefore, it is essential that incivility be tackled in nursing programs before newly graduated nurses continue this conduct in the health care environment.

Conceptual Frameworks

This study's framework was based on Astin's (1984) Theory of Student Involvement and Clark's Conceptual Model for Fostering Civility in Nursing Education (2008a). Astin's (1984) theory helps to explain environmental influences on student involvement or engagement. In simple terms, Astin (1984) described his theory as "students learn by becoming involved (p. 133). He suggested that a major part of involvement is the institutional environment that students encounter (Pascarella & Terenzini, 2005). Earlier work by Astin (1970b, 1970c), also documented his thoughts on involvement as being an input-environment-output (I-E-O) process. Input elements are characterized by what students bring to college, such as family backgrounds and prior experiences. The environmental component is a collection of the college experience both on and off campus. Classroom interactions are included in this portion of the I-E-O hypothesis. The last piece of the I-E-O process, output, has been described as the characteristics that students have attained as they leave the academic institution (Pascarella & Terenzini, 2005). For this study, Astin's (1984) research on environment in the classroom setting, as well as engagement, was used to investigate incivility.

Clark described civility as a continuum that waxes and wanes based on interventions or opportunities for engagement (Clark, 2008a; Clark & Ahten, 2011). For example, as students' responsibilities increase, their stress levels increase, heightening the potential for incivility. If corrective interventions can be accomplished, the impending uncivil behavior can be avoided. Clark's model (2008a) detailed the use of engaging actions, called remedies and encounters, to promote civility. An example of these remedies or encounters would be the use of effective conflict resolution as a strategy to defuse incivility. Interestingly, although Clark's work on civility included capturing opportunities for engagement, no further research has been conducted on the possible link between incivility and engagement in student nurses. The conceptual framework that guided this study incorporated Clark's theory of fostering civility (2008a) and Astin's (1984) work on student involvement. This conceptual framework will be further expanded upon in Chapter 2.

Research Questions

This study was guided by the following research questions addressing student engagement and incivility:

1. Is there a relationship between student engagement and nursing student incivility at a state college in Florida?
2. Does the amount of student incivility differ between first year and second year nursing students?

3. Does the amount of student engagement differ between first year and second year nursing students?

Definition of Terms

For the purpose of this study, the following terms are defined.

Nursing students: Students enrolled either full or part time in the registered nursing (RN) program at a state college in Florida.

First year students: Nursing students enrolled in one of the first three semesters of the program's curriculum sequencing.

Second year students: Nursing students enrolled in the last three semesters of the program's curriculum sequencing.

Student incivility: "Disrespectful or rude behaviors which often results in psychological or physiological distress for the people involved and if left unaddressed, may progress into threatening situations" (Clark, 2009, p. 195).

Student engagement: The amount of vigor, both physical and psychological, that the student dedicates to the academic experience (Astin, 1984).

Summary

Higher education is faced with many regulatory, political, and community based mandates for increasing student learning. Therefore, the academy must be proactive in identifying attributes and deterrents to learning and develop strategies that promote learning. Research has shown that student engagement has a positive effect on learning.

Many activities and behaviors have also been identified as factors that enhance or diminish student engagement. These pieces of evidence lead to the question as to whether incivility is another factor that decreases student involvement. Based on the frameworks of Astin (1984) and Clark (2008a), the relationship between incivility and engagement was explored. This study provides greater insight of these two important factors in nursing education.

CHAPTER 2
REVIEW OF THE LITERATURE

Introduction

The purpose of this chapter is to explore the literature on incivility in both higher education and nursing schools in order to gain a deeper understanding of the topic. The definitions of incivility that have been documented will be reviewed. Secondly, the history of incivility in the academy will be discussed with the incidence in higher education today emphasized. Next, incivility in nursing education will be explored. The etiology, consequences, and significance of uncivil behavior in student nurses that has been documented in the literature will be examined. Lastly, gaps in the literature concerning incivility and engagement will be identified.

A review of the research in student development, engagement, and involvement in higher education that includes the works of Astin (1970b, 1970c, 1984), Tinto (1975, 1987, 1993), Pascarella, (1980, 1985) and Chickering (1969) will be examined. Specific attention to student engagement in community and state colleges will be given in these areas in order to concentrate on the participants to be studied. The conceptual frameworks for this study, Clark's Conceptual Model for Fostering Civility in Nursing Education (2008a) and Astin's (1984) Theory of Student Involvement, will be discussed to not only detail the components of both models, but also to synthesize the two works to ultimately create a structure for examining the relationship of nursing student incivility and student engagement. Finally, a summary of the Incivility in Nursing Education (INE) survey and of the Community College Survey of Student Engagement (CCSSE)

course level tool will be presented. Further detailed information on the instruments and research design will be described in Chapter 3.

Incivility in Higher Education

Definitions and Examples of Incivility in Higher Education

Incivility has been defined as acts of rudeness, disrespect, or other breaches of the common rules of courtesy (Luparell, 2005). Clark and Springer (2007a) define incivility "as speech or action that is disrespectful or rude and ranges from insulting remarks and verbal abuse to explosive, violent behavior" (p. 93). Classroom incivility has been described as "any action that interferes with a harmonious and cooperative learning atmosphere in the classroom" (Feldmann, 2001, p. 137). Gilroy (2008) stated that agreement on the guidelines for defining incivility may not exist, but its presence is widely acknowledged. Rowland (2009) referred to the action of defining incivility as "like trying to define beauty for someone else; it is in the eye of the beholder". Rowland continued by stating that what is considered to be an act of incivility by one person may not be thought to be uncivil by another individual.

Despite the difference of opinions regarding the definition of incivility, descriptions of specific student behaviors that constitute incivility are plentiful. Nordstrom et al. (2009) portrayed uncivil student behavior as talking to others, using a cell phone during class, arriving late for class, or leaving class early. Clark and Springer (2007a) described uncivil acts to include holding disrupting side conversations during class, making sarcastic comments, packing up belongings prior to the end of the class,

and insolent nonverbal behaviors. Hernandez and Fister (2001) labeled incivility as student behaviors that are "rebellious, emotional, or escalating in nature" (p. 50). Holladay (2009) added the acts of arguing or dominating class discussion as examples of incivility.

Feldmann (2001) outlined four categories of classroom incivility: (a) annoyances, (b) classroom terrorism, (c) intimidation of the faculty member, and (d) threats or harm on a person or their psyche. Being late to class exemplifies uncivil behavior in the annoyance category, while dominating classroom discussions with personal agendas serves as an example of classroom terrorism. Feldmann further exemplifies the act of threatening to report the faculty member to administration as a form of intimidation.

Holladay (2009) concurred with Feldmann (2001) in her agreement that in its most dangerous form, incivility could encompass threatening or harming a student or faculty member. However, Holladay concluded that incidents of violence in education have created a great deal of publicity even though these occurrences are much less common than the other forms of uncivil student behavior. In developing the Incivility in Nursing Education (INE) survey, Clark (2004) did not specifically place the behaviors identified as potentially uncivil into categories, such as those developed by Feldmann. However, each of these possible incivilities can be logically categorized into Feldmann's major classification scheme. Table 1 details the similarities between Feldmann's categories and the incivilities listed by Clark in the INE.

Table 1

Comparison of Feldmann's (2001) Categories of Classroom Incivilities to the INE

Incivility	INE Category
Annoyances	Acting bored or apathetic
	Sleeping in class
	Not paying attending in class (doing work for other classes, reading a newspaper, not taking notes)
	Using a computer during class for purposes not related to the class
	Arriving late for class; leaving class early; cutting class
	Being unprepared for class
Classroom Terrorism	Making disapproving groans
	Making sarcastic remarks or gestures (staged yawning, eye rolling)
	General taunts or disrespect to other students
	Harassing comments (racial, ethnic, gender) directed at students
	Vulgarity directed at students
	Inappropriate emails to other students
	Creating tension by dominating class discussion
	Cheating on exams or quizzes
Intimidation of Faculty Member	Demanding make-up exams, extensions, grade changes, or other special favors
	General taunts or disrespect to faculty
	Challenging faculty knowledge or credibility
	Harassing comments (racial, ethnic, gender) directed at faculty
	Vulgarity directed at faculty
	Inappropriate emails to faculty
Threats or Harm on a Person or Their Psyche	Threats of physical harm against other students or faculty
	Property damage
	Statements about having access to a weapon

Meyers (2003) also provided a categorization of student incivility. He described uncivil acts as being either covert or overt. Covert behaviors, which are more passive in nature, include sleeping during class, acting bored, demonstrating a lack of punctuality, and not participating in class activities. Overt actions, on the other hand, are observable and obvious. Examples of overt incivilities include eating during class, talking on a cellphone, or having a private discussion with another student during class.

The literature strongly supports the different aforementioned behaviors considered to be student incivilities, amongst others (Alexander-Snow, 2004; Bjorklund & Rehling, 2010; Boice, 1996; Clark, 2006; Clark & Springer, 2007b; Connelly, 2009; Feldmann, 2001; Hernandez & Fister, 2001; Hirschy & Braxton, 2004; Lashley & de Menesses, 2001; Meyers, 2003; Seidman, 2005). Also, the literature concerning classroom decorum and student behavior provides historical information supporting the fact that concerns about the issues of incivility in both campus-wide and classroom-based settings have existed for hundreds of years (Dzubak, 2007).

History of Incivility in American Higher Education

Student incivility has been present in higher education since the days of the colonial colleges. With the establishment of Harvard College in 1636, the institution's standards were derived from those of the University of Cambridge. As a part of the English influence on the college, guidelines involving student discipline, curriculum, administrative rules, and degree requirements were taken directly from Cambridge. The concept of being both a gentleman and a scholar was proclaimed as a standard for

Harvard students (Brubacher & Rudy, 2008). In addition to Harvard, William and Mary and Yale were often described as "schools of the Reformation" and considered to be subsets of their respective churches (Altbach, Berdahl, & Gumport, 2005). The religious base resulted in an atmosphere of rigid standards for all aspects of student life, including behavior (Brubacher & Rudy, 2008).

For the first 200 years of American higher education, students were viewed as children and were treated as such with strict discipline policies and stringent rules in most academic institutions (Brubacher & Rudy, 2008). This timeframe was filled with continued strife between faculty and students. It was a time of "rowdies, riots and rebellions" (p. 50) with continual battles between faculty and students. Cohen (1998) noted that in addition to teaching, faculty members were held accountable for student conduct; as a result, faculties were mandated to become detectives and disciplinarians in an effort to decrease students' ungentlemanly acts.

Brubacher and Rudy (2008) described student rioting at Yale, which began in the 1760s, as reaching its peak in the notorious "Bread and Butter Rebellion" of 1828. Furthermore, the University of Virginia was the site of some of the worst student rebellions. The incidence of student riots was extremely unsettling at the University of Virginia because Thomas Jefferson had worked hard to instill the principles of individual liberty and student self-government there. The disturbances reached startling levels during the 1830s and 1840s when a faculty member was killed and armed constables were needed to restore order. After these disturbing events occurred, swift disciplinary action was taken if students rebelled.

Altbach et al. (2005) described this time period as having some of most intense student violence in the history of the early colleges. Students reacted to collegiate authority by committing further disruptive acts. In turn, college administrators enacted more restrictive rules thus creating a "cycle for insubordination" (Brubacher & Rudy, 2008, p. 45). Altbach et al. further described that in an effort to force mental discipline and thus deter dangerous thoughts, colleges began to again emphasize Greek and Latin in their curriculums. In the end, the colleges were victorious with uncivil students being expelled. However, the victory over student incivility was costly. College reputations were tarnished with some losing either state support, as in the case of North Carolina, or the prestige of being considered an elite institution. Brubacher and Rudy (2008) note that for many years, there was an absence of positive relationships between students, professors, and college administrators rarely existed.

Brubacher and Rudy (2008) describe that in the years after 1865, two opposing concepts of college discipline increasingly came into conflict. One system, dating back to the colonial colleges, was the traditional paternalistic system, with its intricate guidelines for control of students. The other, which came into prominence after the beginning of Harvard's elective course system, was modeled after the freedom of the German universities and came to treat the student as a responsible adult. The old system, obtained from England, emphasized the collegiate way of living in which students were housed in closely supervised dormitories and featured the enforcement of discipline through a method known as *in loco parentis*. In this disciplinary method, college

officials had the same rights as parents; officials not only held the power to discipline the student in lieu of a parent, but also held liability if any student was harmed.

One consequence of the English system was a continued threat of student rebellion (Brubacher & Rudy, 2008). With the paradigm shift to the treatment of students as adults, the disciplinary approach shifted to those highlighting utilitarian considerations and the spirit of democracy (Altbach et al., 2005). Brubacher and Rudy (2008) noted that this shift created the impression that the paternalistic approach was dated. The improvement of postbellum faculty-student relations was most illustrated by the widespread development of plans for student self-government and "honor systems" during this period.

Enrollments in higher education roughly doubled during the early 20th century. The increase in enrollment forced admissions policies at colleges and universities to change from allowing entrance to only the elite to enabling higher education access to the masses (Altbach et al., 2005). During this change to mass education, colleges were continuing to use some form of the honor system (Brubacher & Rudy, 2008). The honor system varied between institutions and affected both academics and campus life. After World War II, students were known as belonging to the silent generation, as they did not generally incite major protests (Brubacher & Rudy, 2008; Cohen, 1998). Brubacher and Rudy (2008) surmised that the lack of activism may have been a result of the anti-Communist era.

However, the student silence would not last throughout the remainder of the 20th century. By the 1960s some of the most significant student rebellion in the history of

American student life occurred (Altbach et al., 2005; Brubacher & Rudy, 2008; Karabel, 2005). Incidence of student rebellion began to gather speed due to the escalation of University of California, Berkeley's "free speech movement" in 1964 (Brubacher & Rudy, 2008, p. 349). Students pressed universities to investigate ways to improve problems stemming from the Vietnam War, racial inequality, poverty, and the environment (Altbach et al., 2005). In the spring of 1965 over 200,000 people assembled in Washington, DC to protest America's involvement in the Vietnam War. Protests continued on college campuses and the Students for a Democratic Society (SDS), a radical group, eventually gained representation on most university grounds. The 1968 assassination of Martin Luther King, Jr. was the impetus for riots in hundreds of cities and institutions of higher education across the United States. The SDS continued its militant actions and added racism as a cause (Karabel, 2005). College administrators scrabbled to show the inclusion of black students to ward off student hostility (Altbach et al., 2005). Keller and Keller (2001) posited that the intensity of college students' radicalism during the 1960s brought forth a new meaning of meritocracy and racial equality.

Not only did students demand social changes in academia, they also wanted representation in institutional governance (Rosovsky, 1990). In 1968 and 1969, students insisted that they have input in the hiring and firing of faculty as well as the establishment of pertinent curriculum (Brubacher & Rudy, 2008). Students, in calling for more control over their education, wanted to be included in the more formal organization of higher education institutions (Hodgkinson, 1971). It was not until years later that it became clear

that structure of higher education was changing during this period (Altbach et al., 2005). The concept of *in loco parentis*, though present since the days of the colonial colleges, was eroding (Brubacher & Rudy, 2008). For example, Harvard's sense of paternalism changed to a new paradigm of extreme permissiveness. The nurturing of students disappeared; the college now presented a level of indifference never previously seen (Altbach et al., 2005). Parents were no longer in control of their children and faculties were becoming less involved in the lives of students (Altbach et al., 2005; Brubacher & Rudy, 2008).

During the 1970s there was continued student resistance to the adult establishment. Students felt separated from their parents' values and claimed not to trust anyone over the age of 30, thus forming the "generation gap" (Brubacher & Rudy, 2008, p. 349). This distrust was exhibited in the students' evolving dress and hairstyles. During the 1980s and through the 1990s, the atmosphere of college campuses had changed. Brubacher and Rudy (2008) stated that "civility returned to manners and the alienation causing the generation gap greatly abated" (p. 353). Middle-class values were again present, with students more interested in grades, graduate degrees, and a career. Altbach et al. (2005) described this time period as a time of conservatism on college campuses. Brubacher and Rudy attributed the decline of incivility and activism to emotional exhaustion after the era of protests and mistrust.

Other researchers, however, have disagreed with this attribution. It is important to note that the literature no longer contains the word activism but has returned to the term incivility. Michaels and Miethe (1989) reported on the rise of academic incivilities

throughout the 1980s, such as engaging in loud conversations when others were talking, being late for class, or leaving class early. Boice (1996), in reporting the results of a five-year study, stated that incivility in the classroom occurred frequently. In this study, Boice found that the most prevalent student classroom incivilities included talking during class, making sarcastic remarks to faculties, and the presence of emotional outbursts. Reports of incivilities toward faculty members such as stalking, bullying, and physical and verbal assaults were noted throughout the 1990s (Kuhlenschmidt & Layne, 1999; Schneider, 1998; Sorcinelli, 1994). During this time, the first concerns about student entitlement were being observed; this trend would continue into the next century (Bartlett, 2004).

With the 21st century came the appearance of the "new student" in higher education (Oblinger, 2003). These new students, referred to as *Millennials* and *Generation Y*, began entering college in 2000. These new students had distinct characteristics that defined their thinking and learning styles. As Oblinger (2003) inferred, the students' characteristics differed tremendously from those their faculty members, many of whom were of the baby boomer generation. Students entered college with a newly-found sense of self-confidence about their academic abilities (Soule, 2001). Additionally, Generation Y and Millennials displayed a mindset for information on demand that was foreign to their faculties (Oblinger, 2003). Many of these students considered themselves to have more technological knowledge than their faculty members (Soule, 2001). With the combination of this generation's information on demand

mindset, their inflated self-confidence, and their sense of technological superiority, students believed that they should be in charge of their learning (Soule, 2001).

Delucchi and Korgen (2002) reported that the new generation of students had become more interested in getting a job instead of learning and created a sense of consumerism among college students. With the new environment of consumerism, students again defended their right to be in control of their learning. In this consumer model, students concentrate on graduating rather than the quest for knowledge (Potts, 2005). Students believe that knowledge should be attained with minimum energy on their part (Boice, 1996). When mandated to be accountable for learning, students may become antagonistic and uncivil (Boice, 1996). This sense of entitlement creates situations where incivility and academic dishonesty are easily justified. Thus, conflicts between faculty and students resulting in acts of incivility have continued in the 21st century (Potts, 2005).

Incidence of Incivility in Higher Education

Researchers have highlighted the faculty belief that student incivility in higher education is rising (Alberts, Hazen, & Theobald, 2010; Bjorklund & Rehling; 2010; Boice, 1996; Feldmann, 2001; Gilroy, 2008; McKinne, 2008; Meyers, 2003; Seidman, 2005). For example, Boice (1996) stated that there is "a growing concern within our ivy towers" (p. 453) about the amount of incivility in higher education and that "classroom incivility was more common than uncommon" (p. 479). In a study conducted by Bjorklund and Rehling (2010) of 3,616 students in a Midwestern public university, the

authors concluded that there was clear evidence that students were experiencing a fair to moderate amount of uncivil behavior in their classroom environments on a routine basis.

Similarly, Feldmann (2001) stated that common courtesy was quite uncommon in both the United States and internationally. This lack of common courtesy was not only exhibited often as incivility in university classrooms, but also increasing in frequency of incidence. In addition, Gilroy (2008) concluded that although there may not be one definition of incivility, there are many reports of uncivil student behavior in colleges and universities. Meyers (2003) added that undesirable emotion and opposition are fairly common in college classrooms. Seidman (2005) noted that disruptive student behavior was a daily faculty challenge and did not predict a reduction in its incidence in the near future.

Causes and Contributing Factors of Incivility in Higher Education

As one reviews the literature on causes and contributing factors of incivility in higher education, trends emerge in scholars describing how students are "different" from those of years past (Hernandez & Fister, 2001; Levine & Cureton, 1998; Newton, 2000; Nordstrom et al., 2009; Sullivan, 1997). Levine and Cureton (1998) stated that "the largest change in higher education in recent years is in who the students are" (p. 5). Furthermore, the authors noted that students do not trust authority, do not respect social institutions, have a fear of intimacy, and are not prepared for the rigors of higher education. Hall (2004) suggested that students become desperate when they are bordering on being unsuccessful and subsequently take out their hostilities on faculty

members. Most cases of incivility toward faculty members in Luparell's (2004) research occurred as a result of the evaluation of student performance, either in terms of unsatisfactory theoretical knowledge or a disregard for program or institutional guidelines.

Sullivan (1997) described students as demanding and of a consumer mentality. Delucchi (2000) found that a consumer orientation toward education was a strong predictor of incivility. Students arrive with a sense of consumerism and it is difficulty to minimize these unrealistic expectations. Clark (2008a) described student entitlement as not taking responsibility for outcomes, having a "consumer" mentality, feelings of being owed an education, and having excuses for failure. Greenberger, Lessard, Chen, and Farruggia (2008) defined student entitlement as the student expectations of receiving high grades for average effort. In previous research on student nurse incivility, Luparell (2004) had also identified the faculty perception that students were not as motivated and less prepared than in past years. Nordstrom et al. (2009) concurred with Greenberger et al. in finding that sense of entitlement can serve as a forceful factor in incivility. Students want to be entertained and then rewarded with inflated grades for little expended energy. Luparell found that, combined with other factors, the overwhelming stress created by a decreased academic effort intensified incivility.

When studying aggressiveness in students, Thomas (2003) suggested that hostile and inappropriate behavior by students may be related to perceived unfairness, reactions to unforeseen changes, unsettled family problems, and unrealistic expectations by rigid professors. Ehrmann (2005) related student anger and classroom aggression to the rise in

anger in society. The increased anger is then transformed into anger against the college or university and faculty members. Clark (2008a) identified students' sense of being powerless with faculty as also being a source of anger in students.

The multiple roles that college students try to handle may have an effect on incivility (Clark, 2008a, Giancola, Grawitch, & Borchert, 2009; Perna, 2010; Van Meter & Agronow, 1982). The rigors of academia combined with the various roles for which students are responsible have led to increasing stress levels (Clark, 2008a). Adult learners have multiple demands and roles at work, home, school, and in the community. These roles compete for the students' limited physical and emotional resources (Giancola et al., 2009). Rising stress levels occur when students can no longer manage these multiple roles (Van Meter & Agronow, 1982). This student stress often results in incivility (Clark, 2008a, Clark & Springer, 2007b; Giancola et al., 2009; Perna, 2010).

Clark (2008a) attributed increased stress levels in faculty and students as contributing factors to incivility. Student responses in Clark's study cited that being overworked, being extremely stressed, and facing the demands of their multiple roles cause incivility. Faculty members also identified job-related stress as a cause of their incivility. These faculty members acknowledged that burnout from demanding workloads, the lack of experienced faculties, strain due to conflicts with professional and personal roles, and the incivility of others led to their own incivility (Clark, 2008a). Clark and Springer (2010) summarized their research findings by stating, "faculty and students stress and disparaging attitudes in conjunction with missed, avoided, or poorly

managed opportunities for meaningful engagement are major contributions to incivility in nursing education" (p. 320).

Hernandez and Fister (2001) theorized that technology has had an impact on some students in the form of diminished social skills. Termed the Millennial students, students entering college after 2000 have utilized technology to communicate in ways that many other age groups have not (Gilroy, 2008). Oblinger (2003) also noted the difficulties with face-to-face communication indicated among younger college students and related this difficulty to having not grown up with learning social skills. Nworie and Haughton (2008) discussed the unintended consequences of the use of the technology in the classroom from a different view. They theorized that technology uses, such as utilizing the Internet during class, allows students to wander away from the content.

Additionally, many college students have not had adult role models from whom to learn solid decision-making skills, so in order to compensate for this deficiency, these students make up their own rules (Hernandez & Fister, 2001). Gilroy (2008) concurred with this thought, stating that some college-aged students have been raised without the knowledge of manners or common courtesy.

Significance of Incivility in Higher Education

Academic incivility negatively affects learning (Boice, 1996; Clark, 2009, Clark & Kenaley, 2010; Hirschy & Braxton, 2004; Langone, 2007; Lashely & de Menesses, 2001; Levine, 2010; Luparell, 2005, 2011; Schroeder & Robertson, 2008; Seidman, 2005). Clark and Kenaley (2010) stated that classroom incivilities affect the majority of

students present. When students participate in classroom activities, the students engage with the course content, other students, and the faculty member. However, if uncivil actions are occurring, those in the classroom divert their collective attention and the interactions cease (Schroeder & Robertson, 2008). Students report that unruly classroom behavior not only impacts their learning, but also negatively influences their allegiance to the college or university (Hirschy & Braxton, 2004). Even minor infractions of classroom civility may impact learning and student retention (Seidman, 2005). Classroom incivility can also change the teaching and learning milieu by diverting student attention away from the coursework, disturbing topical discussions, and altering the dynamics of the learning environment (Hirschy & Braxton, 2004).

Academic incivility affects the institution as a whole (Hernandez & Fister, 2001). In addition to learning being compromised, faculty members have reported the effects of student incivilities as causing overall demoralization and exhaustion (Luparell, 2005). Furthermore, some faculty members have reported that uncivil student behavior is so discouraging that they have contemplated leaving academia (Alexander-Snow, 2004; Boice, 1996). Hirschy and Braxton (2004) noted that in addition to the effects on the faculty of an institution, incivility may affect the students' perception of the institution itself. Students lose faith in an institution that does not address uncivil behavior. This lack of faith, combined with the impact of incivility upon learning, may force students to leave the institution. Hall (2004) stated that extreme acts of uncivil behavior, especially those involving violence, may lead to a tarnished image of the institution and its operations.

Student Incivility in Nursing Programs

Incidence of Incivility

As with the increase in incivility in higher education in general, nursing programs have also experienced a rise in uncivil student behavior (Clark, 2004; Clark & Springer, 2007a, 2007b; Ehrmann, 2005; Gallo, 2012; Hall, 2004; Kolanko et al., 2006; Lashley & de Menesses, 2001; Luparell, 2003, 2004, 2007, 2008; McCrink, 2010). Based on their review of incivility in higher education, Lashley and de Menesses (2001) hypothesized that student incivility was also increasing in nursing programs. Therefore, they surveyed 409 nursing program directors from across the United States concerning the extent of problematic student behavior in their programs and the methods being utilized to combat the specific behaviors. Participants were also asked to indicate if the overall quality of student performance had changed over the last five years. Survey results were disturbing; 43% of program directors reported problematic student behavior and over half of the administrators documented that the quality of student work was lower than that of five years ago. Lashley and de Menesses further stated that the problematic behaviors included acts of academic dishonesty that have been reported in the literature for higher education students in all fields, including nursing.

The work of Lashley and de Menesses (2001) work spearheaded further research and brought forth new knowledge on the topic of student nurse incivility. Thomas (2003) studied anger in faculty-student interactions and gave suggestions on how to diffuse emotion-laden situations of inappropriate behavior. Luparell (2003), utilizing a qualitative critical incident method-based study, conducted interviews with 21 nursing

faculty members from nine nursing programs representing six states on the topic of incidence of student incivility. Of the 21 respondents, each concurred that they had experienced uncivil student acts, with a total of 33 incidents reported in all. Male students represented almost 44% of the disturbances. It is interesting to note that, at the time of the survey, Luparell reported that men comprised only 5.4% of the nursing workforce but contributed to over 40% of incivilities. Randle (2003) found bullying by other nursing students to be a common practice and a source of stress in student nurses. Luparell (2004) continued with her research of nursing faculty experiences of student incivility. Her qualitative work further documented the rising amounts of unprofessional behavior of nursing students. Ehrmann (2005) concurred, stating that student nurse hostility and aggression was increasing in academia.

Clark (2006) continued the work of previous researchers in her doctoral dissertation on incivility in nursing education with the development of the INE, an instrument to measure incivility in nursing education. Citing the need to both quantify and qualify the incidence of incivility, Clark (2006) recommended that much more research needed to be done to know the true incidence of uncivil acts.

Bullying in nursing education was studied by Kolanko et al. in 2006. Believing that bullying had not previously reported as being an uncivil act, these researchers categorized the behavior as a form of incivility and discussed its high incidence in their research findings. Luparell (2007), as with her previous studies, again documented the troubling aspects of the increase incidence of student nurse incivility. In their research on student and faculty perceptions of uncivil behavior, Clark and Springer (2007a) called the

increase in nursing student incivility common and disparaging at the conclusion of their research. In fact, the study indicated that 71% of faculty and student participants assessed the amount of incivility as being of moderate to serious concern. Suplee et al. (2008) corroborated this viewpoint, noting that the frequency of incivility being witnessed by faculty members in nursing education is a source of concern. DalPezzo and Jett (2010) stated that one of the most prevalent causes of faculty harm came from uncivil encounters with nursing students.

In describing incivility in nursing programs, Cooper et al. (2009) suggested that bullying was increasing throughout most programs. Karstadt (2009), an associate dean for a nursing program in Great Britain, confirmed that inappropriate behavior-based academic misconduct was also commonplace in British nursing educational environments. Clark and Kenaley (2010) reported the continuing concern with the academic incivility of student nurses and gave suggestions on ways to empower students and thus decrease the incidence of the uncivil behavior. Clark (2011) related how she was called by a nursing program director to discuss the program's state board of nursing (BON) report indicating that there was an alarming amount of incivility by both faculty and students in the program. McCrink's (2010) publication on academic misconduct challenged nurse educators to tackle the high incidence of incivility witnessed in nursing program. Clark and Carnosso (2006) related that many students in their research group believed that academic incivility was a general but disturbing trend in nursing education.

During webinars held in 2010 and sponsored by the Honor Society of Nursing, Sigma Theta Tau International, three experts on civility, Cynthia Clark, Susan Luparell,

and Kathleen Heinrich, discussed the prevalence of incivility in nursing programs (Morin, Clark, Luparell, & Heinrich, 2010). These scholars collectively agreed that the problem of incivility exists in virtually every nursing education setting. The research on the incidence of nursing student incivility persisted within the works of Luparell (2011), Polit and Beck (2012), and Gallo (2012). Each of these authors confirm, as with the multitude of others previously discussed in this chapter, that incivility in nursing education continues.

Examples of Nursing Student Incivility

Lashely and de Menesses (2001) found that nursing program directors were confirming that uncivil classroom behavior such as verbal confrontations, rudeness, threatening remarks, tardiness, and inattentiveness were occurring in their programs. Potentially harming physical contact directed toward faculties or other students was reported in 25% of the nursing programs. These unsettling behaviors by nursing students had not been previously reported in the literature. Most breaches of classroom decorum documented prior to this time related to academic dishonesty (Gaberson, 1997; Hilbert, 1985; Roberts, 1999; Schmitz & Schaffer, 1995). In 2002, the ultimate act of student nurse incivility occurred at the University of Arizona, where three nursing faculty members were murdered by a disgruntled student (Smith, 2007).

In her critical incident technique used to study incivility, Luparell (2007) found that nursing faculties described aggressive acts of student incivility and verbal assaults launched by students. Clark and Springer (2007b) listed classroom disruptions, negative

remarks and gestures, having side conversations, and using electronic devices during class as uncivil acts documented in their research. Other research (Clark, 2009; Clark et al., 2009; Clark & Springer, 2010; DalPezzo & Jett, 2010; Karstadt, 2009; Langone, 2007; Suplee et al., 2008) concurs with the aforementioned examples of uncivil acts. Harris (2011) noted that examples of student incivility can be as subtle as eye-rolling or disinterest in the class topic, but can also take on more intense forms, such as taunting of both students and faculty members, intimidation, power plays, and threats of physical abuse. Also in 2011, Clark validated prior research with her findings that identified arriving late for class, holding distracting conversations, and acting bored or apathetic as student incivilities. Clark also found that not being prepared for class was viewed frequently by faculty members as an uncivil act.

Importance of Addressing Student Nurse Incivilities

Continuing with her work in nursing student incivility, Luparell (2005) examined why it was important to address student incivility in nursing programs. In addition to the cessation of learning that occurs with classroom incivilities (Clark & Springer, 2007b), uncivil behavior undermines the professional values that students are learning (Luparell, 2005). Carter (1998) posited that all communities have behavioral norms and being willing to embrace those norms is a declaration that the individual will become a reliable member of that community. Therefore, Luparell stated, in agreeing with Carter, that "nursing students who choose not to subscribe to the norms of professional nursing practice are sending a powerful message that they are unable to or do not want to be a

reliable part of the community" (p. 26). This unreliability may have a negative effect on both the profession of nursing and patient care (Luparell, 2005).

Exposure to incivility in nursing begins in undergraduate education (Hutchinson, 2009), and if not addressed, may move with the students into practice (Cleary, Hunt, & Horsfall, 2010; Hutchinson, 2009; Suplee et al., 2008). The literature supports a link between incivility in nursing and patient safety (Joint Commission, 2008b; Rosenstein & O'Daniel, 2005; Suplee et al., 2008). In an effort to improve patient outcomes, the Joint Commission of Health Care Organizations (2008), the accrediting agency for healthcare facilities, along with the AACN (2008), suggested promoting collaboration, team-building, and life-long learning as measures at the academic level to promote civility in nursing.

Griffin (2004) found that up to 60% of newly graduated nurses leave their first nursing job within six months of employment due to some type of lateral violence within the nursing unit. With the projected shortages in RNs over the next few years (AACN, 2012), health care organizations and nursing academia must join forces to diminish uncivil behavior among both new graduates and the established RN workforce (Clark & Ahten, 2011). Griffin's research has opened the door to the effects of bullying in not only health care settings, but also in the workplace (Kolanko et al., 2006).

When discussing the workforce needs, the effects of incivility on nursing faculties must be considered. Although the effects of incivility on faculty members in higher education has been previously discussed in this chapter, these effects are more pronounced in nursing programs due to the aging of nurse educators (Larocco, 2006).

The AACN (2012) has projected not only a shortage of RNs in health care organizations, but also a shortage of nursing faculty members. In 2006, over 70% of nursing faculties were over the age of 50; additionally, 75% of nursing schools reported nursing faculty vacancies (Larocco, 2006). The title of Larocco's (2006) article, "Who will teach the nurses?" may be a valid concern based on the literature's support of the effects of incivility on faculty members.

Luparell (2011) cited the ANA (2001) Code of Ethics as a framework for professional relationships. The Code condemns "any form of harassment or threatening behavior or the disregard for the effect of one's actions on others" (p. 9). The Code of Ethics also mandates nursing faculty members to not only be civil themselves, but to ensure that students who graduate will have appropriate knowledge of civility, including effective communication skills, respect for others, and a collaborative relationship with other professionals.

Lastly, it is important to note that the public holds nurses in the highest regard. In fact, a Gallup poll taken in spring 2011 reported that, for the fifth year in a row, nurses were considered the most trusted profession in the United States (Howatt & Evans, 2011). Being trusted can be defined as having confidence in the integrity, honesty, expectations, and reliability of an individual (Agnes, 2007).

Nursing Student Incivility Survey Instrument

In 2004, Clark acknowledged that incivility in nursing education was present but difficult to measure. Based on this premise, she developed a tool, the Incivility in

Nursing Education (INE) survey, to describe nursing faculty and student perceptions of disruptive behaviors. The tool also included a means to determine the frequency of the behavioral incidents and a qualitative section for suggestions for prevention of incivility (Clark et al, 2009). Clark (2008b) developed the INE based on three instruments: the Defining Classroom Incivility (DCI) survey, developed in 2000 by the Center for Survey Research at the University of Indiana; the Student Classroom Incivility Measure, otherwise known as the SCIM; and the Student Classroom Incivility Measure-Faculty, known as the SCIM-F (Hanson, 2000).

The DCI survey was the result of a study completed by researchers at the University of Indiana. With over 1,000 faculty members participating, the study assessed the types and amounts of student incivility that the respondents encountered (Clark et al., 2009). Researchers at the University of Indiana conducted an extensive literature review that resulted in the 30 uncivil behaviors included in the survey. Although the DCI survey was piloted, the study results indicated a lack of validity and reliability for the tool (Clark et al., 2009; Indiana University Center for Survey Research, 2000).

Hanson's (2000) doctoral dissertation research focused on incivility in large lecture classes at a Midwest university. The SCIM and SCIM-F tools were developed with basis from a 1986 survey designed by Plax, Kearney, and Tucker. These two tools, containing the same questions with alternative wordings, were designed to evaluate student and faculty members' perceptions of student incivility. Not surprisingly, students and faculties perceived different student behaviors to be uncivil.

The INE and its initial pilot results were introduced to nursing academia at the 2005 National League for Nursing Educational Summit with warm reviews (Kolanko et al., 2006). Since that initial introduction, the INE has become the most utilized and valid measurement of nursing incivility (Gallo, 2012). The Incivility in Nursing Education (INE) survey was used to collect data on incivility in nursing students in the current study.

Student Engagement in Higher Education

Defining Student Engagement

The student engagement construct has appeared in higher education literature for many years, although its meaning has steadily evolved over time (Kuh, 2009a). The foundations of student engagement in higher education have been based on the research of Astin (1970a, 1970b, 1970c, 1984); Pace (1980, 1984); Kuh, Schuh, Whitt, and Associates (1991); and Kuh, Whitt, and Strange (1989). These scholars used different terminology to define the meaning of student engagement but echoed the same message: what students do in college impacts their learning (Pike & Kuh, 2005). Student engagement can be defined as "participation in educationally effective practices, both inside and outside the classroom, which leads to a range of measurable outcomes" (Harper & Quaye, 2009, p. 2). Kuh, Kinzie, Buckley, Bridges, and Hayek (2007) operationalized the definition of student engagement in the following way:

> Student engagement represents two critical features. The first is the amount of time and effort students put into their studies and other educationally purposeful

> activities….The second component of student engagement is how the institution deploys its resources and organizes the curriculum, other learning opportunities, and support services to induce students to participate in activities that lead to the experiences and desired outcomes such as persistence, satisfaction, learning, and graduation. (p. 44)

Axelson and Flick (2010) concluded that student engagement has come to describe the degree of involvement or interest students hold in their learning as well as students' linkage to other students, their studies, and their institutions.

The literature continues to document that despite some dissenting opinions, involvement and engagement represent two different terms for the same concept. Wolf-Wendel et al. (2009) focused their research on the similarities and differences between engagement, involvement, and integration by interviewing some of the key researchers about these three concepts. In the interviews, Alexander Astin stated that there were no fundamental differences between engagement and involvement; as a result, the NSSE was created with the premise that there were no distinctions between the two constructs. Wolf-Wendel et al., in their discussion with George Kuh, reported his position that a large amount of overlap exists between the two concepts of involvement and engagement and that the two concepts are just alternative ways of thinking about the same premise. Furthermore, Ernest Pascarella corroborated the interchangeability of the two terms. Lastly, George Tinto stated during his interview with Wolf-Wendel et al. that "it is hard to see how [involvement and engagement] differ. They are used together" (p. 417).

However, others disagree. Wolf-Wendel et al. (2009) documented John Braxton's belief that two concepts are different—involvement is one-dimensional, while engagement is multi-faceted. Bensimon (2007) cautioned that scholars should not rely on such umbrella-like terms; rather, they should be more specific when studying engagement and involvement.

As the aforementioned anecdotes demonstrate, the views that involvement and engagement are comparatively equal concepts vary between major researchers in the field of student development. With a component of the theoretical framework based on the work of Astin (1984) and his premise that the two constructs are the same, this research study will be based on the premise that involvement and engagement are synonymous.

Student Engagement Theories

Several prominent theorists (Astin, 1970b, 1970c, 1984, 2001; Chickering, 1969; Chickering & Reisser, 1993; Pascarella, 1980, 1985; Tinto, 1975, 1987, 1993) have dedicated themselves to making contributions to field of student development research. In doing so, these researchers have demonstrated very similar premises in the area of student engagement (Saenz, Hatch, Bukoski, Kim, Lee, & Valdez, 2011).

Alexander Astin

Astin (1984, 2001) inferred that engagement is an environmental influence facilitated by student choice. This postulate coincided with his Input-Environment-Output model (I-E-O) developed in the 1970s (Astin, 1970b, 1970c). In the I-E-O model,

college outcomes are influenced by three groups of features: inputs, the characteristics, background, and experiences that students bring to higher education; environment, the vast experiences to which students are exposed during collegiate years; and outcomes, the student attributes, values, and behaviors that they take with them after college years. Based on the I-E-O theory, input factors affect student involvement or engagement during the environment phase, while outcomes follow students after college completion. The environment component, where students interact with new experiences both on and off campus, is an area upon which colleges can concentrate through policies, strategies, and experiences that enhance students' lives. From the I-E-O model, Astin (1984) developed his Theory of Student Involvement, which will be discussed later in this chapter.

George Tinto

Tinto (1975, 1987, 1993) created a more interactional model of college impact that was similar to Astin's (1984) work but specifically sought to describe the student's withdrawal from college (Pacarelli & Terenzini, 2005). By revisiting the theories of Spady (1970) and Durkheim (1951), Tinto (1993) categorized student retention concepts into three distinct genres: psychological, environmental, and interactional. Psychological models target individual personality characteristics with student departure seen as a shortcoming of the student, although Tinto denied that there were any personal attributes that were routinely seen with student departure. Environmental concepts stress social, fiscal, and institutional forces that affect student retention, while social factors could

include social hierarchy, ethnicity, and opportunity. Fiscal forces relate to the individual student's financial status and the role of financial aid in retention, but Tinto described these financial factors as being secondary to students' decisions to remain or leave academia. Institutional influences include: the type, size, and structure of the institution; student-faculty ratios; and institutional goals. Lastly, interactional models hone in on the interaction between the student and the environment. It is in this genre that Tinto's 1975 Student Integration Theory is categorized (Tinto, 1993).

The Student Integration Theory (Tinto, 1975) is one of the most researched models of student retention (Berger & Braxton, 1998). This theory, longitudinal in process, views student retention as to the amount by which a student is integrated into both the academic and social components of the institution. Tinto (1975) described academic integration as the student's assessment of academic achievement and social integration as the amount and quality of relationships that the student has with faculty members and other students. In the Student Integration Theory, a student comes to the college with attributes such as family backgrounds, individual characteristics, and pre-college academic experiences. These attributes help to make up the student's commitment or motivation to toward the goal of graduation at that institution. As the student integrates into the social and academic environments of the institution, the commitment may change and "in the final analysis, the interplay between the individual's commitment to the goal of college completion and commitment to the institution that determines whether or not the individual decides to drop out from college" (Tinto, 1975, p. 96). This process of integration was based on the work of Van Gennep's (1960) rites

of passage concept that detailed passage as the processes of separation, transition, and incorporation. In the incorporation stage, students become integrated into the collegiate environment (Tinto, 1993). In 1993, Tinto updated his 1975 theory with the inclusion of two factors: external commitments and intentions. External commitments were defined as family responsibilities, work, and peer groups; intentions were explained as goals (Tinto, 1993).

Ernest Pascarella

Based upon the work of Spady (1970), Astin (1970a, 1970b, 1970c), and Tinto (1975), Pascarella (1980) stressed the informal interactions between student and a faculty member as key to the student's retention and goals (Pascarella & Terenzini, 2005). This theory features three independent variables: informal interactions with faculty, other college experiences, and academic goals. All three variables interact with each other to affect retention. The addition of student and institutional characteristics to the three variables can influence a student's educational outcomes (Pascarella, 1980). In 1985, Pascarella built upon this concept with the inclusion of institutional structural characteristics and their environments to create a multi-institutional approach to student retention (Pascarella & Terenzini, 2005). In this concept, Pascarella (1985) identified five sets of variables that affect student growth; student background and pre-college attributes, structural features of an institution, collegiate environment, frequency and type of student interactions with faculty and other students, and quality of student effort. The

blending of these five variables can be used to explain changes in students' cognitive advancements.

Arthur Chickering

Chickering (1969) identified seven vectors of development to suggest how college students progress from the perspective of a psychosocial theory of developmental tasks (Pascarella & Terenzini, 2005). The vectors demonstrate how a student's development during college could affect the student emotionally, physically, socially, and intellectually (Garfield & David, 1986). These seven vectors consist of the following concepts:

1. achieving competence,
2. managing emotion,
3. moving through autonomy toward interdependence,
4. developing mature interpersonal relationships,
5. establishing identity,
6. developing purpose, and
7. developing integrity (Chickering, 1969).

In 1993, Chickering and Reisser updated Chickering's 1969 work to enhance the application of the vectors to practice. Through this collaboration, several revisions were made. The first vector, achieving competence, was revised to developing competence, while the vector addressing the development of mature interpersonal relationships, was moved from the third position to the second as the researchers strove "to recognize the

importance of students' experiences with relationships in the formation of their core sense of self" (Chickering & Reisser, 1993, p. 39). The final revision was within the vector addressing the establishment of identity by including gender, ethnicity, and sexual orientation as components of self (Chickering & Reisser, 1993).

Chickering and Reisser (1993) identified the development of competence as the first vector. This vector includes gaining proficiency in physical and manual skills, interpersonal relationships, and intellectual abilities. It is in this area that interpersonal characteristics are located in the form of skills such as listening, understanding, communicating, and working effectively in different relationships. Managing emotions is the second vector identified and describes the handling of emotions such as anger, fear, anxiety, guilt, and depression that could interfere with academic achievement. Growth occurs with the understanding of how to manage the emotions and is the key to progressing through this vector.

The third vector identified by Chickering and Reisser (1993), moving through autonomy toward independence, influences development as the student moves forward from needing the approval of others to gaining a sense of self-sufficiency. In this vector, the student learns to solve problems independently and gains emotional freedom. The fourth vector, developing mature interpersonal relationships, has two components: tolerance and appreciation of differences, and the capacity for intimacy. The student's new evolving self allows "the ability to respond to people in their own right while respecting differences" (p. 48).

Chickering and Reisser's (1993) fifth vector is the establishment of identity. This vector holds great importance, as it encompasses the components of growth from the previous vectors and includes the attainment of a sense of self. The milestones in this vector include comfort with one's body, appearance, gender, ethnicity, and sexual orientation; a sense of self that has been shaped by historical events, social, and cultural influences; and movement away from the nuclear family. The sixth vector, developing purpose, focuses on goals and aspirations. Growth is determined by how the student can balance career goals, personal commitments, and family responsibilities. The seventh and final vector in the model is developing integrity. The individual develops to a phase where there is integrity for their own sense of beliefs, purpose, and values. The ability to regard the points of view or beliefs of others while behaving in socially acceptable ways is a vital piece of this vector.

The work by Chickering (1969), as well as that of Chickering and Reisser (1993), has been instrumental in student development, engagement, and involvement (Saenz et al., 2011). The seven vectors of student development theory are widely known and applied by higher education researchers, as their application to the emotional, physical, social, and intellectual constructs of student development are understandable and practical (De Larrosa, 2000).

Importance of Engagement

Numerous studies have reinforced the assumption that engagement positively affects critical thinking and student academic abilities (Kuh, Hu, & Vesper, 2000; Kuh &

Vesper, 1997; Pascarella, Duby, Terenzini, & Iverson, 1983, Pike, 1999; Pike, Kuh, & Gonyea, 2003; Terenzini, Pascarella, & Blimling, 1996). Harper and Quaye (2009) stated that engagement generates increases in cognitive and intellectual skills; moral, ethical, and psychosocial development; real world competence; meaningful racial and gender identity formation; and perceptions of positive self-image. Student learning, persistence, and attainment in college are strongly related to student engagement (Center for Community College Student Engagement [CCCSE], 2012a). Pascarella and Terenzini (1991, 2005) confirmed that students who are actively involved in activities both inside and outside of class attain more from the collegiate experiences than those who are not so involved. Student engagement has been shown to be positively related to persistence rates (Astin, 1985; Pike et al., 2003; Tinto, 1993) and grades (Astin, 1977, 1993; Indiana University Center for Postsecondary Research, 2002). Tinto (1993) summarized that the same factors of involvement and student contact that affect persistence also seem to affect student learning. Tinto continued, "it is apparent that the more students are involved in the social and intellectual life of a college, the more frequently they make contact with faculty and other students about learning issues, especially outside the class, the more likely students are to learn" (p. 69). Although there have been many benefits of student engagement, the most important relationship is the link between engagement and persistence (Harper & Quaye, 2009).

Measuring Student Engagement

The National Survey of Student Engagement (NSSE) is an instrument that has been used since 2000 to collect data from more than one million undergraduate students at close to 1,200 four-year colleges and universities (Harper & Quaye, 2009). The survey that NSSE uses annually to collect data, the College Student Report (CSR), employs survey items that represent good practices in undergraduate education. The CSR is constructed of five benchmarks: (a) level of academic challenge, (b) active and collaborative learning, (c) student-faculty interaction, (d) enriching educational experiences, and (e) supportive campus learning (Indiana University, 2012). Campbell and Cabrera (2011) stated "NSSE's benchmarks of effective educational practices reflect the two sides of the engagement equation: what the student does to become involved, and what the institution does to create meaningful engagement experiences" (p. 79). NSSE does not directly assess student learning, but survey findings can assist colleges and universities to evaluate current practices, make major changes in policies and procedures, and make comparisons with like institutions (Campbell & Cabrera, 2011; Indiana University, 2012).

There have been recent concerns (Campbell & Cabrera, 2011; Gordon, Ludlum, & Hoey, 2008; LaNasa, Cabrera, & Tangsrud, 2009) over the lack of research regarding demonstrated reliability and validity of the benchmarks on an institutional level. Two studies (Gordon et al., 2008; LaNasa et al., 2009) that examined NSSE results at individual institutions reported findings that the internal and predictive validity of the benchmarks did not produce strong results. In those studies, the benchmarks did not

demonstrate a strong association with grade point average (GPA), nor did they demonstrate intercorrelation between different components of student engagement. On the other hand, NSSE's website spoke to the above concerns of reliability and validity, stating that "as part of NSSE's commitment to transparency as well as continuous improvement, we routinely assess the quality of our survey and resulting data" and cites psychometric portfolio research (Indiana University, 2012).

Like NSSE, the Community College Survey of Student Engagement (CCSSE) was developed to determine the degree to which community and technical college students are engaged in sound educational practices (Marti, 2008). The Community College Student Report (CCSR) was adapted from NSSE. Similar to the NSSE, the CCSR uses five benchmarks: (a) active and collaborative learning, (b) student effort, (c) academic challenge, (d) student-faculty interaction, and (e) support for learners. The CCSR concentrates on institutional practices and student behaviors that enhance student engagement (McClenney, Marti, & Adkins, 2010).

While there are overlaps between NSSE and CCSSE survey items, there are also differences. The CCSSE does not utilize items that are not applicable to community college students such as questions about on-campus residency. Also, the CCSSE has survey items that are directly related to technical education, academic support services, and retention. Another distinction between the two instruments is in the sampling methods. With NSSE, students are invited to participate via a host of different media; CCSSE participants receive the survey during a class session (CCCSE, 2012b).

The data produced by both the NSSE and CCSSE are shared between the two organizations to better understand student engagement. Collaborative research that is to occur between NSSE and CCSSE has been planned to further study the similarities and differences in engagement of college students across differing settings (CCCSE, 2012b).

Student Engagement Survey Instrument

The CCSSE Student Course Feedback Form (CFF) will be used in the current study to collect data on student engagement. This course form is an end-of-course evaluation tool for course and program assessment (CCCSE, 2012a). The instrument was created by an advisory panel of administrators, faculty members, and counselors from six CCCSE member colleges. The form utilizes 38 student engagement items that are contained on the CCSR, the survey instrument administered by CCCSE (Marti, 2008). The CCSR uses five benchmarks that place the various engagement elements into subgroups: (a) active and collaborative learning, (b) student effort, (c) academic challenge, (d) student-faculty interaction, and (e) support for learners. Although the course feedback form is not organized by the five benchmarks, each of the 38 engagement items appears within the form (CCCSE, 2012a).

In addition to the engagement items, the course feedback form also includes questions that pertain to the specific course in which the respondents are currently enrolled. Lastly, the course feedback form incorporates demographic items such as the number of college credits in which the student is enrolled for the current term, part-time versus full-time status, gender, age, and racial identification. The CFF was developed for

administration by individual colleges with capabilities to conduct their own data analysis (CCCSE, 2012a).

Conceptual Frameworks

Conceptual Model for Fostering Civility in Nursing Education

The Conceptual Model for Fostering Civility in Nursing Education was developed by Clark (2008a) to describe how increased stress levels of both students and faculty contribute to incivility in nursing education. Other contributing factors that the model diagrammed include student entitlement, demanding work schedules, juggling multiple roles, and faculty superiority. The model, as seen in Figure 1, addresses the complex and intricate "dance of incivility," a process that Clark described as similar to dancing a tango with complicated and interwoven movements. Clark continued:

> Like dancing, creating a culture of civility requires communication, interaction and an appreciation for the interests each person brings to the relationship. When nursing faculty and students encounter one another and take advantage of opportunities to engage, discuss, and actively listen to one another, a culture of respect and the "dance" of civility are fostered. Conversely, if opportunities for student and faculty engagement are missed, avoided, or poorly managed, a culture of disrespect is cultivated and the "dance" of incivility persists. (p. E37-E38)

Although interaction between students and faculty are constantly occurring, Clark suggested that the degree of incivility in the exchanges waxes and wanes based on the

degree of the contributing factors and if the opportunities for engagement are recognized, implemented, and well-managed.

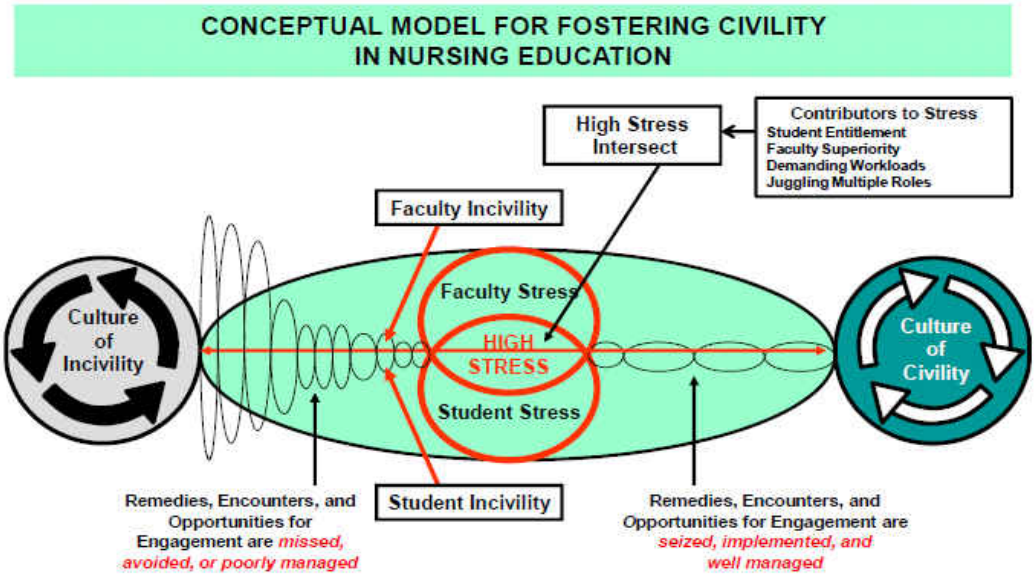

Figure 1. Conceptual model for fostering civility in nursing education.

From "The Dance of Incivility in Nursing Education as Described by Nursing Faculty and Students" by C. Clark, 2008a *Advances in Nursing Science, 31,* p. E49 Copyright 2008 by Wolters Kluwer Health. Reprinted with permission.

Clark (2008a), expounding on the four contributing factors that affect the dance of incivility, stated that stress is a major component of incivility. Demanding workloads, juggling numerous roles, and succeeding in an intense, high-stakes program were seen as elements that intensified student stress levels. The literature has documented other areas in nursing education that induce stress among students, including clinical experiences where students fear making a mistake and hurting a patient, as well as worrying about

having a passing grade in the clinical component (Clark, 2008a; Clark & Carnosso, 2006; Hegge & Larson, 2008; Mahat, 1998; Shirey, 2007; Thomas, 2003).

Clark (2008a) contended that student perceptions of entitlement and consumerism also add to the framework of incivility. Student entitlement can be described as not taking responsibility for outcomes, having a "consumer" mentality, feelings of being owed an education, and having excuses for failure. The literature supports this postulate (Clark & Springer, 2007b; Delucchi, 2000; Greenberger et al., 2008; Levine & Cureton, 1998; Nordstrom et al., 2009; Sullivan 1997). Levine and Cureton (1998) reported that in their research, students wanted to do only what was absolutely required to complete their educations. Clark and Springer (2007b), after reviewing student comments in their qualitative study, stated that students may believe that their actions have not been accurately perceived by faculties and the label of being entitled is given to those actions.

Faculty superiority, another factor in Clark's model, was described as "intimidating and bullying behaviors" (Clark, 2008a, p. E51). In reporting the results of her research findings, Hall (2004) described faculty superiority with the examples of faculty being regimented and strict. Clark and Springer (2007b) quoted student comments of "some faculty make belittling comments and try to weed out students. They are arrogant and show superiority over students" and "some faculty treat students like they are stupid and make condescending rude remarks" (p. 96) to show acts of faculty superiority. Clark (2008a) concluded that this sense of superiority has an effect on the dance of incivility.

As seen with the literature on incivility in general higher education (Clark, 2008a, Giancola et al., 2009; Perna, 2010; Van Meter & Agronow, 1982), the demands that students face also contribute to their stress levels (Clark, 2008a). Multiple roles that students face in their personal and professional lives create stressors that can be overwhelming (Perna, 2010). With the additional stress of maintaining a high level of academic achievement, students' precarious coping mechanisms seem to break down, yielding incivility. The demanding workloads, identified as a stress factor, may originate from various sources. Demands of the nursing program itself are typically the most prominent source, but workloads at home or at a job also contribute to the concerns (Clark, 2008a).

Clark's (2008a) conceptual framework addressed, not only student stress, but also the stress that faculty encounter. Clark cited four major areas of faculty stress, including (a) burnout from challenging workloads; (b) a need for qualified faculty members generated by the faculty turnover rate; (c) role-based stress and work demands similar to those faced by students; and (d) experiencing incivility from students, peers, and administrators. With such demanding assignments, faculty exit academia, leaving less experienced faculty members, some of whom have no formal teaching experience, to manage the complexities of nursing education.

The Conceptual Model for Fostering Civility in Nursing Education shows that incivility in student-faculty interactions is reciprocal and dynamic (Clark, 2008a). Braxton and Bayer (2004) also noted this phenomenon, stating that the relationship is interactional, as incivility is neither unidirectional nor occurring in a vacuum. Boice

(1996) described the relationship as if it involved interlocking pieces; incivility is definitely an interdependent concept.

The model outlines time periods when opportunities exist for action. Clark (2008a) called this action engagement. It is at these points in the continuum of behavior that encounters and remedies through engagement can enhance either civility or incivility. These opportunities for engagement include such activities as acknowledging of feelings, open dialogue to resolve conflict, active listening, the showing of respect, and swift attention to uncivil behaviors.

The Conceptual Model for Fostering Civility in Nursing Education (Clark, 2008a) was adapted in 2010 to use in all areas of higher education. Clark and Kenaley (2010) merged this original model with an empowerment model based on the work of Turner (1996) to create the Faculty Empowerment of Students to Foster Civility Model. The model was again adapted to describe incivility in health care settings (Clark, 2011). Clark continues to explore ways to utilize her models in promoting civility in professional environments.

Theory of Student Involvement

The Theory of Student Involvement was developed by Alexander Astin in 1984 to suggest how students develop during their college years (Pascarella & Terenzini, 2005). Astin (1984) proposed that the concept of involvement is not cryptic or obscure; rather, a simple definition of involvement is "the amount of physical and psychological energy that the student devotes to the academic experience" (p. 518). In this discussion Astin

(1984) indicated that his theory was a model of student development and that the two terms its name, involvement and development, could be used interchangeably. However, Wolf-Wendel et al. (2009) provided another perspective in their research that compared the concepts of involvement, integration, and engagement. Wolf-Wendel et al. concluded that the three concepts were similar to one another as each contributes to understanding student development, but each had a distinct difference. From a different perspective, Pike and Kuh (2005) stated that although researchers (Astin, 1984; Pace, 1984; Kuh et al, 1989, 1991) have given different names to describe their models of student engagement, each concept was basically the same. Students learn from "from what they do in college" (Pike & Kuh, 2005, p. 186).

When referencing his work, Astin (1984) stated that his theory features five hypotheses. First, involvement is the outlay of both physical and psychological energy toward assorted entities. The entities could be very broad, as in the case of the collegiate experience, or focused, such as with studying for a final exam. In the second postulate, Astin suggested that involvement occurs on a continuum, with different students displaying varying levels of involvement based on the on the object of the energy being expended or the period in time in which the involvement occurs. The third assumption implied that involvement can be measured through both quantitative and qualitative methods. For example, a student's level of involvement could be determined in a qualitative manner by the student's sense of accomplishment as a result of actively participating in a class discussion instead of being unfocused and staring absentmindedly. The quantitative measurement of involvement is present in determining how many hours

a student studied for a course. The fourth premise suggested by Astin was that the degree of student learning and personal development is directly related to the quantity and quality of the student involvement in that program of study. The last hypothesis relates to institutional effectiveness. Astin believed that the effectiveness of an educational policy or method is directly linked to the ability of that policy or method to increase student involvement.

The Theory of Student Involvement originates from research about student persistence and retention (Pascarella & Terenzini, 2005). The majority of significant indicators that have been shown to influence student retention relate to involvement activities or behaviors (Astin, 1984). One example that Astin (1984) used to highlight this premise involved students who lived on campus. Studies (Astin, 1973, 1977, 1982; Chickering, 1974; Pascarella & Terenzini, 2005) have shown that the persistence of students who lived on campus was much greater than that of students commuted to the campus. Astin (1984) equated this finding to involvement because the students had more time to be involved. This assertion about persistence, involvement, and where students live was further justified by a comparison of the different types of colleges that students attend. Astin (1984) attributed the cause of dropout rates being higher at a community college than at a four-year institution to a lack of involvement in the community college environment; "community colleges are places where the involvement of both faculty and student seems to be minimal (p. 524)". Study results indicated that the persistence research provided an excellent model for examining student involvement, as dropping out can be seen on the involvement continuum as the ultimate act of noninvolvement.

Astin's (1970b, 1970c) prior model, the I-E-O, also helped guide the development of the Theory of Student Involvement. In this model, college outcomes are seen as the purpose of three groups of features: inputs, the characteristics, background, and experiences that students bring to higher education; environment, the vast experiences to which students are exposed during collegiate years; and outcomes, student attributes, values, and behaviors that students maintain post-college. Based on the I-E-O theory, input factors affect student involvement or engagement during the environment phase, as well as the outcomes that remain with students after college. The environment component, where students interact with new experiences both on and off campus, is an area upon which colleges can concentrate with policies, strategies, and experiences that enhance students' lives.

When reviewing specific factors that increase involvement in students, Astin (1984) asserted that frequent faculty student interactions were very satisfying to students and created a positive effect on all components of a student's institutional experience. Therefore, finding methods to increase greater student involvement with faculty members could be a very productive activity on most campuses.

In describing practical applications for the Theory of Student Involvement, Astin (1984) gave several suggestions. First, faculty members should not focus solely on specific content and teaching methodologies; instead, they should focus on the amount of motivation that they can provide to students and the amount of time they can devote to learning. Secondly, counselors and student services staff should have a more active role in college operations in order to increase student involvement. The frequent one-on-one

interactions between students and support staff can encourage involvement. Lastly, Astin advised that using the Theory of Student Involvement was a valuable model for assisting students with academic difficulties. By understanding the students' cathexis, or investment of energy, the student can be directed how to better utilize their time and efforts.

Gaps in the Literature

Incivility in higher education has been documented in the literature extensively (Alexander-Snow, 2004; Bjorklund & Rehling, 2010; Boice, 1996; Clark, 2006; Clark & Springer, 2007b; Connelly, 2009; Ehrmann, 2005; Feldmann, 2001; Gallo, 2012; Hernandez & Fister, 2001; Hirschy & Braxton, 2004; Lashley & de Menesses, 2001; Luparell, 2003, 2004, 2007, 2011; McCrink, 2010; Meyers, 2003; Rowland, 2009: Seidman, 2005), with many perceived causes identified. Several authors (Boice, 1996; Hirschy & Braxton, 2004; Levine, 2010; Tinto, 1975) have reported the relationship between incivility and engagement, involvement, rapport, or other similar concepts. For example, Boice (1996) concluded that Astin's (1984) Theory of Student Involvement led the way in explaining how involvement impacted classroom civility. Hirschy and Braxton (2004) reported research results indicating that when student incivility was ignored, there was a negative effect on student engagement in the classroom. Levine (2010) noted that the academy had a responsibility to create environments where students can engage in a civil manner. With incivility, Levine proposed that engagement cannot

occur. Tinto (1975) stated that student integration decreases with negative interactions between both students and faculty members.

However, no single author has reported research on the impact of incivility and engagement in nursing students in higher education. In Clark's (2008a) Conceptual Model for Fostering Civility in Nursing Education, engagement is cited as the term to describe the remedies used to either curb early uncivil behavior or as a missed opportunity when these remedies are not put into action. Interestingly, Clark did not further expand upon this hypothesis about engagement and the continuum of civility. To date, no reported research has supplemented Clark's proposition that engagement and civility are linked concepts. Therefore, this study will extend the body of knowledge regarding the possible relationship between these two important concepts in nursing education.

Summary

This review of literature began with definitions, examples, and incidence of incivility in higher education. A thorough examination of the history of incivility in American higher education from the days of the riots and rebellions of the 1700s to the uncivil behaviors seen in the 21st century was then reported. The possible causes and contributing factors of student incivility in the academe was analyzed, as well as the cost that uncivil behavior has taken on the academic environment, the students, and the professoriate.

The literature review focused next on student incivility specifically in registered nursing programs. The importance of addressing student nurse incivilities was scrutinized. Specific concerns with patient safety, professional values, workforce needs, and the public perception of the nursing profession were explored. The increasing incidence of nursing student incivility was documented with the chronological reporting of nurse researchers' work on its prevalence in nursing programs. Lastly, the Incivility in Nursing Education survey (Clark, 2008a) was detailed as a method to gain insight into incivility in nursing programs.

In addition, the concept of student engagement was reviewed from the constructs of its many definitions, theories, and importance. A review of the works of Astin, Chickering, Chickering and Reisser, Pascarella, and Tinto was conducted. The instrument used in the current study to measure student engagement, the CCSSE Student Course Feedback Form, was described at length.

Next, the two conceptual frameworks used for this study were examined in depth. First, the components of Clark's (2008a) Conceptual Model for Fostering Civility in Nursing Education was reviewed and compared to the works of other authors. The cyclic nature and escalation of incivility were illustrated; additionally, the opportunities to intervene through student-faculty engagement were discussed. Astin's Theory of Involvement (1984) was subsequently depicted. Astin's dual definition of student involvement and engagement were highlighted. The five hypotheses for the theory were portrayed and examples of engagement based on Astin's theory were presented. Again,

as with Clark's (2008a) model, Astin's theory was compared with the works of other engagement authors. Lastly, the practical applications of Astin's model were reviewed.

The final section of the literature review defined perceived gaps in the literature when studying incivility in both general higher education and the specific field of nursing education. Building on the concepts of incivility and student engagement, the constructs of the conceptual frameworks were again discussed to highlight the rationale for the research questions.

CHAPTER 3
METHODOLOGY

Introduction

This chapter provides the research design and the methodology utilized in the study. Additionally, this chapter will describe the instruments used to collect the data, including their values for reliability and validity; the population and setting of the study; the data collection procedure; and the analysis of the data. The chapter will also outline the steps that were taken to protect the rights and anonymity of the participants. Lastly, the approval process for the study will be detailed.

Population and Setting

The population for the study consisted of nursing students at a mid-size state college in Florida. The college has approximately 32,000 students and offers baccalaureate and associate degrees as well as vocational training. The associate degree nursing program at this college enrolls 230 new nursing students annually and has approximately 400 students in the program at any given time.

The students were enrolled in at least one nursing course in a limited-access, associate degree-yielding registered nursing program. Convenience sampling was utilized to obtain the subjects for this study. For the purpose of this study, student demographic data includes student class standing (either first or second year in the nursing program), gender, ethnicity, age and full-time or part-time student status.

Research Design

A quantitative approach was used for this study to investigate a possible relationship between incivility and engagement in student nurses. Utilizing a quantitative design was suitable for the current study as the goal was to determine the presence of a correlation between incivility and engagement. Quantitative research is based on a positivist philosophy where physical and social truths are independent of those who study it; furthermore, this research can establish knowledge (Wiersma & Jurs, 2009). Additionally, quantitative research is based on the premise that complex concepts and ideas can be broken down into manageable components (Fraenkel & Wallen, 2009).

This study investigated the multi-faceted concepts of incivility and engagement through a myopic lens to increase the knowledge base of these two important areas. The concept of engagement was based on Astin's (1984) Theory of Student Involvement in which the terms engagement and involvement which were used interchangeably. Astin defined involvement and engagement as "the amount of physical and psychological energy that the student devotes to the academic experience" (p. 518). The concept of incivility was centered on Clark's (2008a) Conceptual Model for Fostering Civility in Nursing Education. This theory portrays civility as a continuum that ranges from civility to incivility. Clark identified opportunities for engagement which, if taken, help to maintain civility. When these opportunities are poorly managed, not accessed, or ignored, incivility results. This study utilized these two conceptual bases for studying incivility and engagement.

Instrumentation

CCSSE Student Course Feedback Form

The CFF was used to collect data on student engagement. This end-of-course evaluation tool for course and program assessment was created by an advisory panel of administrators, faculty members, and counselors from six CCCSE member colleges. The form was designed to be administered by individual colleges and analyzed by the college itself, rather than through other centralized sources (CCCSE, 2012a). The form utilizes student engagement items that are contained on the Community College Student Report (CCSR), which is the survey instrument administered by CCCSE (Marti, 2008). In addition to the engagement items, the course feedback form also includes questions that pertain to the specific course in which the respondents are currently enrolled. Lastly, the CFF incorporates demographic items such as the number of college credits for which the student is enrolled in the current term, part-time versus full-time status, gender, age, and racial identification (CCCSE, 2012a).

The CFF does not categorize the CCSSE's five benchmarks of effective practice, active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. However, four of the five benchmarks and approximately 70% of CCSSE's individual engagement items are represented in the CFF (Ross & Roman, 2009). A complete comparison of the CCSSE and CFF items is provided in Appendix F. Because not all of the CCSSE items that comprised each of the represented benchmarks exist in the CFF, reliability of these benchmarks as presented will be tested using Cronbach's alpha.

The CFF utilizes both four-point and five-point Likert-type scales, depending on the section of the survey. The four-point scale has fixed choice responses such as *very often*, *often*, *sometimes*, and *never*, while the five-point scale includes a *not applicable* choice. Likert-type scales, also known as frequency scales, are typically designed to measure attitudes or opinions and provide ordinal levels of agreement/disagreement (McLeod, 2008), which make them an appropriate choice for this type of social science research. Notably, the survey questions utilized from the CFF for this analysis were all four-point in response choice. One exception, a seven-point scaled question, was condensed into the range occupied by a four-point question so that it could be incorporated appropriately into its composite variable.

Instrument Reliability and Validity

McClenney et al. (2010) reaffirmed the validity of the CCSSE, stating that "the validation research confirms a long tradition of research on student engagement, extending that body of research for the first time to large-scale community college student samples" (p. 6). Using three sets of outcome data from the Florida Department of Education for students at its 28 community and state colleges, the first round of the Achieving the Dream data from five states, two-year Hispanic-serving institutions, and member institutions of the Hispanic Association of Colleges and Universities, McClenney et al. reported that CCSSE's use of student engagement can be representative of student academic achievement and persistence. Also, CCSSE routinely showed a positive relationship with outcome measures.

Marti (2008) reported that the reliability of the CCSSE's latent constructs were analyzed using Cronbach's alpha, commonly utilized to measure psychometric properties of a series of items. However, Marti stated that Cronbach's alpha "may not be equally appropriate for each of the CCSSE benchmarks" (p. 14). Marti continued:

> The instrument was not developed to measure a set of latent constructs hypothesized *a priori*, and therefore, questions that are conceptually or empirically related may not be measured on an equivalent scale. Furthermore, Cronbach's alpha is designed for one-dimensional concepts and is therefore problematic for scales that have both high and low frequency items what, when they are treated numerically, may not appear to be measuring the same underlying concept. Despite the limitations of Cronbach's alpha with the CCSR, the benchmark scales had reasonable reliability measures. (p. 15)

Angell (2009) further studied the construct validity of the five benchmarks in a small southeastern community college. In his work, Angell reported that the Cronbach's alpha coefficients for three of the five benchmarks, academic challenge (.79), support for learners (.75), and student-faculty interaction (.73) were reliable at $\alpha > .70$. The Cronbach's alpha coefficients for the two other benchmarks, active and collaborative learning, and student effort, were .59 and .53, respectively.

Marti (2008) concluded his research by stating that review of the psychometric properties of the CCSR and the five benchmarks document that the data are reliable and valid. The confirmatory factor analyses have shown that replicating the data can intently reproduce the empirical results, thus demonstrating that the instrument is stable from year

to year. The reliability of CCSSE gives credibility to the validity and reliability of the CFF (Ross & Roman, 2009); however, the researcher will further explore levels of reliability through the use of Cronbach's alpha.

The Incivility in Nursing Education Survey

Clark's (2008a) Incivility in Nursing Education (INE) survey was used to collect data on incivility in nursing students. The INE survey was developed in 2004 by Clark based on three instruments: the Defining Classroom Incivility (DCI) survey developed in 2000 by the Center for Survey Research at the University of Indiana; the Student Classroom Incivility Measure, or SCIM (Hanson, 2000); and the Student Classroom Incivility Measure-Faculty, or SCIM-F (Hanson, 2000). Permission was received by the researcher to utilize the INE by Boise State University (see Appendix A).

The INE contains both quantitative and qualitative components as well as five demographic items. The quantitative section of the instrument is divided into two parts reflecting student behaviors and faculty behaviors. Each of these two parts asks the respondents to first consider the extent to which they feel the identified behavior is considered disruptive and subsequently recall how often they witnessed the specific behavior in the last 12 months. These two quantitative sections are designed to be completed by both faculty and students (Clark, 2009). The qualitative portion contains two items with the intent of gaining information not only about how faculty and student nurses may cause academic incivility, but also about how these two groups could address incivility (Clark & Springer, 2007a). For the purpose of this study, the quantitative

responses addressing student incivility were analyzed. The faculty incivility-related responses and the qualitative data will serve as a basis for future research.

Instrument Reliability and Validity

Items for the INE were developed and presented to a panel of experts who reviewed the items to establish content validity. The panel was comprised of six nursing faculty members, six non-nursing faculty members, ten students, and a statistician. The panel review concluded that the INE highly reflected academic incivility. Based on the panel's input, several items of the tool were revised and the overall format was improved (Clark, 2009).

The INE was piloted in 2004 with a convenience sample of 356 nursing faculty members and students at a large college in the northeastern United States. Faculty members and nursing students not involved in the first pilot took the INE to critique its readability (Clark & Springer, 2007b). The INE was further tested in 2006 using a convenience sample of 504 nursing faculty members and students in attendance at two national nursing conferences. Initial content validity was confirmed by nursing faculty members experienced in dealing with student nurse incivility. Psychometric testing of the INE documents both validity and internal reliability. Reported Cronbach's alpha values ranged from .85 to .96. Findings from this study documented additional content validity and were used to revise the INE (Clark et al., 2009). The latest revision to the INE was a change in format that allowed for online data collection (C. Clark, personal communication, March 27, 2012).

Variables

Research Question 1 addressed the relationship between student engagement and incivility. Because the analysis involved a correlation analysis, the variables representing these constructs were all independent. Additionally, these variables were continuous in nature, as they were all composites of individual Likert-scaled items. With the analysis of these sets of variables, the researcher attempted to identify the existence and extent of a relationship between them. Specific composite variables are named in Table 2; each composite student behavior variable was tested for correlation strength with each composite engagement variable. Among the incivility-related variables, the individual Likert-scaled items were retained as well to determine any individual behaviors that stood out.

Research Questions 2 and 3 addressed the existence and extent of a possible difference in incivility and student engagement between first and second year nursing students. With these two questions, incivility and student engagement variables served as dependent continuous variables for separate testing, while class standing was the independent dichotomous variable used for grouping purposes. Table 2 contains the full list of dependent variables that were used to answer Research Questions 2 and 3. Almost all of these dependent variables are the same composite variables used to address Research Question 1, with the addition of an individual item-based variable for extent of incivility to be addressed in Research Question 2.

Table 2

Summary of Variables Used for Research Questions

Research Question	Independent Variables	Dependent Variables
Relationship between student engagement and nursing student incivility (RQ #1)	Consideration of Disruptive Student Behavior Experience/Observation with Disruptive Student Behavior Prevalence of Threatening Student Behavior Active and Collaborative Learning Student Effort Academic Challenge	
Difference in student incivility between first year and second year nursing students (RQ #2)	Year of Nursing Program (First or Second)	Consideration of Disruptive Student Behavior Experience/Observation with Disruptive Student Behavior Prevalence of Threatening Student Behavior Extent of Problematic Incivility (Non-Composite) Student-Faculty Likelihood of Incivility (Non-Composite)
Difference in amount of student engagement between first year and second year nursing students (RQ #3)	Year of Nursing Program (First or Second)	Active and Collaborative Learning Student Effort Academic Challenge

Data Collection Plan and Analysis

Use of Secondary Data

This study utilized data that were previously collected by the researcher as an employee of the college where this investigation took place. The data from the two surveys had not been distributed for use by other researchers and encompassed a currently unresearched area. Therefore, this study employed what was essentially an untouched dataset, eliminating any potential drawbacks caused by not collecting these data in a primary capacity. Despite the fact that secondary data will be used, the data collection methods are still provided in the following section.

Data Collection

Prior to data collection, students enrolled in the 2012 spring or summer semesters of the nursing program were given a letter by the researcher to introduce them to the study and to solicit participation. Although participation was voluntary, students were encouraged to join the study to further the body of knowledge on incivility and engagement.

During the last two weeks of the spring and summer semesters, the researcher visited the classroom at the end of the class period to formally discuss the research and distribute study packets to those students who elected to participate. All elements of informed consent were reviewed with potential participants. Participants were then given a packet that contains the instruments and the informed consent. Each the two instruments in the packet were labeled with a barcode so that the researcher was able to

match the students' responses on each of the instruments. No other participant identifiers were utilized. The participants completed the instruments and placed them in a questionnaire collection box. All participants deposited their signed informed consent in another large box not associated with the instrument packets. A student volunteer was asked to return the boxes to the researcher after participants completed the questionnaires.

Data Analysis

Quantitative data for each of the instruments was gathered utilizing an optical reader. The corresponding bar codes printed on the two instruments allowed for matching individual participant responses for the two questionnaires. Because no participant identifiers were present on the instruments, confidentiality was not compromised. A paid research assistant completed the data tabulation and electronically submitted the results to the researcher. The data has been stored on the researcher's password-protected computer since tabulation.

Research Question 1 attempted to identify the existence and extent of a relationship between student engagement and incivility. This type of correlational research has also been called descriptive research, as the purpose is to describe existing relationships between variables. By identifying these relationships, more knowledge is gained about the studied phenomena (Fraenkel & Wallen, 2009).

Pearson's product-moment coefficient, or Pearson's *r,* was utilized in the analysis of this research question. Pearson's *r* is an indicator of correlation used when data are

either interval or ratio in structure. Because the assumptions for Pearson's *r* were met with the collected data by using the sets of continuous independent variables representing student engagement and incivility, this parametric analysis was an appropriate choice for analyzing the data regarding this potential relationship. In this analysis, each of the three composite variables representing incivility was tested for correlative strength with each of the three composite variables representing student engagement. In addition, descriptive analysis was conducted to determine which behaviors in the area of incivility are more prevalent or considered to be more disruptive than others.

Research Questions 2 and 3 addressed the hypotheses that differences may exist in either student engagement or incivility, respectively, between first-year and second-year students. The independent *t*-test, a parametric method within the realm of inferential statistics, determines whether a significant difference exists between two independent groups with respect to the mean of a continuous dependent variable (Fraenkel & Wallen, 2009). The research design categorized participants as either first or second year students; in doing so, the categorization created an independent dichotomous variable of class standing. Furthermore, the composite variables for student engagement and incivility, the same variables formed for use in Research Question 1, are continuous in nature and therefore appropriate for use with a *t*-test. Therefore, an independent *t*-test was employed for analyzing each composite variable for Research Questions 2 and 3.

Additional analyses were conducted in Research Question 2 to address differences between first-year and second-year nursing students for the individual questions that asked students about the extent of problematic incivility. Because this question is Likert-

scale based and cannot be assumed continuous, the nonparametric Mann-Whitney test was utilized to test for differences for this question of interest.

Table 3 details the comparison between the research questions, the conceptual frameworks, and the survey items that address each of the constructs. A more thorough discussion of these three constructs appears in Chapter 4.

Table 3

Comparison of Research Questions with Conceptual Frameworks and Survey Items

Research Question	Framework	Survey and Items
1	Conceptual Model for Fostering Civility in Nursing Education (Clark, 2008a)	INE: 9, 10, 13
	Theory of Student Involvement (Astin, 1984)	CCSSE: 1, 2, 3, 6
2	Conceptual Model for Fostering Civility in Nursing Education (Clark, 2008a)	INE: 8, 9, 10, 13
3	Theory of Student Involvement (Astin, 1984)	CCSSE: 1, 2, 3, 6 INE: 8

Authorization to Conduct Study

Authorization to conduct the study was a multifaceted process. First, approval to use the INE and the CCSSE Course Feedback form was obtained. The INE approval was received from Boise State University's Office of Research and Technology, as its use required a licensing agreement. The licensing agreement allowed for modification of the

demographics to fit the research proposal for the current study. The CCSSE Course Feedback form approval was secured from the state college where the study setting is located. As a member of CCSSE, the state college has the right to allow use of the instrument.

The next step in the authorization process involves Institutional Research Board (IRB) approval. First, IRB approval was sought from the state college at which the study took place. After this approval was obtained, the data was gathered as described earlier in this chapter. The data had not been analyzed nor used for any research prior to the proposed study. Approval was also obtained from the IRB at the University of Central Florida (UCF).

Originality Report

As a part of this chapter, an originality report was submitted to document original work of the researcher. The originality report was generated from Turnitin®, an online program that utilizes over 20 billion websites, 220 million student papers, and 90,000 journals, as well as a multitude of library databases (Turnitin, 2012). The report was revised to exclude the author's own work written while a student at UCF. The originality rating for this study was 4%, which is within the acceptable range for the chair of this proposal.

Summary

The study setting was at a Florida state college's nursing program. The students, who voluntarily participated in the research, formed the convenience-based sample for the study. Participants were categorized as either first-year or second-year nursing students. Data collection for this quantitative research involved the administration of two instruments: the CCSSE Course Feedback Form, which documented student engagement; and components of the INE, which focused on student nurse incivility.

After authorizations were obtained for the use of the two survey instruments, IRB approval was secured from the state college at which the surveys were to take place. Participants were apprised of their rights and informed consent was secured from all participants. Additionally, IRB approval was obtained from UCF, the institution with which the researcher is affiliated.

Data were obtained using the two instruments in a hard copy format and results were tabulated through the use of an optical scanner. The data has been stored on the researcher's password-protected computer since tabulation. Data analysis was completed using Pearson's product-moment correlation for the first research question, which examined a relationship between student engagement and incivility. Regarding the second and third research questions, independent *t*-tests were used to analyze any differences in mean levels of engagement and incivility between first-year and second-year students.

Qualitative data and faculty responses obtained with the INE and not used in this study will be stored for future research. Based on the data collected and analyzed in this

study, the author anticipates expanding the body of knowledge on both student engagement and incivility in nursing students.

CHAPTER 4
DATA ANALYSIS AND FINDINGS

Introduction

Student incivility is increasing in higher education and nursing programs (Alberts, Hazen, & Theobald, 2010; Bjorklund & Rehling; 2010; Boice, 1996; Clark, 2004; Ehrmann, 2005; Feldmann, 2001; Gallo, 2012; McCrink, 2010; McKinne, 2008; Seidman, 2005. The consequences of incivility are immense, from its effect on learning, the reputation of the institution, the toll of both faculty and students, to the possible continuance of incivility into the workplace by graduate nurses (Boice, 1996; Clark, 2009, Cleary et al., 2010; Hirschy & Braxton, 2004; Luparell, 2005; Suplee et al., 2008). Although research has been conducted on the relationship between incivility and student engagement in higher education in general (Boice, 1996; Hirschy & Braxton, 2004; Levine, 2010; Tinto, 1975), no research has been reported on these two constructs in nursing education. Therefore, this study was well-timed to add to emerging research about student incivility.

This chapter provides the statistical analyses results for the three research questions. The data reported in this chapter was analyzed using SPSS Version 19.0 for Windows. All inferential tests were performed at the $\alpha = .05$ significance level.

Participants

The participants for this research study consisted of nursing students enrolled at a state college in Florida. A total of 268 students participated in the study, 133 of which

were first-year students and the other 129 classified as second-year students. Of the 400 students enrolled in the program at the time of the study, approximately 67% participated in the convenience sampling.

The demographic profile of the participants is presented in Table 4. The majority of participants were female, with 13.7% being male. The reported ethnic backgrounds of the participants were primary Caucasian. The most prevalent age groups were those representing 22 to 24 years and 25 to 29 years of age, respectively.

Table 4

Participant Demographic Data

Demographic	*n*	%
Gender (*N* = 262)		
Female	226	86.3
Male	36	13.7
Ethnic Background (*N* = 256)		
Caucasian (White)	172	64.2
Spanish/Hispanic/Latino/Mexican	32	11.9
Black/African American	25	9.8
Asian	16	6.0
Native American	1	0.4
Other	10	3.7
Age (*N* = 258)		
20 to 21	17	6.3
22 to 24	70	26.1
25 to 29	66	24.6
30 to 39	66	24.6
40 to 49	30	11.2
50 to 64	9	3.4

Variable Formation and Reliability

Variable Formation

Each of the research questions utilized a common set of composite variables representing either student engagement or nursing student incivility. Composite variables were formed from all of the survey items that comprised a particular construct. In order to ensure that the composite variables maintained the same possible range of values as the original items for a more straightforward interpretation, the values corresponding to the items in each composite variable were summed and then divided by the number of items that were summed. In other words, if the original items that comprised a composite variable ranged from 1 (*never*) to 4 (*very often*), the composite variable would also feature a possible range from 1 to 4 and therefore hold the same meaning in interpretation of composite variable means. Table 5 displays the components of the composite variables and their possible range of values.

One item that needed to be manipulated before calculating the composite variable in which it was housed was Item 5 of the CCSSE, which was part of the Academic Challenge composite variable. This was the only item in the composite that was on a 7-point scale; therefore, to ensure mathematical soundness, it was condensed to a 4-point scale. In the revised version of the variable, the numerical value of 1 remained 1, 2 became 1.5, 3 became 2, 4 became 2.5, 5 became 3, 6 became 3.5, and 7 became 4. The meaning of this composite variable in general is slightly muddled as not all of the 4-point scales within have the same interpretation (see Table 5), but the degree of extremity of attitude remains unchanged.

Table 5

Linkages of Composite Variables to Survey Items and Values

Composite Variable	Survey Items	Item Values
Engagement (CCSSE)		
Active & Collaborative Learning (ACL)	1a, 1b, 1e, 1f, 1g, 1n	*never, sometimes, often, very often*
Student Effort (SE)	1c, 1d	*never, sometimes, often, very often*
Academic Challenge (AC)	1m	*never, sometimes, often, very often*
	2b, 2c, 2d, 2e	*very little, some, quite a bit, very much*
	5	*extremely easy* to *extremely challenging* (7-point)
Student-Faculty Interaction (SFI)	1i, 1j, 1k, 1l, 1p	*never, sometimes, often, very often*
Incivility (INE)		
Consideration of Disruptive Student Behavior (CDS)	Q9 (left column)	*always, usually, sometimes, never*
Experience/Observation with Disruptive Student Behavior (EDS)	Q9 (right column)	*often, sometimes, rarely, never*
Prevalence with Threatening Student Behavior (PTSB)	Q10 (all)	*yes* or *no*

Reliability

The Student Course Feedback Form did not include all of the items in the original CCSSE from which the composite engagement variables were created. Therefore, Cronbach's alpha values were calculated for each of the composite variables created from the Course Feedback Form items in this administration of the instrument to ensure reliability of the variables in their altered form. Table 6 displays the Cronbach's alpha values for these composite variables. Cronbach's alpha values for all variables were near or greater than the recommended level of $\alpha = .70$, so a reasonable degree of reliability was evident.

Table 6

Reliability Measures for Composite Engagement Variables

Variable	Cronbach's α
Active and Collaborative Learning	.70
Student Effort	.68
Academic Challenge	.76
Student-Faculty Interaction	.73

Research Question 1

Research Question 1 sought to determine the existence of a relationship between student engagement and nursing student incivility at a state college in Florida. This research question was addressed with a series of Pearson correlation analyses between each composite engagement and incivility variable. Normality of the variables, an important statistical assumption for this test, was confirmed through the computations of skewness and kurtosis falling between -2 and 2. Normality was also confirmed graphically via Q-Q plots which can be reviewed in Appendix I. Results for the correlation analyses are presented in Table 7 through Table 10.

Active and Collaborative Learning Composite Variable

Table 7 documents the analyses regarding the relationship between the Active and Collaborative Learning (ACL) composite engagement variable with each of the three composite incivility variables. The analysis denoted the existence of a statistically significant positive relationship ($r = .22$, $p < .001$) between ACL and the Consideration of Disruptive Student Behavior (CDS) incivility variable. The effect size of this relationship, however, was small. In computing the coefficient of determination of this relationship, approximately 5% ($R^2 = .05$) of the variability in ACL is shared with CDS.

However, there were no significant relationships found between ACL and either the Experience/Observation with Disruptive Student Behavior (EDS) variable ($r = .01$, $p = .84$) or the Prevalence of Threatening Student Behavior (PTSB) variable ($r = .07$, $p =$

.26). Simply stated, students with increased engagement in active and collaborative learning also considered more behaviors to be disruptive.

Table 7

Correlations Between Active and Collaborative Learning and Incivility Composite Variables

Incivility Variable	*N*	*r*	*p*
Consideration of Disruptive Student Behavior	250	.22**	< .001
Experience/Observation with Disruptive Student Behavior	243	.01	.84
Prevalence of Threatening Student Behavior	254	.07	.26

*$p < .05$. **$p < .01$.

Student Effort

Table 8 presents the correlational analyses involving the relationship between the Student Effort (SE) composite engagement variable with each of the three incivility composite variables. As in the case of the ACL variable, SE was indicated to have a statistically significant positive relationship ($r = .22$, $p < .001$) with the CDS incivility variable. The effects size of the relationship was small, as approximately 5% of the variability in SE ($R^2 = .05$) was shared with CDS.

The remaining incivility variables of EDS ($r = -.06$, $p = .39$), and PTSB ($r = .03$, $p = .63$) had no significant relationship with SE. In other words, students with higher

degrees of student effort indicated a greater consideration of more behaviors to be disruptive.

Table 8

Correlations Between Student Effort and Incivility Composite Variables

Incivility Variable	*N*	*r*	*p*
Consideration of Disruptive Student Behavior	251	.22**	< .001
Experience/Observation with Disruptive Student Behavior	244	-.06	.39
Prevalence of Threatening Student Behavior	255	.03	.63

*$p < .05$. **$p < .01$.

Academic Challenge

Table 9 depicts the correlational analyses of the Academic Challenge (AC) composite engagement variable and the incivility variables. In this analysis, once again there was a statistically significant positive relationship ($r = .21$, $p < .001$) between this type of engagement and CDS. The strength of the relationship is small, however, as about 4% ($R^2 = .04$) of the variability in AC was shared with CDS.

On the other hand, no relationships existed between AC and either EDS ($r = .02$, $p = .81$) or PTSB ($r = -.02$, $p = .79$). In general, this analysis revealed that students with higher levels of academic challenge-related engagement considered more behaviors to be disruptive in nature.

Table 9

Correlations Between Academic Challenge and Incivility Composite Variables

Incivility Variable	*N*	*r*	*p*
Consideration of Disruptive Student Behavior	252	.21**	< .001
Experience/Observation with Disruptive Student Behavior	245	.02	.81
Prevalence of Threatening Student Behavior	256	-.02	.75

*$p < .05$. **$p < .01$.

Student-Faculty Interaction

The results of the correlational analyses denoting the relationship between the Student-Faculty Interaction composite (SFI) and the incivility variables are presented in Table 10. A significant positive relationship exists between SFI and CDS ($r = .20$, $p < .001$). The degree of practical significance explained by this relationship, however, is small. Approximately 4% ($R^2 = .04$) of the variability in SFI is shared with CDS incivility variable is accounted for with SFI.

Nevertheless, there were no significant relationships found between SFI and either EDS ($r = .06$, $p = .36$) or PTSB ($r = .01$, $p = .98$). Plainly stated, students with higher degrees of interaction with faculty have a larger degree of considering certain behaviors to be disruptive.

Table 10

Correlations Between Student-Faculty Interaction and Incivility Composite Variables

Incivility Variable	*N*	*r*	*p*
Consideration of Disruptive Student Behavior	249	.20**	< .001
Experience/Observation with Disruptive Student Behavior	242	.06	.36
Prevalence of Threatening Student Behavior	253	.01	.98

*$p < .05$. **$p < .01$.

As a final analysis of Research Question 1, dummy variables were created to attempt to identify different levels of interaction between the combined variables. Due to a lack of significant results and a high difficulty in the ability to translate the results into meaningful outcomes, the results were not included in the write-up of the current study.

Research Question 2

Research Question 2 sought to determine the presence of any differences in the amount of student incivility between first-year and second-year nursing students. This research question was addressed through independent *t*-tests for each composite incivility variable. The assumption of normality of the dependent variable, the incivility composite variable, was met prior to running independent *t*-tests through calculations of skewness and kurtosis which were both between -2 and 2. Descriptive statistics and results for the independent *t*-test analyses are shown in Table 11 through Table 13.

Additionally, one individual (non-composite) item, question 13 on the INE, was analyzed as well. Since this question utilized a Likert-scaled variable rather than a

continuously-scaled composite variable, it was difficult to meet the criterion for normality that is necessary for appropriately running a *t*-test. Therefore, this question was individually analyzed using the nonparametric Mann-Whitney test.

Consideration of Disruptive Student Behavior in First- and Second-Year Students

Results of the analysis regarding differences in the Consideration of Disruptive Student Behavior variable between first- and second-year students are presented in Table 11. The difference between first- and second-year students in the extent to which they considered the listed behaviors to be disruptive was not found to be statistically significant, $t(252) = 1.09$, $p = .28$. Although first-year students considered more behaviors to be disruptive ($M = 2.43$, $SD = 0.62$) than did second-year students ($M = 2.35$, $SD = 0.60$), the difference was not significant. Furthermore, the means demonstrated that most behavioral considerations of disruptiveness fell in the *sometimes* to *usually* range.

Table 11

Descriptive Statistics for t-Test, Consideration of Disruptive Student Behavior by Class Standing (N = 254)

			95% CI	
Year	*M*	*SD*	*LL*	*UL*
First Year (*n* = 127)	2.43	0.62	2.32	2.54
Second Year (*n* = 127)	2.35	0.60	2.24	2.45

Note. $t(252) = 1.09$, $p = .28$. CI = confidence interval, *LL* = lower limit, *UL* = upper limit.

Most Disruptive Student Behaviors

In addition to the inferential test of the composite variable for CDS, individual means for each of the items contained in the composite variable were calculated. The values for possible responses ranged from 1 (*never*) to 4 (*always*). Based on these calculations, participants considered holding distracting conversations (M = 3.20, SD = .85), creating tension by dominating questions (M = 2.87, SD = 0.95), and cheating on exams or quizzes (M = 2.80, SD = 1.31) as the most disruptive behaviors. The entire list of results is located in Appendix G.

Frequency of Experience/Observation with Disruptive Student Behaviors in First- and Second-Year Students

The results for the analysis of the differences between first- and second-year students in the frequency of disruptive student behaviors experienced or observed in the past year (Experience/Observation with Disruptive Student Behaviors composite) is shown in Table 12. There was no statistically significant difference, $t(247) = 0.66$, p = .51, in this variable between the two groups of students. Although not significant, first-year students did show a greater amount of experience/observation with the collective disruptive student behaviors (M = 2.64, SD = 0.47) than did second-year students (M = 2.60, SD = 0.43). Overall, the means demonstrate that most students *rarely* to *sometimes* experienced or observed the disruptive student behaviors.

Most Experienced or Observed Disruptive Student Behaviors

As was performed for the individual items within the CDS composite variable, the individual experienced or observed disruptive student behaviors that comprised the EDS composite variables were examined to determine which behaviors were the most frequently experienced or observed. The most experienced or observed potentially disruptive student behaviors included using a computer in class for unrelated reasons (M = 3.33, SD = 0.72), holding distracting conversations (M = 3.24, SD = 0.72), and using cell phones during class (M = 3.21, SD = 0.90). The entire list of results is located in Appendix G.

Table 12

Descriptive Statistics for t-Test, Experience/Observation With Disruptive Student Behavior by Class Standing (N = 249)

			95% CI	
Year	*M*	*SD*	*LL*	*UL*
First Year (*n* = 125)	2.64	0.47	2.55	2.72
Second Year (*n* = 124)	2.60	0.43	2.52	2.67

Note. $t(247) = 0.66$, $p = .51$. CI = confidence interval, *LL* = lower limit, *UL* = upper limit.

Differences in the Prevalence of Threatening Student Behavior

The results of the analysis depicting the difference in first- and second-year students' perceptions of experiencing threatening student behavior are located in Table 13. The independent *t*-test analysis did not identify any significant difference, $t(256) =$

1.34, $p = .18$, between first-year and second-year students for this composite variable. This variable was measured in the counts of the 13 types of listed threatening student behaviors, so the lowest possible maximum score was zero and the highest maximum score was 13. On average, first-year students reported a greater incidence ($M = 2.23$, $SD = 2.04$) of threatening student behaviors than did second-year students ($M = 1.91$, $SD = 1.82$), but this difference was not statistically significant. This result indicates that on average, students documented either their own experience or knowledge of someone who had experienced approximately two of the listed threatening student behaviors in the past 12 months.

Table 13

Descriptive Statistics for t-Test, Prevalence of Threatening Student Behaviors by Class Standing (N = 259)

			95% CI	
Year	*M*	*SD*	*LL*	*UL*
First Year ($n = 132$)	2.23	2.04	1.88	2.59
Second Year ($n = 127$)	1.91	1.82	1.59	2.23

Note. $t(256) = 1.34$, $p = .18$. CI = confidence interval, *LL* = lower limit, *UL* = upper limit.

Most Experienced Threatening Student Behaviors

The responses in which participants documented if they had experienced possibly threatening student behavior in the past 12 months were calculated using a point value of 1 for *yes* and 0 for *no*; therefore, each mean value can be easily interpreted by

multiplying by 100 and reading as a percentage. The three most prevalent responses were challenging faculty knowledge (M = 0.65, SD = 0.48), general taunts or disrespect to faculty (M = 0.42, SD = 0.49), and general taunts or disrespect to students (M = 0.35, SD = 0.48). The entire list of results is located in Appendix G.

Extent of Incivility of Nursing Academic Environment

The INE contains the question "To what extent do you think incivility in the nursing academic is a problem?" This question was included as a part of research Question 2 with the intent of determining if a difference exists in first- and second-year students' responses. Answer choices ranged from 1 (*no problem at all*) to 4 (*serious problem*). Responses of *I don't know* or *I can't answer* to the question were removed from the analysis, leaving a total of 247 student responses.

A Mann-Whitney analysis was conducted to examine differences in mean rank between first-year and second-year students. No significant difference in mean rank was found between the two student groups for this question, Z = -1.37, p = .17. The lower mean rank associated with second-year students (M_r = 118.18, n = 123) as compared to that of first-year students (M_r = 129.77, n = 124) demonstrates that second-year students did not perceive that incivility was as much as a concern as their first-year counterparts; again, however, this difference was not statistically significant. The arithmetic mean for all students was calculated to be 2.23 indicating that, overall, students perceived incivility in nursing academia to be a mild to moderate problem.

Research Question 3

The third research question asked whether levels of student engagement differed between first- and second-year nursing students. This research question was addressed with a series of independent *t*-tests for each composite engagement variable. As with the previous research question, the normality of the dependent variable within each group, the engagement composite variable, had to be considered prior to running independent *t*-tests. This assumption was confirmed via skewness and kurtosis calculations for each dependent variable by group; all values fell between -2 and 2. Descriptive statistics and results for the *t*-test analyses and composite variables are presented in Table 14 through Table 17; additional descriptive statistics for individual items are located in Appendix H.

Differences in Active and Collaborative Learning

Table 14 presents the analysis addressing whether there is a difference in the Active and Collaborative Learning composite variable between first- and second-year students. No significant difference between the student groups, $t(253) = -1.90$, $p = .06$, was identified for this variable. Second-year students showed a higher, but not significant, level of engagement in active and collaborative learning ($M = 2.07$, $SD = 0.54$) than did first-year students ($M = 1.94$, $SD = 0.52$). The means demonstrate that on average, active and collaborative learning activities fell in the *sometimes* range.

Table 14

Descriptive Statistics for t-Test, Active and Collaborative Learning by Class Standing (N = 255)

			95% CI	
Year	*M*	*SD*	*LL*	*UL*
First Year (*n* = 128)	1.94	0.52	1.85	2.03
Second Year (*n* = 127)	2.07	0.54	1.97	2.16

Note. $t(253) = -1.90$, $p = .06$. CI = confidence interval, *LL* = lower limit, *UL* = upper limit.

Differences in Student Effort

The difference in the Student Effort composite variable between first-year and second-year students was analyzed. Table 15 denotes the results of that analysis. No significant difference between the two groups for this composite variable, $t(254) = -0.76$, $p = .45$, was identified. Second-year students showed a higher level of engagement in student effort ($M = 2.44$, $SD = 0.77$) than did first-year students ($M = 2.36$, $SD = 0.84$), but the difference was not significant. Means represent that on average, student effort activities fell in the *sometimes* to *often* range.

Table 15

Descriptive Statistics for t-Test, Student Effort by Class Standing (N = 256)

			95% CI	
Year	*M*	*SD*	*LL*	*UL*
First Year (*n* = 129)	2.36	0.84	2.22	2.51
Second Year (*n* = 127)	2.44	0.77	2.31	2.58

Note. $t(254) = 0.76$, $p = .45$. CI = confidence interval, *LL* = lower limit, *UL* = upper limit.

Differences in Academic Challenge

In Table 16 the results are depicted for the analysis of the differences between first-year and second-year students for the Academic Challenge composite variable. As with the other analyses of the engagement variables, there was no statistically significant difference between first- and second-year students for academic challenge, $t(256) = -0.93$, $p = .35$. Second-year students showed a higher level of engagement in academic challenge ($M = 3.08$, $SD = 0.51$) than did first-year students ($M = 3.02$, $SD = 0.54$), but the difference was not significant. On average, the means demonstrate that academic challenge levels fell in the *quite a bit* to *challenging* range.

Table 16

Descriptive Statistics for t-Test, Academic Challenge by Class Standing (N = 257)

			95% CI	
Year	*M*	*SD*	*LL*	*UL*
First Year (*n* = 130)	3.02	0.54	2.92	3.11
Second Year (*n* = 127)	3.08	0.51	2.99	3.17

Note. $t(256) = -0.93$, $p = .35$. CI = confidence interval, *LL* = lower limit, *UL* = upper limit.

Differences in the Amount of Student-Faculty Interaction

The analysis for the difference in the amount of student-faculty interaction between first- and second-year students can be found in Table 17. Again, no significant difference in the two student cohorts was found for this variable, $t(252) = -1.56$, $p = .12$. Second-year students showed a higher level of engagement in student-faculty interaction ($M = 2.34$, $SD = 0.60$) than did the first-year students ($M = 2.22$, $SD = 0.59$), but the difference was not statistically significant. Overall, the means denote that, on average, that student-faculty interaction levels fell in the *sometimes* to *often* range.

Table 17

Descriptive Statistics for t-Test, Student-Faculty Interaction by Class Standing (N = 254)

			95% CI	
Year	*M*	*SD*	*LL*	*UL*
First Year (*n* = 129)	2.22	0.59	2.12	2.33
Second Year (*n* = 125)	2.34	0.60	2.23	2.45

Note. $t(252) = -1.56$, $p = .12$. CI = confidence interval, *LL* = lower limit, *UL* = upper limit.

Summary

This chapter described the findings of the study. A total of 268 nursing students participated; 36 students identified as male, 226 students identified as female, and 6 students did not provide identification of gender. The nursing program's enrollment consisted of approximately 400 students, so the participants in the study represented 67% of the enrollees. Of the 268 students, 133 students were in the first year of the nursing program and 129 students were in the second year of the program. Six students did not identify their program status. The ethnic backgrounds of the students were, in descending order of frequency: Caucasian; Spanish, Hispanic, Latino, or Mexican; Black or African-American; Asian; Other; and Native American. The youngest participants were 20 to 21 years of age, while the oldest participants were 50 to 64 years of age. Participants mostly identified within the 25-29 and the 30-39 year age groups.

The first research question explored the relationship between engagement and incivility in nursing students with the use of Pearson product-moment correlation coefficient statistical analysis. Figure 2 provides a graphic illustration to assist with the immediate comprehension of the significant and non-significant findings for Research Question 1. Several significant relationships between the variables were identified. First, there was a positive significant relationship between the composite variables of Active and Collaborative Learning (ACL) and Consideration of Disruptive Student Behavior (CDS), $r = .22$, $p < .001$. This result suggested that as students' engagement through active and collaborative learning increased, student behaviors that the students considered to be disruptive increased. There was no significant relationship, however, between the amount of disruptive student behavior that the participants experienced or observed in the last 12 months (EDS) and the engagement activities of active and collaborative learning.

Analyses of the first research question also suggested that there was a positive significant relationship between the CDS incivility variable and the composite Student Effort variable of engagement (SE), $r = .22$, $p < .001$. There was also a significant positive correlation between CDS and the composite construct of Academic Challenge (AC), $r = .21$, $p < .001$.

The last set of analyses performed for Research Question 1 involved the engagement variable of Student-Faculty Interaction (SFI) with the incivility constructs. There was a positive significant relationship between CDS and SFI, $r = .20$, $p < .001$. Therefore, this first research question did suggest that there was a relationship between certain constructs of student engagement and incivility.

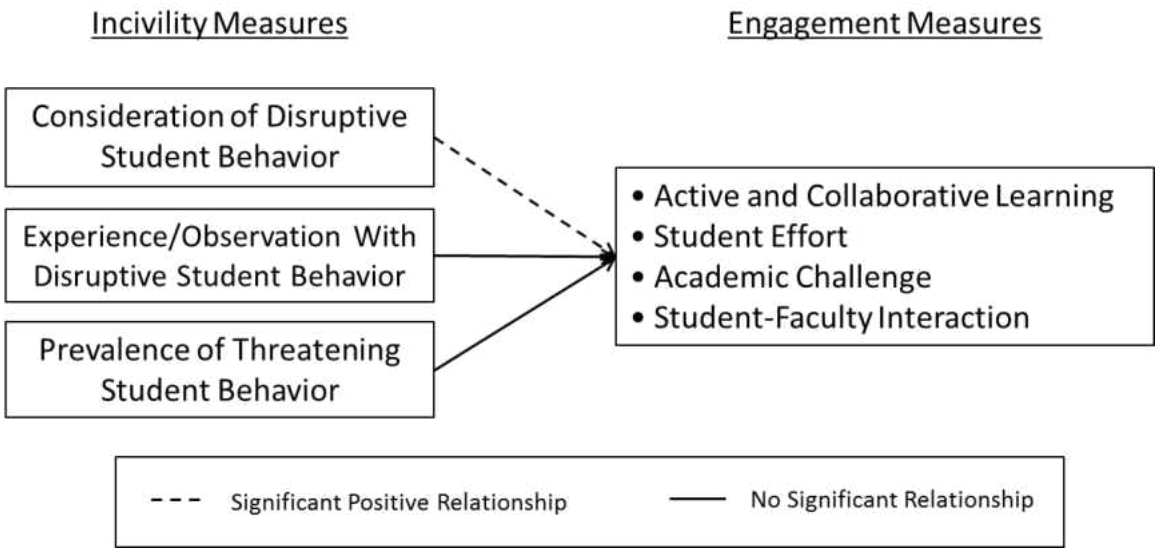

Figure 2. Summary of relationship significance between incivility and engagement measures for Research Question 1.

The second research question investigated if there was a difference in the incivility metrics between first- and second-year nursing students. Based on the three metrics (student behavior considered to be disruptive, the amount of disruptive student behavior experienced or observed, and prevalence of threatening student behavior) no significant differences were identified between the two student cohorts. In other words, the data did not suggest that there are differences in either the consideration of seriousness of incivility or the amounts of student incivility experienced between first- and second-year students.

The second research question also involved the responses from a multiple choice question on the INE. The question asked participants to identify the extent to which they thought incivility was a problem in nursing academia. Both first- and second-year students had statistically similar mean ranks for this question with their responses,

indicating that there was no significant difference in the two groups' responses. An arithmetic mean of the total participants suggests that students perceive incivility in nursing programs to be of a mild to moderate problem, overall.

The third research question addressed whether there were differences in the amount of engagement between first- and second-year students. The engagement variables addressed the constructs of active and collaborative learning, student effort, academic challenge, and student-faculty interaction. Independent *t*-tests confirmed that there were no statistically significant differences in the means of any of the engagement items between the two student groups. Hence, the data for this study suggests that there is no difference in the amount of engagement levels between first and second year students.

Survey findings will be explored in Chapter 5. Additionally, the researcher will denote the limitations of the study, suggest implications for practice and policy, and make recommendations for future research.

CHAPTER 5
DISCUSSION

This study investigated the relationship between incivility and engagement in nursing students at a state college. In this chapter the researcher provides a brief summary of the research study, examines the results of the study in relation to the literature, discusses unanticipated results, and provides a critique of the study.

Summary of Research Study

Participants enrolled in an associate degree-granting registered nursing program were invited to participate in this study. Ultimately, 268 nursing students, representing 67% of all enrolled student nurses, formed the convenience sample for quantitative research. The study setting was a state college in Florida with an approximate college-wide enrollment of 32,000 students.

Based on survey items from the INE, three composite variables were constructed to study (a) whether certain student behaviors were considered to be disruptive, (b) how often these student behaviors were experienced or observed in the past year, and (c) whether certain possibly threatening student behaviors had been experienced in the past year. Also from the INE, participants were asked the extent to which they considered incivility to be a problem in the nursing academic environment. The exploration of student engagement was conducted with the CCSSE Student Course Feedback Form. Again, composite variables were developed to address engagement in the areas of active

and collaborative learning, student effort, academic challenge, and student-faculty interaction.

The research questions that explored in this study were the following:

1. Is there a relationship between student engagement and nursing student incivility at a state college in Florida?
2. Does the amount of student incivility differ between first year and second year nursing students?
3. Does the amount of student engagement differ between first year and second year nursing students?

These research questions were developed after conducting a comprehensive review of the literature concerning both student incivility and engagement in higher education and nursing programs. Although research has been done on the relationship between incivility and student engagement in the general higher education environment (Astin, 1984; Boice, 1996; Hirschy & Braxton, 2004; Levine, 2010; Pace, 1984; Tinto, 1975), there is no reported research on these two constructs in nursing education. Therefore, this study was well-timed in its potential to add to the emerging research on student incivility.

Findings and Discussion

Research Question 1

In Research Question 1 the relationship between engagement and nursing student incivility was examined through the use of Pearson correlation analyses. There was a correlation between the majority of composite engagement variables and incivility,

especially in the area of considering which listed behaviors were disruptive or uncivil. Students who had higher levels of active and collaborative learning perceived more of the listed student behaviors to be disruptive or uncivil. Students who documented greater student effort and those who showed higher degrees of academic challenge also viewed more of the listed student behaviors as being disruptive. Additionally, those participants who had displayed more student-faculty interactions identified more of the student behaviors as being disruptive

Faculty members inherently know that engaged or involved students are more attentive and focused and tend to be less tolerant of the behaviors identified in this research question. Conversely, those students who are not engaged have a tendency not to intellectually connect with faculty and peers and become bored or indifferent to learning, thus promoting uncivil behavior. The literature supports not only these anecdotal thoughts, but also the results of this study. Hirschy and Braxton (2004) reported that students who frequently experience or observe incivility in the higher education classroom setting may be less engaged. These two researchers also noted that unruly behavior in the classroom environment damages student-faculty interactions. Both Astin (1984) and Pace (1984) described the effects of involvement on student incivilities. They concluded that the involvement that forecasts student success creates a high degree of student effort and academic challenge. Pascarella and Terenzini (1991) and Tinto (1975) made similar conclusions with their respective research.

Additionally, the results of the current study confirm the suppositions of Astin's Theory of Student Involvement (1984), one of the theoretical frameworks used to guide

the study. Astin described his theory as "students learn[ing] by becoming involved" (p. 133). He suggested that a major part of involvement is determined by the institutional environment that students encounter (Pascarella & Terenzini, 2005). The classroom environment, the focus of this current study, certainly is a subset of the institutional environment discussed by Astin. Study participants with higher levels of engagement or involvement perceived more classroom behaviors to be uncivil, thus documenting that involvement and behaviors in the classroom environment are related. Furthermore, when reviewing specific factors that increase involvement in students, Astin asserted that frequent student-faculty interactions were gratifying to students and had a positive effect on their involvement.

A critique of Astin's Theory of Student Involvement in relationship to this study is that the theory is nonspecific as to the types of academic institutions. In this study, the setting was a state college that had operated as a two-year, community college for over 40 years. The participants in the study were enrolled in an associate degree program. Although the broad construct of involvement that Astin used to develop his theory may have provided an uncomplicated look at engagement, perhaps an evolving view of engagement was more appropriate for this current research.

The finding of this study partially support the work of Flaherty (2011), who reported that active and collaborative learning and student-faculty interactions were positively related to professionalism in pharmacy students. Although professionalism was not the concept examined in this research, one can appreciate the similarities between professionalism and the amount of perceived uncivil or disruptive behaviors.

Meyers (2003) posited that by creating learning communities in the classroom that encourage student engagement, classroom conflicts and unruly behaviors could be reduced.

The findings for Research Question 1 help underscore the constructs demonstrated by Clark's Conceptual Model for Fostering Civility in Nursing Education (2008a), in which she portrayed engagement opportunities as having a role in civility. These opportune moments, if managed successfully, can decrease incivility. Student-faculty interaction is the main engagement event that Clark discussed in the model. Through the use of effective conflict resolution when issues arise in the classroom, Clark believed that student-faculty interactions were more fruitful. The findings of this study support Clark's theoretical model by documenting that engaged students, through their interaction with faculty members, consider more behaviors that have previously been cited as uncivil in the literature as being uncivil or disruptive in their eyes as well. Figure 3 depicts the addition of the relationship between engagement and incivility to Clark's model.

As a critique of Clark's model, the concept is very generic to all levels of nursing students. Are the differences in community college nursing students versus those at a four-year residential university adequately represented by the model? With the research on community college student demographics (Bailey et al., 2004; Nakajima, Dembo, & Mossler, 2012; Porchea, Allen, Robbins, & Phelps, 2010) showing a marked dissimilarities between the two- and four-year students, the model fails to address those important factors.

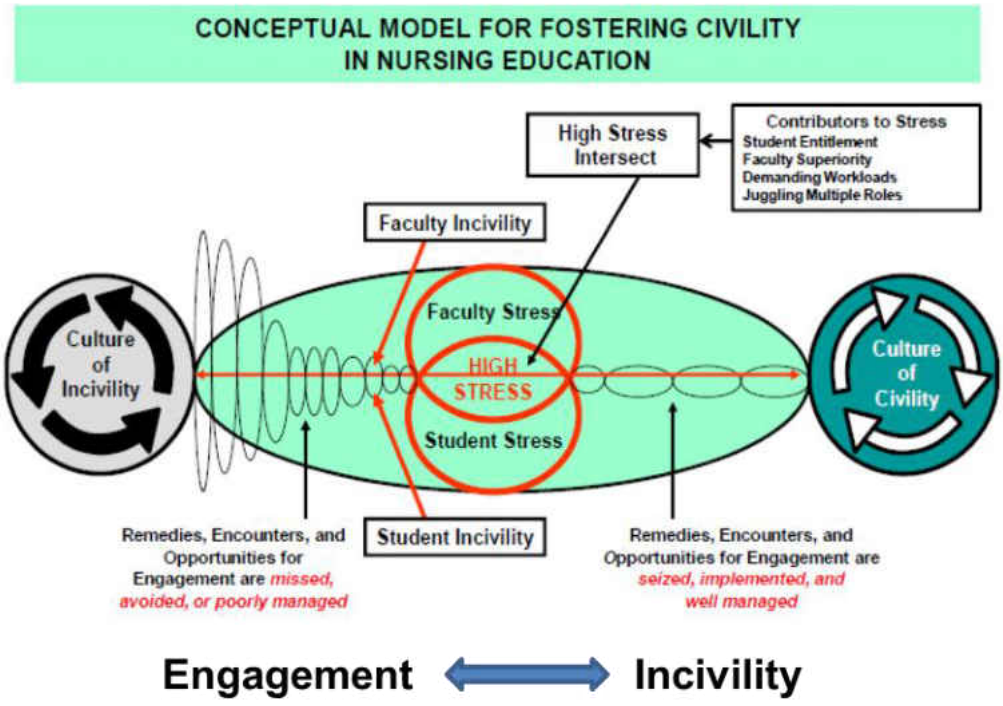

Figure 3. Conceptual model linking engagement with fostering civility in nursing education. From "The Dance of Incivility in Nursing Education as Described by Nursing Faculty and Students" by C. Clark, 2008a Advances in Nursing Science, 31, p. E49 Copyright 2008 by Wolters Kluwer Health. Reprinted with permission.

The individual activities rated by students as being considered the most disruptive in nature were comparable to what has been reported in the literature. For example, Clark (2008a) found that the students considered computer use unrelated to class, holding distracting conversations, and being unprepared for class as the most recognized uncivil behaviors. Additionally, Clark recounted that holding distracting conversations ranked in the most frequently experienced or observed by students. Equally, Clark et al. (2009), in a study of 406 students mostly in an associate degree-granting nursing program, reported

that participants cited holding distracting conversations as one of the five most prevalent potentially disruptive behaviors and the most frequently experienced in the past 12 months. Lashley and de Meneses (2001) stated that approximately 98% of the respondents in their study related that rude behavior such as talking during class was a problem in the nursing classroom. Clearly, there is a concern about classroom behavior that has been recognized by the literature and by this study.

Most importantly, the positive relationship that was shown between engagement and incivility in nursing students in this research question has not been identified in the nursing education literature. The addition of this finding will add to the continuing inquiry of factors that affect incivility and guide practice toward lessening its toll.

Research Question 2

Research Question 2 investigated if there was a difference in the amount of incivility between first- and second-year nursing students. Analysis of this research question was completed with the utilization of independent t-tests of the composite incivility variables. The findings deduce that there was no statistically significant difference in the amount of incivility between the two student groups. Though not significant, the mean differences between first- and second-year students were as follows. For the composite variable of student behaviors considered to be disruptive or uncivil, the first-year students ($M = 2.43$, $SD = 0.62$) did show a slightly higher level of consideration of the behaviors as being disruptive than did their second-year counterparts ($M = 2.35$, $SD = 0.60$). Additionally, first-year students' perception of having experienced or

observed disruptive behavior in the past year was higher (M = 2.64, SD = 0.47) than was that of second-year students (M = 2.60, SD = 0.43). Finally, first-year students (M = 2.23, SD = 2.04) documented a greater prevalence of different threatening behaviors than did second-year students (M = 1.91, SD= 1.82). Again, none of these differences were statistically noteworthy. The lack of statistically significant differences complements the literature's documentation that other demographics have not been found to correlate with the perception and amounts of uncivil behaviors experienced (Gallo, 2012).

Continuing with analysis of the incivility in nursing academia, students were asked to rank the extent of incivility being a problem in the nursing environment. Answer choices ranged from 1 (*no problem at all*) to 4 (*serious problem*). Results revealed that there was no statistically significant difference between first- and second-year students in their perception of an incivility concern. The mean for all participants' responses was 2.23 on this 1-to-4 scale. About 65% of students indicated that, overall, incivility was a mild to moderate problem. Approximately 10% of students considered incivility to be a serious problem.

Study findings somewhat align with the literature concerning the degree of incivility in nursing academic environments. Lashley and de Meneses (2001) described student nurse incivility to be a mild to severe problem. Clark (2008a) concurred, relating that students perceived incivility to be a moderate to severe concern. Luparell (2011) did not quantify the degree of student incivility but stated that it has become a problem in nursing education.

Although Research Question 2 did not identify any differences in the amount of incivility between the two student groups, the additional analysis of the ranking of students' opinions of incivility as a problem in the nursing program was thought-provoking. Incivility is a concern as documented by the students' responses and reinforced by the literature. The prevention and management of incivility in nursing programs will be discussed in the implications for practice and policy section of this chapter.

Research Question 3

Research Question 3 asked if there was a difference in the amount of student engagement between first- and second-year nursing students. This analysis was performed utilizing independent *t*-tests for the composite engagements variables. Similarly to Research Question 2, there were no significant mean differences in the amount of expressed engagement between the two groups of students.

Interestingly, although not statistically significant, second-year students had higher engagement means in each of the four engagement areas. In terms of the Active and Collaborative Learning variable, second-year students ($M = 2.07$, $SD = 0.54$) did show a higher application of these activities than did first-year students ($M = 1.94$, $SD = 0.52$). Likewise, second-year students ($M = 3.08$, SD = 0.51) demonstrated a higher degree of activity in pursuing the activities associated with the Academic Challenge variable than did first-year students ($M = 3.02$, $SD = 0.54$). Second-year students ($M = 2.34$, $SD = 0.60$) also had more student-faculty interactions as compared to their first-year

peers (M = 2.22, SD = 0.59). Lastly, second-year students (M = 2.44, SD = 0.77) had slightly higher engagement mean scores over first-year students (M = 2.36, SD = 0.84) in the activities comprising the Student Effort activities. Again, these disparities were not statistically significant.

Unlike the results of this study, the literature confirms that there are significant differences in engagement between levels of higher education students (Kuh, 2003; Pascarella & Terenzini, 2005; Pike & Kuh, 2005; Pike et al., 2003). For example, Pike et al. (2003) concluded that first year students demonstrated great differences from other students in terms of the Student College Experience Survey, which contains elements of student involvement. Pascarella and Terenzini (2005), as well as Pike and Kuh (2005), also expounded on the differences between these types of student categories by stating that engagement increases during the students' time in the collegiate atmosphere.

Several authors have also conveyed comparable findings among the subpopulation of nursing students (Bruce, Omne-Ponten, & Gustavsson, 2010; Popkess & McDaniel, 2011). Popkess and McDaniel (2011) reported that the mean scores of upper-level nursing students were significantly higher than those of first-year students in the engagement areas of academic challenge, student-faculty interaction, and active and collaborative learning. Bruce et al. (2010), in a study of Swedish nursing students, reported that active engagement increased significantly each year of the nursing program. In their study, Bruce et al. defined active engagement as the dynamic participation in learning activities and the motivation to study and succeed. This definition could be

roughly related to the Active and Collaborative Learning, Academic Challenge, and Student Effort composite variables used in the study.

These results lead to a greater desire to determine what may be some of the factors that prevented this study's findings to conclude that there were no differences in engagement between first- and second-year nursing students. The study setting was a state college that recently (in the past five years) evolved from a community college. Most of the research in student engagement has been focused on the four-year college or university, including the majority of research quoted in this dissertation (Marti, 2008; Pascarella & Terenzini, 2005; Townsend, Donaldson, & Wilson, 2004). Marti (2008) contended that community college students, like the participants in this study pursuing an associate's degree in Nursing, may have much different levels of engagement due to the student demographics of the community college population. Gibson and Slate (2010) contended that community colleges have different mission statements and appeal to a different type of student than do universities. Hence, the differences may be a result of the fact that the predominant research has taken place at four-year institutions rather than in community college settings

Unanticipated Results

Upon review of the three research questions' findings, several unanticipated results were realized. First, there was a perception by the researcher that a difference existed in the amounts of both engagement and incivility between first- and second-year students. The researcher believed that first-year students are more civil and more

engaged than second-year students. These misconceptions were based on anecdotal observations of the two student groups as well as formal interactions between the researcher and the students. Also, the literature confirmed that there are differences between student standings with respect to engagement, which increases the longer that a student is enrolled in the institution (Bruce et al., 2010; Kuh, 2003; Pascarella & Terenzini, 2005; Pike & Kuh, 2005; Pike et al., 2003; Popkess & McDaniel, 2011)

Another unexpected finding was that overall, students indicated their consideration of incivility as a mild to moderate problem. The literature documented student incivility to be a moderate to severe concern. This nursing program does address incivility and unprofessionalism from the first encounter with students at orientation, at the beginning of every course, in the student handbook, and on all clinical evaluations. It is possible that these interventions have had an effect on the amount of student incivility denoted by the study results.

Critique of the Study

When reviewing the current study, a critique of possible confounding variables is necessary. The first appraisal concerns the data collection as a possible confounding variable. It is possible that the timing of the data collection, which occurred at the end of a semester, could have had an effect on the data results. Although the engagement tool is designed for being delivered at the end of a course, it would be of interest to determine whether results would differ if students have not already intellectually or emotionally moved on to focusing on the next term. The utilization of the portions of the CFF that do

not address specific end-of-course evaluation items and timing the data collection for mid-way through the semester may eliminate the potential for this "moving on" effect.

Another possible confounding variable may involve the researcher, who holds the position of associate dean at the study setting's nursing program. Due to this factor, it was possible that student responses were biased either positively or negatively because of the researcher's role at the institution. For example, students may have intentionally skewed responses, either in an attempt to satisfy the researcher or because of the perceived power of the dean over the students.

Continuing with the evaluation of possible muddling variables about incivility, this nursing program takes a very proactive approach to addressing incivility. For example, all incoming students attend a pre-program boot camp where professionalism and civility represent core topics. Also, as discussed previously, each course syllabus, all clinical evaluation tools, and the student handbook have included professionalism and ethics components. For these reasons, incivility reporting data may not serve as an accurate representation of the situation at other associate degree-granting nursing programs.

Next, when critiquing study results, there were no differences identified in engagement between first- and second-year students. The established construct of engagement could serve as a possible reason for the non-significant results. To expound on this hypothesis, it is important to determine whether engagement or involvement are respective concepts that can be measured within institutions, whether a state or community college, where all students are commuters. Although the literature has

confirmed that this concept is applicable for commuter students with some modifications, it is perhaps time to identify a different conceptual base for these students. A further discussion of this hypothesis is presented in Chapter 6.

Continuing with thoughts about the construct of engagement in state and community college students, the study's theoretical framework, based on Clark's Conceptual Model for Fostering Civility in Nursing Education (2008a) and Astin's Theory of Student Involvement (1984), may have impacted the findings. As previously stated in Chapter 2, the framework details the effect of engagement on incivility. Considering the premise that engagement or involvement is different for commuter students, the models that shaped the theoretical framework should have perhaps included a specific element addressing these unique students. Astin's theory, which was developed in 1984, may indicate a greater disconnect due to the sharp rise in the number of students enrolled in community and state colleges since the formation of the theory. The students themselves have changed in this time, as well. In community and state colleges, nontraditional students have become the norm (Saenz et al., 2011). Students at these institutions are more likely to be part-time students, work full-time, be first generation college students, not claim parental dependence for financial support, have families, and identify as ethnic minorities (Hagedorn, 2010; Lamkin, 2004).

Last but not least, the lack of significant differences in engagement between the two student cohorts may perhaps be due to maturity level of the participants. Nursing students are perceived to be the "cream of the crop" at the institution in which the study took place, earning grade point averages much higher than those other degree-seeking

students. These students, selected on the basis of strict admission criteria, receive extensive advising and orientation that is not common to the general student body population. The possibility exists that these participants may have produced unique results.

CHAPTER 6
IMPLICATIONS FOR PRACTICE, POLICY, AND RESEARCH

This chapter will explore practice and policy implications at a departmental and institutional level, in the workplace, and with professional organizations. With the understanding that practice and policy are interwoven, these two areas will be addressed together. At a departmental level, the discussion will focus on faculty, teaching and learning, and curriculum. The institutional suggestions will relate to the culture of the institution, guidelines and policies, and allocation of resources. Workplace implications target the students' transition into the employment setting. Recommendations for professional organizations will focus on needed guidelines, research, pilot studies, and dissemination of information.

Also included in this chapter is a discussion of engagement as it relates to the unique demographics of community and state college students. The researcher introduces a new conceptual idea of involvement and engagement through the lens of this population. Lastly, the limitations of the study and suggestions for future research are discussed.

Practice Implications for Incivility

Although this study did not identify a difference in the amount of perceived incivility between first- and second-year students, the students indicated that incivility in nursing academia was a mild to moderate concern. Study findings also documented what student behaviors were thought to be the most disruptive, the prevalence of these

behaviors, and the incidence of threatening student behaviors in the study setting. Incivility, whether in higher education or the specific area of nursing programs, will not abate without a concerted effort between practice and policy.

Incivility Implications for Departmental Practice and Policy

From a practice perspective, an atmosphere of mutual respect between students and faculties is essential. Many of today's students do not have adequate interpersonal skills, nor can they demonstrate the ability to communicate effectively. Therefore, it is essential to teach these life skills through planned learning strategies, role modeling, and established expectations of behavior. In an example of creating these strategies, the nursing program focused upon in the current study uses group projects and interdisciplinary activities as a means for students to learn not only course concepts, but also the necessary interpersonal skills required for effectively working in teams. By working with others, the concepts of communication, conflict resolution, and an understanding of group dynamics are learned to enhance civility and professionalism.

Another example of a technique used by the study site to teach students professionalism and interpersonal skills occurs in the clinical environment. Rather than being assigned to care for patients, a student's clinical objective in a given week is to record acts of both professionalism and unprofessionalism observed in the healthcare setting. The student then discusses these observations with other students in the post-clinical conference as a means to reflect on the event itself, the positive or negative consequences of the act, and, if necessary, methods to better address the situation.

Incivility sometimes results from students' misunderstanding of what is expected of them, what is considered to be appropriate behavior, and how the expectations are evaluated. Course and program outcomes should incorporate not only theoretical knowledge objectives, but also behavioral outcomes that reflect professional standards. Identifying behavior standards such as attendance, promptness, appropriate use of computers in the classroom, and what is considered to be suitable classroom conduct may help students to have a better understanding of expectations.

Professional behavior should be as important in student evaluation as theoretical knowledge. The definition of civility needs to be extended to include the ANA Code of Ethics (2001), in which professional relationships, behaviors, respect for human dignity, and altruism are vital attributes of nurses. Based on those ideals, unprofessional behavior, whether in a classroom or clinical setting, should be a basis for student failure. In severe cases, such activities should bring forth dismissal from the program. For example, having a course outcome and evaluation component that addresses the student's ability to foster therapeutic or effective relationships with professional peers demonstrates the importance of collegiality and professional demeanor.

In nursing education, professional behaviors should be a part of every clinical evaluation tool. Similarly, a rubric used to grade student involvement in a group project could incorporate components of professionalism and civility into the curriculum. With the inclusion of behavioral expectations and evaluation of those expectations, the magnitude of maintaining professionalism and civility is apparent to all.

Lastly, the literature suggests that nursing students' sense of powerlessness may be a factor in inciting incivility (Clark, 2008a). A process where students are included in decision-making can give them a voice and decrease their sense of powerlessness. The inclusion of student representatives at curriculum meetings or having scheduled open discussions between students and the dean may facilitate students' feelings of power. Equally important is how students perceive the quality of student-faculty interactions. Rigidity or unbending faculty behaviors will only complicate students' feelings of helplessness.

Incivility Implications for Institutional Practice and Policy

In communication as widely recognized as the institution's mission statement and as personalized and specific as each course syllabus, civility and respectful interactions should be addressed. Creating the expectation of civility as the culture of the institution is a fundamental step toward achieving it. However, creating the expectation is only the beginning of the process. The institution must then have the structure and resources in place to promote the concept and address breaches of incivility.

Setting ground rules for behavior during students' first interaction with higher education reinforces the institution's commitment to an environment of mutual respect. The message of civility and respect should be incorporated into the collegiate environment through media such as posters, videos, blogs, and Web pages. By continually repeating the message in different formats and voices, the importance of civility can be enhanced.

Additionally, assertive administrative guidelines that clearly define the consequences of incivility and the necessity to conform to those guidelines are needed to address uncivil behavior. Student codes of conduct are necessary to denote the mandates of behavior and the process for addressing violations of the code. The office in charge of student services must have the fiscal and human resources to both market civility and enforce its related guidelines. In addition to policies that deal with incivility, the process for addressing breaches must be clearly articulated to faculty, staff, and students. Individuals who report an uncivil act should feel confident that the incident will not be ignored and that there will not be repercussions for reporting the occurrence of the incident.

Finally, all college employees, from custodial staff to faculty to the president, must be trained in what is considered to be civil behavior, why the culture of civility and respect is needed, how to recognize factors that may lead to uncivil acts, and how to intervene when these behaviors occur. Without such training, the college faculty and staff may not have the tools needed to promote the concept. These individuals must serve as role models of professional behavior at all times. From interactions with students and colleagues to general communication and demeanor, all college employees must set the standard of civility and respectful behavior.

Incivility Implications for Workplace Practice and Policy

It is essential that the clinical setting be included as a place where civility and respectful behavior is required at all times. Nursing programs and healthcare facilities

must partner to ensure that clinical experiences are exemplars of professional behavior. Not only should students act professionally, but they must also experience professionalism when interacting with the healthcare team. Healthcare organizations should offer established guidelines denoting how student preceptors are selected and oriented. Preceptors, who are staff nurses that participate in students' clinical education, must understand the implications of their important collective role in the development of future nurses. The provision of a financial incentive for assuming the role of a preceptor may help to signify the value of the responsibility.

As a part of the transition from academia to practice, nursing deans and healthcare organizations need to establish communication methods to identify concerns about breaches of professional behavior that they may witness among students post-graduation. Through this line of communication, teaching and learning strategies can be initiated to combat specific behaviors before students enter the workplace. In turn, nursing educators must convey acts of incivility by staff observed during clinical experiences to healthcare administrators in a similarly established form of communication. The partnering between academia and practice to eliminate incivility in healthcare could be effective if a sense of openness and purpose can be established.

Incivility Implications for Professional Association Practice and Policy

Professional associations and organizations such as state boards of nursing, the National League for Nursing (NLN), the American Nurses Association (ANA), and the regional college accrediting agencies must also have the same firm commitment to ensure

a culture of civility and respect. State boards of nursing who are charged with monitoring nursing education programs must develop methods to assure that civility and professionalism are components of curriculum and evaluation. Although registered nursing professional organizations like the NLN and ANA have codes of ethics and position statements about professionalism, these large national associations must do more to safeguard civil and ethical behavior. Resources for pilot studies and intervention programs should be a part of their annual budgets. Scholarly publications and links to resources should be available at no cost to all stakeholders. Specific program and institutional accreditation agencies such as the National League for Nursing Accrediting Commission and the Southern Association of Colleges and Schools must include professional behavior outcomes as criteria in the approval process. With a concerted effort between academia, practice, and professional organizations, incivility can be addressed.

Practice and Policy Implications for Engagement

Engagement Implications for Departmental Practice and Policy

With the findings of this study showing a relationship between incivility and engagement in nursing students, nursing programs must increase student engagement or involvement as one strategy to decrease uncivil behavior. However, enhancing student engagement may not be a simply-executed task. Nursing administrators have been challenged to increase enrollments to address the current and projected shortages of registered nurses. Larger numbers of students may have an untoward effect on

engagement. The literature describes such a relationship between class size and student involvement (Leufer, 2007; Schaefer & Zygmont, 2003; Yazedjian & Kolkhorst, 2007). With this negative relationship documented between the number of students in a course and engagement, how can the mandate for more students be handled? Ideally, the most optimal way to handle the increased numbers of students would be to schedule more sections of each nursing class. However, with the national faculty shortage (AACN, 2012; Luparell, 2003) and the fiscal restraints imposed in higher education, this approach is unrealistic. Therefore, the key directive for educators is to find ways to maximize engagement in larger student classes. Two engagement areas, active and collaborative learning and student-faculty interactions, seem to be the most straightforward to enhance.

Innovative teaching and learning strategies can be implemented in fiscally responsible ways. For example, in the nursing program focused upon in the current study, team teaching and the use of instructional assistants are utilized to engage students in more interactive and collaborative learning. Faculties work as teams, so that the faculty member who is the content expert coordinates subject matter presentations in his or her area of specialty. Therefore, teaching and learning strategies are focused on the important themes that students know. By doing so, these strategies are seen as more valuable to students and participation is enhanced. From a budgetary standpoint, expertise in the content area decreases time-on-task for the faculty member and frees them to use their energies in other ways.

Instructional assistants, while not routinely used in community college settings, have been shown to be effective at the institution of focus in the current study. The

assistants, who are compensated at much less of a cost than are faculty, support faculty members by performing nonacademic duties such as setting up and proctoring exams, providing printing and postings for a course, maintaining grade books and records, and scheduling course-related activities. Although these duties are not necessarily classified as engagement activities, the organization and smooth operation of a course enhances student perceptions of the institution and the faculty members. Therefore, engagement is heightened in an indirect fashion.

Active learning and collaboration occurs in many venues and through many means. As an illustration, the use of classroom response systems has been shown to involve students in both theory and skills-based lab settings. The anonymous participation that classroom response systems provide may afford students with the means to connect to the material in a way that is less intimidating to them. Classroom response systems are fairly inexpensive and can be added to student fees so that financial aid can be used. Another method that can be expanded at the study site to increase student involvement involves the use of video cameras to bring live feeds from the skills lab into large lecture halls. Although this approach can be somewhat expensive, the broadcasting of skills and simulation interspersed with theory content in the classroom can augment active learning. With some thought, active and collaborative learning activities can be intensified in classes with many students.

Next, student-faculty interaction has shown to be a factor in engagement (Astin, 1984; Flaherty, 2011; Pascarella & Terenzini, 2005). Again, with the increasing numbers of nursing students and the lack of program funding, there may be even less of a

possibility to maintain this kind of interaction. It is vital that student-faculty interaction continues, but the question remains as to how to achieve this goal. The key may lie with the importance of this vital aspect of engagement being practiced in imaginative ways. Interactions can take place through many formats. The use of technology can assist with student-faculty interactions by increasing faculty presence in a different fashion. For example, course discussion boards and individual chats can assist with student-faculty communication. Software that enables faculty to have virtual office hours may increase faculty availability for students. The participants at the study site were given a set of headphones with a microphone attached as a part of their lab supplies. This low-cost equipment enables students to communicate with faculty remotely during virtual office hours or with web enhanced courses.

Another example of using technology to increase interaction is through the use of virtual tutoring services purchased by the institution. These services, which can be funded through student activity or distance learning fees, give students access to tutoring assistance in basic writing or math skills that may be a part of their coursework. Although not designed for interaction with specific course faculty members, the services do provide interactions with a scholarly source and may increase students' sense of involvement.

As a last example of the study site's use of technology to encourage engagement, the nursing program has piloted the use of online student clinical evaluations and reflective journaling. By utilizing this virtual evaluation system, students not only receive prompt feedback about their performance, but also have an opportunity to write

their thoughts on the experience in an online blog-like format to their instructors. The technology allows improved, insightful, and timely communication between students and faculty. Regarding all of these proposed uses of technology to encourage improved student-faculty interaction, it is critical to recognize that the technology must not be overwhelming to either students or faculty members. Therefore, the institution's instructional technology services are vital to the success of these innovative strategies.

Engagement Implications for Institutional Practice and Policy

From a policy approach, several ideas exist for intensifying engagement. First, the institution as a whole must understand the concept of engagement in terms of the student population, the importance of engagement, and the measurements of the concept; then, they must commit to valuing and supporting engagement. These guiding principles could be incorporated in the institutional mission or strategic plan. The principles are then operationalized into every department or division where the majority of student interactions occur.

Student services areas must have the funding to reach students in different ways. Community and state college students are much different than those at a four-year residential university. Their needs, particularly those that are financial, academic, or child care-related, may make the concept of engagement a myth for them. These students look for services that help them to manage day-to-day issues. For example, their concerns do not involve athletic events and joining clubs; rather, they are worried about how to pay for a needed textbook or how to talk to the academic counselor during their

limited, evening-centric time on campus. Student services departments must provide necessary services when the students actually need them. Further implications regarding this topic will be discussed later in this chapter.

Next, faculty performance evaluations should hold engagement projects and activities in as high a regard as research and service. Administrative and personnel guidelines that highlight the importance of creating student involvement opportunities will demonstrate the institution's commitment to engagement.

Lastly, surveys that measures amounts of engagement in multiple ways need to be routinely administered and reported as ongoing methods of institutional effectiveness. The results should be used as a basis for developing sound educational practices that detect areas for improvement in programs and student services.

Engagement Implications for Workplace Practice and Policy

Although engagement is considered to originate in academic environments, a component of engagement in many courses or programs occurs in the workplace. For example, health care students have clinical experiences, while business students intern in the community. Therefore, the concept of engagement extends far beyond the walls of the institution. Students who interact with employees in the workplace need to feel a sense of connection with those individuals and to the organization. If not, the experience or internship will not be as successful in encouraging engagement. In order for this sense of connection to occur, the workforce must be willing to become a true learning partner by creating an environment where the students feel welcome. Corporations and academia

need to work together to build guidelines for the role of the student, the expectations of the employee, and the evaluation of the student's success. Building a mentoring-type relationship between employee and student should encompass as much of the goal of the experience as the real-life knowledge learned. Through purposeful partnering between academia and the workforce, students' sense of involvement can be enhanced.

Engagement Implications for Professional Association Practice and Policy

Professional organizations such as NSSE and CCSSE must recognize that engagement is a dynamic concept. The conceptual meaning fluctuates from student to student and from institution to institution. It is important that these organizations continue to study vagueness of engagement and look to new models in an attempt to gain a better understanding of the construct. Through this insightful research, new and evolving best practices may be identified. Measurements of engagement may need to be revised to include these new practices. Several articles have been written recently about the limitations of NSSE and CCSSE (Campbell & Cabrera, 2011; Gordon et al., 2008; LaNasa et al., 2009). It is perhaps time to revisit the measurement of engagement.

Secondly, professional organizations such as Association of American Universities or the American Association of Community Colleges must ensure that current engagement measurements are used for the intended purpose of institutional effectiveness. With educational policy-makers and governments at both the state and federal levels focusing attention on of indicators of student success, discussions have been initiated on how to use accountability indicators such as NSSE and CCSSE for

decision-making (Wolf-Wendel et al., 2009). Engagement results should never dictate institutional funding; rather, it should only be used as a means of quality improvement. It is the responsibility of professional organizations to continue to champion the purpose of these results with those whose intentions may not be viewed as an asset to teaching and learning.

The Construct of Engagement in Community and State College Students

The concept of engagement has developed and customarily been studied almost exclusively in four-year university settings. Even with the creation of the CCSSE instrument, which is geared to community and technical college students, the concept and measurement of engagement in this population is lacking. This premise is based on the changing student demographics seen in community and state college students. Community and state colleges, with open-door policies, provide access to students from diverse backgrounds; that face social, academic, and economic barriers; or are considered nontraditional (Bailey et al., 2004). These students commute to and from campus, usually attend on a part-time basis, work full-time, have family responsibilities, or are first generation college students. They have multiple roles and priorities that are constantly changing. Because of these fluctuating influences in their lives, the conventional concept of engagement is outdated and inappropriate for this population.

Based on this student population, a new term is needed to describe the interactions, involvement, and engagement paradigm. This researcher suggests that the term and conceptual idea be expressed as *circumstantial connectedness*. To elaborate, students have circumstances in their lives that do not allow for established engagement

activities and strategies such as clubs, athletic events, campus-based tutoring labs, face-to-face meetings with student services personnel, and frequent one-on-one interactions with faculty members. These student circumstances are always in the back of the students' minds and affect their engagement with academia. It is only when institutions keep the students' circumstances in the forefront when designing methods to address student needs that students will participate. Hence, it is the institution's mandate to create intentional encounters that accommodate students' multidimensional lives.

The word connected means a fitting together or a linking (Agnes, 2007). Community college students are looking to connect with the academic institution to help meet specific needs such as financial aid; tutoring; flexible scheduling; hybrid or online courses; and focused, concise information. If the institution can fit or link services and opportunities with the students, a connectedness will be achieved and students will be more successful. This outcome would fit appropriately with the goal of the established concept of engagement. By using a progressive concept that is more applicable to community and state college students, institutions can develop methods that student success. Figure 4 denotes the author's concept of *circumstantial connectedness*.

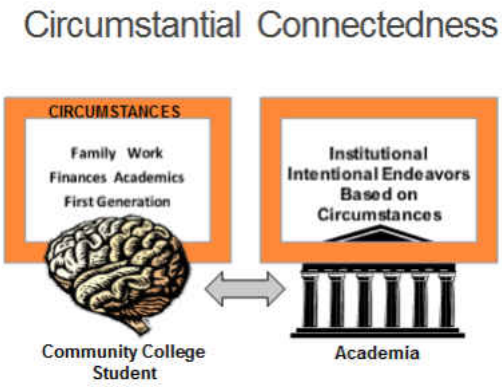

Figure 4. Model depicting the concept of circumstantial connectedness.

The question remains as to how institutions can create intentional encounters for this population. The process must begin with an understanding of their student demographics, which can evolve into the planning of strategies that address those particular student needs. To illustrate, the institution of focus in the current study schedules different nursing prerequisite courses back-to-back so that a student can take three classes in one day; most of this type of scheduling occurs on Saturdays. Because of the flexible scheduling, students have still been able to work and have had less difficulty finding child care. Additionally, student service offices are open on Saturdays to accommodate these students. The student nurse association targets these prerequisite classes to distribute information to potential members about the benefits available to them. Tables are set up to ask questions about uniforms, tutoring, costs, scholarships, and carpooling. A nursing faculty member is available in the skills lab to answer any admission questions.

As another illustration of connecting with students, the institution holds college orientation sessions that openly include parents and significant others, as many of the students are the first individual in the family to attend college. In the nursing program, a family night scheduled for first-semester students acquaints family and friends with the rigorous program, the faculty, and even the mannequins in the skills lab. The event creates family support for the students through an enjoyable occasion. As noted by the provided examples, both the institution and the nursing program have created circumstances that enable students to connect with valuable services, information, and support.

Another example of innovation that addresses student connectedness involves the use of technology to increase student success while addressing their circumstances. As previously mentioned, the multiple roles held by most community college students leaves little time for study groups or individual tutoring with faculty members. The nursing program at the study site digitally records all lectures and posts them on iTunes®. This process allows students to listen to course content during times that are not normally considered as study opportunities, such as while commuting to and from campus or during a child's athletic event. Also, students have the ability to view course videos from home rather than having to travel to campus. Every course is Web-enhanced, providing online quizzes, games, and links for studying while at home. The program posts an online hospital orientation site on the course management system that affords students the opportunity to complete mandated hospital orientation modules from home, instead of requiring students to spend 8-12 hours in a classroom. Course evaluations show that

students consider technologies such as these to be invaluable to them. Again, the planned circumstances created by the institution that address student circumstances promote connectedness.

Thus, a progressive way to describe the subjective construct of engagement in community and state college students is to first denote that interactions are based on circumstances. Through institutionally-planned circumstances that value student circumstances such as work and family commitments, academia can have an impact on connecting with this population of students. Hence, this researcher proposes that a new term for engagement in these students be designated as *circumstantial connectedness*. It is time to acknowledge a new conceptual base for connecting with community and state college students.

Limitations of the Study

This study provided an examination of the relationship between engagement and incivility in nursing students. The major limitations of the study were relative to the study population and the research design utilized. First, the study focused entirely on students in an associate degree-granting program. With approximately 57% of prelicensure nursing education occurring in associate degree programs (National Organization of Associate Degree Nursing, 2012), the findings relate only to that population rather than addressing students enrolled in baccalaureate and diploma programs. Additionally, all participants were enrolled in one program; alternatively, the study could have gathered the experiences of students in multiple different associate

degree programs. Certain practices at this institution may have affected findings. Also, it is assumed that the students' responses were based on their own encounters and that they were candid and honest in their responses.

Secondly, the research design incorporated a quantitative approach. Quantitative data was needed to examine relationships between engagement and incivility, as well as to investigate differences in student groups. However, a mixed method design utilizing both quantitative and qualitative data collection may have been more informative as the statistical data could have been enhanced by an in-depth exploration of participants' views (Creswell & Clark, 2007).

Lastly, Clark's *Incivility in Nursing Education* instrument did not define or expand upon items that may have ambiguous meanings. For example, the behavior *challenging faculty* may be seen as a process in critical thinking but in the instrument, the behavior is considered to be potentially disruptive. Hence the structure of the INE may have impacted responses.

Recommendations for Future Research

Both the findings from this study and research documented in the literature (Bjorklund & Rehling; 2010; Boice; 1996; Clark, 2004; Feldmann, 2001; Gilroy, 2008; Lashley & de Menesses, 2001; Luparell, 2005; McCrink, 2010) have noted that classroom incivility is a concern. Because of the impact of incivility on students, faculty, the profession of nursing, and most importantly, safe patient care, continued examination of incivility is essential. The current study suggests a relationship, although small,

between incivility and engagement in the nursing student population. Continued research is needed to explore this relationship in order to have a more thorough understanding of factors that may affect incivility in nursing education. A qualitative or a blended quantitative-qualitative study may produce a more in depth exploration of the both engagement and incivility.

Furthermore, replication of this study that includes institutions where either baccalaureate or diploma programs are taught, is suggested to compare findings among a broader population of student nurses. Although this study did not find differences in either levels of engagement or incivility among the two student groups, more research is needed to determine if these findings are related to the study's specific population.

Future research may include utilizing theoretical frameworks not used in this study. There are many other models of engagement and incivility that could be utilized as a basis for study. The premise presented that engagement in community college students should be presented as circumstantial connectedness needs to be further explored.

Lastly, only students were studied in this research. Inquiry about the perceptions of faculty concerning the differences in the levels of engagement and incivility in their students would be worthy of study. Likewise, faculty members' assessment of their view of the degree to which students are engaged and its effect on incivility would be vital in continuing research on these two important constructs.

Summary

The purpose of this study was to increase the body of knowledge about incivility in higher education. Specifically, the researcher focused on the possible relationship between engagement and incivility in nursing students. A positive relationship was found between composite variables representing engagement and incivility. The composite engagement variables representing active and collaborative learning, student-faculty interaction, student effort, and academic challenge were positively related to the composite incivility variable denoting the consideration of disruptive student behavior. Student responses were analyzed to determine their perception of the most disruptive classroom behaviors and the prevalence of those behaviors. The behavior of distracting conversations was found to be the most disruptive, while student use of computers for non-classroom activities was the most prevalent. Additionally, the study examined if there were differences in the levels of student engagement or incivility between first- and second-year students. No differences in either of these two constructs were identified. Lastly, study findings identified that incivility was overall a mild to moderate concern at this study setting.

There are numerous implications for practice and policy based on the current study's finding and related research presented in the literature. From finding more ways to engage students in fiscally responsible ways to developing aggressive guidelines to prevent incivility in both the classroom and clinical setting, educators must tackle the problem of incivility in order to prevent the further proliferation of its consequences.

This study highlighted the need to look further at the concept of engagement. Engagement is a subjective concept, as its meaning changes from student to student and from institution to institution. With the majority of engagement research being completed at four-year institutions, students in other venues are not sufficiently represented. For example, community and state college students have very different needs than students at a residential college. Attempts made to revise the construct of engagement to fit this population may be dated, as this population's demographics are constantly changing. The researcher has proposed a conceptual idea of circumstantial connectedness to update the model of engagement. Simply put, students' circumstances dictate their connectedness with academia. Student circumstances include family and work commitments, academic deficits, and social issues. Institutions must find intentional endeavors that will link or connect students to services that are needed but also take into account the multiple demands of the students. Thus, the term circumstantial connectedness has been coined to describe these interactions.

Next, the study was limited in several ways. The participants were all enrolled in a single associate degree-granting nursing program; no other prelicensure education programs were represented. The research design utilized a quantitative method, which prevented an in-depth exploration of participants' views. The study also focused only on students rather than including faculty perceptions in the data collection.

Lastly, additional research is needed to incorporate other theoretical frameworks as a basis for study. The use of a mixed-method study that includes both quantitative and qualitative data may provide more enlightening insights in future research. Examination

of both community college and residential campus participants may illuminate differences in engagement and incivility. Finally, the conceptual idea of circumstantial connectedness needs further study. More research is needed to explore the unique qualities of community college students and how established conceptual models may not be relevant for this population.

APPENDIX A
APPROVAL TO USE THE INE

COPYRIGHT LICENSE AGREEMENT

This License Agreement (the "License") is made and entered into this 27th day of April 2012, by and between Boise State University, hereinafter referred to as the "Licensor," and Cheryl Cicotti, MSN, RN, CNE, Associate Dean Healthcare Programs, Seminole State College of Florida, hereinafter referred to as the "Licensee."

WHEREAS, the Licensor owns certain rights, title and interests in the Incivility in Nursing Education (INE) Survey, hereafter called the "Licensed Works," and

WHEREAS, the Licensor desires to grant a license to the Licensee and Licensee desires to accept the grant of such license pursuant to the terms and provisions of this License Agreement for the purposes of permitting Licensee to use the Licensed Works for non-commercial purposes as outlined herein;

NOW THEREFORE, in consideration of the payment of the License fee and the other mutual promises and benefits contained herein, the parties hereto agree as follows:

1. Grant of License. The Licensor hereby grants to Licensee, its employees, agents and contractors, a limited, non-transferrable, non-exclusive license under Licensor's copyrights to use the Licensed Works to assess the level of incivility in the following environments: single site, multiple use at Seminole State College of Florida.

The License granted herein is for one-time implementation of the Licensed Works for non-commercial purposes only. The Licensed Works are more particularly described as quantitative and qualitative items and is used to gather administrator, staff, faculty and students' perceptions of uncivil, disruptive, and threatening behaviors, the frequency of these perceived behaviors and to elicit suggestions for prevention and intervention. Licensee shall not be authorized to create derivative works of the Licensed Works without the written approval of Licensor. The Licensor reserves all other rights and interest in the Licensed Works, including copyright. Each copy of the Licensed Works and every written documentation, description, marketing piece, advertisement, or other representation of or concerning the Licensed Works shall conspicuously bear a notice of the Licensor's copyright in this form "Copyright 2009 Boise State University. All rights reserved". Licensor represents and warrants that it is the rightful owner of all the rights granted herein, has obtained all required licenses, rights and permissions necessary to convey and hereby does convey the License free and clear of any and all claims, encumbrances and liens.

2. Term. The term of this License shall commence on the date set forth first above and shall terminate on a date eighteen (18) months after commencement.

3. License Fee. In consideration for the granting of the License, the Licensee shall pay to Licensor a one-time License Fee of US $500.00, per environment, for a total of US $500.00 due and payable to Boise State University upon execution of this License. No other fees, royalties, expenses or amounts shall be incurred by Licensee in exchange for, or as a condition of receiving this License and the rights granted herein. The license rights set forth herein shall not become effective until payment of the License fee has been received and accepted by Licensor. All amounts remitted hereunder shall be paid in U.S. dollars.

11. Notice. Any notice required or permitted by this License may be delivered in person or sent by registered or certified mail, return receipt requested to the party at the address as hereinafter provided, and if sent by mail it shall be effective when posted in the U.S. Mail Depository with sufficient postage attached thereto:

LICENSOR	LICENSEE
Boise State University Attn: Office of University and Industry Ventures 1910 University Drive Boise, ID 83725-1139	Cheryl A. Cicotti MSN, RN, CNE Associate Dean Healthcare Programs Seminole State College of Florida 100 Weldon Ave. Sanford, FL 32773-6199

Notice of change of address shall be treated as any other notice.

12. Applicable Law. The License shall be governed by Idaho law. All construction pursuant to or interpretation of this License shall comply with and conform to all applicable state, federal and local laws, regulations, rules and orders.

13. Default. Any failure of either party to perform in accordance with the terms of this Agreement shall constitute a breach of the agreement. In the event of a material breach by Licensee, Licensor may, upon written notice to Licensee, declare this License Agreement terminated and may seek such other and further relief as may be provided by law, including, but not limited to, a temporary or permanent injunction against Licensee's continued use of the Licensed Works, actual and/or statutory damages, costs of suit, and reasonable attorney fees incurred by Licensor as a result of the breach, plus interest on all amounts from the date of the breach until paid in full, at the highest rate permitted by law.

14. Complete Agreement. This License supersedes any and all prior written or oral Licenses and there are no covenants, conditions or agreements between the parties except as set forth herein. No prior or contemporaneous addition, deletion, or other amendment hereto shall have any force or affect whatsoever unless embodied herein in writing. No subsequent innovation, renewal, addition, deletion or other amendment hereto shall have any force or effect unless embodied in a written contract executed and approved by both parties.

In witness whereof, the parties hereto have executed this License on the day and year first above written.

Licensee:

By: Cheryl Cicotti

Cheryl Cicotti, MSN, RN, CNE

Date: 4/27/12

Licensor:

By: _____

Mary Andrews, Director

Date: 4/27/12

APPENDIX B
IRB APPROVALS

Seminole State College of Florida
Institutional Review Board

EXEMPT PROTOCOL SUMMARY FORM

ACTIVITIES EXEMPT FROM COMMITTEE REVIEW

Research activities involving human subjects in the following categories may be exempt from review by the Institutional Review Board of Seminole State College. The principal investigator/project director is authorized to make the first determination of eligibility for exemption; however, the College bears the responsibility for concurring in that determination based on notice provided by the principal investigator to the Institutional Review Board.

*The following exemptions do **NOT** apply when (a) **deception** of subjects may be an element of the research; (b) subjects are **under the age of eighteen**; (c) the activity may **expose the subject to discomfort or harassment** beyond levels encountered in daily life; or (d) **fetuses, pregnant women, human in vitro fertilization, children, or individuals involuntarily confined or detained in penal institutions** are subjects of the activity.*

EXCEPT FOR THE ABOVE EXCLUSIONS, the federally-approved Categories of Exemption are:

1. Research conducted in established or commonly accepted educational settings involving normal educational practices, such as: (a) research on regular and special education instructional strategies; (b) research on the effectiveness of or the comparison among instructional techniques curricula, or classroom management methods.

2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; **and** (b) any disclosure of the human subjects' responses outside the research reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, or achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under Category 2 if: (a) the human subjects are elected or appointed public officials, or candidates for public office, **or** (b) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

4. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.

5. Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.

6. Taste and food quality evaluation and consumer acceptance studies: (a) if wholesome foods without additives are consumed, or (b) if a food is consumed that contains a food ingredient or at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe by the U.S. Food and Drug Administration or approved by the U.S. Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

Exempting an activity from review does not absolve the investigator(s) of the activity from ensuring that the welfare of subjects in the activity is protected and that methods used and information provided to gain subject consent are appropriate to the activity.

Questions about whether a research activity may be exempt from human subjects review can be directed to the Director, Institutional Research.

4/27/12

Date Submitted

Seminole State College of Florida
Institutional Review Board

File Number

Exempt Protocol Summary Form

The Relationship between Student Engagement and Incivility in Nursing Students
Title of Research Project

Cheryl Cicotti	Healthcare Programs	6080	cicottic@seminolestate.edu
Principal Investigator/Project Director	**Department**	**Phone Extension**	**Email address**
Co-investigator/Student Investigator	**Department**	**Phone Extension**	**Email address**
Co-investigator/Student Investigator	**Department**	**Phone Extension**	**Email address**

Anticipated Funding Source: None

Projected Duration of Research: 3 **months** **Projected Starting Date:** June 2012

Other organizations and/or agencies, if any, involved in the study: None

Exempt under code (see definitions on page one – check one) 1☐ 2x☒ 3☐ 4☐ 5☐ 6☐

SUMMARY ABSTRACT: Please supply the following information below: BRIEF description of the participants, the location(s) of the project, the procedures to be used for data collection, whether data will be confidential or anonymous, disposition of the data, who will have access to the data. Attach copy of the Informed Consent Form and/or the measures (questionnaires) to be used in the project.

This study will add to the body of knowledge about student engagement and incivility. The purpose of the research is to identify if there is a relationship between student engagement, as measured by the *CCSSE Course Feedback* Form, and nursing student incivility. The instrument used to gather data on incivility is the *Incivility in Nursing Education* survey. The participants will be students enrolled in an RN nursing course (courses with a prefix of NUR). The location of the study will be Seminole State College Altamonte Campus. The tentative data collection timeframe will be at the end of the summer A and B terms.

Participants will be apprised of the purpose of the study, the methodology, the risks and benefits of participation, the confidentiality of the data, rights of the participants, and any questions that the students may have will be addressed. An informed consent will then be obtained.

Data will be collected with the two instruments listed above in hard copy formats. Each of the two instruments will have a barcode sticker attached with a unique number for that packet that will be used to match the specific participant's responses. The barcode stickers will not correspond to any participant identifiers thus making the responses confidential. Upon

completion of the two instruments, participants will place the documents and the informed consent in a manila envelope which will be returned to the researcher by a student volunteer.

The researcher and personnel in the Institutional Research department will have access to the data. Data will be stored by the researcher in a password protected computer and in the Institutional Research department. Informed consents will be securely stored by the researcher.

RESPONSIBILITIES OF THE PRINCIPAL INVESTIGATOR:

- Any additions or changes in procedures in the protocol will be submitted to the IRB for written approval prior to these changes being implemented
- Any problems connected with the use of human subjects once the project has begun must be communicated to the IRB Chair
- The principal investigator is responsible for retaining informed consent documents for a period of three years after the project.

Cheryl Ricotti 4/27/12 _____ / /

Principal Investigator Signature | Co-Investigator/Student Signature (if appropriate)

Signature of IRB Committee Chair: Marlow Magan	Date: 4/30/12
IRB Chair: Check 1 box: ☒ Approved ☐ Approved with Conditions ☐ Refer to Full Committee Review	

Seminole State College of Florida

INFORMED CONSENT

Dear Nursing Student:

I am conducting a study to determine if there is a relationship between student engagement and incivility. In this study, you will be asked to anonymously complete two surveys. Your participation should take about 15 minutes.

There are no risks to you. The surveys will be anonymous with only a barcode on them to match the participant's two surveys. No student identifiers will be used so there is no way to identify your responses. Since no student identifiers are contained in the survey, the records and results of the survey will not have any student identifiers.

Your participation in this study is totally voluntary and you may withdraw at any time without negative consequences. If you wish to withdraw at any time during the study, simply do not complete the two surveys.

Please feel free to contact Cheryl Cicotti, Associate Dean of Healthcare Programs, the principle researcher, at cicottic@seminolestate.edu or 407 404-6080 if you have any questions about the study. Or, for other questions, contact Seminole State College's Director of Institutional Research (407/708-2224).

Thank you.

Cheryl Cicotti MSN, RN, CNE
Associate Dean of Healthcare Programs

Participants must sign and date the agreement:

I understand the study described above and have been given a copy of the description as outlined above. I am 18 years of age or older and I agree to participate.

_____
Signature of Participant Date

5

APPENDIX C
INE SURVEY

Incivility in Nursing Education Survey (Clark © 2004, Revised 2007, 2009, 2010)

Incivility in nursing education is defined as rude or disruptive behaviors which often result in psychological or physiological distress for the people involved and if left unaddressed, may progress into threatening situations (Clark, 2009). The nursing academic environment is defined as any location associated with the provision or delivery of nursing education, whether on or off campus including the "live" or virtual classroom or clinical setting (Clark, 2006).

1. Please indicate your status at your college/university:
   ○ Faculty ○ Student

2. Please indicate your gender:
   ○ Male ○ Female

3. In what year were you born?
   ☐☐☐☐

4. Your ethnic/racial background is:
   ○ Black, African-American
   ○ Asian
   ○ Caucasian (white)
   ○ Native American
   ○ Pacific Islands
   ○ Spanish/Hispanic/Latino/Mexican
   ○ Other (Name) _____

5. If you are a faculty member, how many years have you taught at the university and/or college level?
   ☐☐

6. If you are a faculty member, please indicate the level of the program you teach in most:
   ○ Practical nurse
   ○ Associate degree

7. If you are a faculty member, please indicate your rank:
   ○ Professor
   ○ Adjunct Faculty

8. If you are a student, please indicate your current program level:
   ○ Nursing Semester 1-3
   ○ Nursing Semester 4-6

9. Listed are some **STUDENT** behaviors you may have experienced or seen in the nursing academic environment. Please fill in the bubble regarding the level of "disruption" **and** how often each behavior occurred over the past 12 months.

Students …	**Do you consider this behavior disruptive?**				**How often have you experienced or seen this in the past 12 months?**			
	Always	**Usually**	**Sometimes**	**Never**	**Often**	**Sometimes**	**Rarely**	**Never**
Acting bored or apathetic	○	○	○	○	○	○	○	○
Making disapproving groans	○	○	○	○	○	○	○	○
Making sarcastic remarks or gestures (staged yawning, eye rolling)	○	○	○	○	○	○	○	○
Sleeping in class	○	○	○	○	○	○	○	○
Not paying attention in class (doing work for other classes, reading a newspaper, not taking notes)	○	○	○	○	○	○	○	○
Holding conversations that distract you or other students	○	○	○	○	○	○	○	○
Refusing to answer direct questions	○	○	○	○	○	○	○	○
Using a computer during class for purposes not related to the class	○	○	○	○	○	○	○	○
Using cell phones or pagers during class	○	○	○	○	○	○	○	○
Arriving late for class	○	○	○	○	○	○	○	○
Leaving class early	○	○	○	○	○	○	○	○
Cutting class	○	○	○	○	○	○	○	○
Being unprepared for class	○	○	○	○	○	○	○	○
Creating tension by dominating class discussion	○	○	○	○	○	○	○	○
Cheating on exams or quizzes	○	○	○	○	○	○	○	○
Demanding make-up exams, extensions, grade changes, or other special favors	○	○	○	○	○	○	○	○

10. Listed below are some **STUDENT** behaviors that may be considered **threatening**. Please indicate whether this behavior has happened to you or someone you know within the nursing academic environment in the past 12 months. If you are unsure, please leave the item blank.

Students …	**Has this happened to you or someone you know in the past 12 months?** Yes	No
General taunts or disrespect to other students	○	○
General taunts or disrespect to faculty	○	○
Challenges to faculty knowledge or credibility	○	○
Harassing comments (racial, ethnic, gender) directed at students	○	○
Harassing comments (racial, ethnic, gender) directed at faculty	○	○
Vulgarity directed at students	○	○
Vulgarity directed at faculty	○	○
Inappropriate e-mails to other students	○	○
Inappropriate e-mails to faculty	○	○
Threats of physical harm against other students	○	○
Threats of physical harm against faculty	○	○
Property damage	○	○
Statements about having access to weapons	○	○

11. Listed are some **FACULTY** behaviors you may have experienced or seen in the nursing academic environment. Please fill in the bubble regarding the level of "disruption" **and** how often each behavior occurred over the past 12 months.

Faculty …	**Do you consider this behavior disruptive?** Always	Usually	Sometimes	Never	**How often have you experienced or seen this in the past 12 months?** Often	Sometimes	Rarely	Never
Arriving late for schedule activities	○	○	○	○	○	○	○	○
Leaving scheduled activities early	○	○	○	○	○	○	○	○
Canceling scheduled activities without warning	○	○	○	○	○	○	○	○
Being unprepared for scheduled activities	○	○	○	○	○	○	○	○
Not allowing open discussion	○	○	○	○	○	○	○	○

Refusing to allow make-up exams, extensions, or grade changes	○	○	○	○	○	○	○	○
Ineffective teaching style/methods	○	○	○	○	○	○	○	○
Deviating from the course syllabus, changing assignments or test dates	○	○	○	○	○	○	○	○
Being inflexible, rigid and authoritarian	○	○	○	○	○	○	○	○
Punishing the entire class for one student's misbehavior	○	○	○	○	○	○	○	○
Making statements about being disinterested in the subject matter	○	○	○	○	○	○	○	○
Being distant and cold towards others (unapproachable, reject students opinions)	○	○	○	○	○	○	○	○
Refusing or reluctant to answer questions	○	○	○	○	○	○	○	○
Subjective grading	○	○	○	○	○	○	○	○
Making condescending remarks or put downs	○	○	○	○	○	○	○	○
Exerting superiority or rank over others	○	○	○	○	○	○	○	○
Threatening to fail student for not complying to faculty's demands	○	○	○	○	○	○	○	○
Making rude gestures or behaviors toward others	○	○	○	○	○	○	○	○
Ignoring disruptive student behaviors	○	○	○	○	○	○	○	○
Being unavailable outside of class (not returning calls or e-mails, not maintaining office hours)	○	○	○	○	○	○	○	○

12. Listed below are some **FACULTY** behaviors that may be considered **threatening**. Please indicate whether this behavior has happened to you or someone you know within the nursing academic environment in the past 12 months. If you are unsure, please leave the item blank.

Faculty …	**Has this happened to you or someone you know in the past 12 months?** Yes	No
General taunts or disrespect to other students	○	○
General taunts or disrespect to faculty	○	○
Challenges to faculty knowledge or credibility	○	○
Harassing comments (racial, ethnic, gender) directed at students	○	○
Harassing comments (racial, ethnic, gender) directed at faculty	○	○
Vulgarity directed at students	○	○
Vulgarity directed at faculty	○	○
Inappropriate e-mails to other students	○	○
Inappropriate e-mails to faculty	○	○
Threats of physical harm against other students	○	○
Threats of physical harm against faculty	○	○
Property damage	○	○
Statements about having access to weapons	○	○

13. To what extent do you think incivility in the nursing academic environment is a problem?
- ○ No problem at all
- ○ Mild problem
- ○ Moderate problem
- ○ Serious problem
- ○ I don't know/can't answer

14. Based on your experiences or perceptions, do you think that students or faculty are more likely to engage in uncivil behavior in the nursing academic environment?
- ○ Faculty members are much more likely
- ○ Faculty members are a little more likely
- ○ About equal
- ○ Students are a little more likely
- ○ Students are much more likely
- ○ Don't know

15. In your opinion, **WHAT FACTORS** contribute to **STUDENT** incivility within the academic environment?

16. In your opinion, **WHAT FACTORS** contribute to **FACULTY** incivility within the academic environment?

17. In your opinion, **HOW do STUDENTS** contribute to incivility within the academic environment?

18. In your opinion, **HOW do FACULTY** contribute to incivility within the academic environment?

19. Please describe how students, faculty, and the university/college should address incivility in the academic environment.

20. Describe the role of the American Nurses Association's *Code of Ethics* in addressing incivility in nursing.

21. Is there anything else you would like to add?

Thank you very much for your time and thoughtful consideration!

APPENDIX D
CCSSE STUDENT COURSE FEEDBACK FORM

Student Course Feedback Form

Course Name and Number: _____ Section Number: _____

Year: _____ Academic Term: ① Fall ② Spring ③ Summer

Instructor Name: _____

Mark your answers as shown in the following example:

Answer Selection: Correct = ● Incorrect = ⊠ ✓ ⊖

1. In your experiences *with this class* during the current semester, how often did you do the following?

	Very Often	Often	Sometimes	Never
a. Asked questions in class or contributed to class discussion	④	③	②	①
b. Made a class presentation	④	③	②	①
c. Prepared two or more drafts of an assignment before turning it in	④	③	②	①
d. Worked on papers that require integrating ideas or information from various sources	④	③	②	①
e. Worked with other students on projects during class	④	③	②	①
f. Worked with classmates outside of class to complete the assignment	④	③	②	①
g. Participated in a community-based project as part of your coursework	④	③	②	①
h. Used the internet to work on an assignment	④	③	②	①
i. Used e-mail to communicate with your instructor	④	③	②	①
j. Discussed grades or assignments with your instructor	④	③	②	①
k. Talked about career plans with your instructor	④	③	②	①
l. Discussed ideas from your readings or class with your instructor outside of class	④	③	②	①
m. Worked harder than you thought you could to meet the instructor's standards or expectations	④	③	②	①
n. Discussed ideas from the readings or class with others outside of class (students, family members, co-workers, etc.)	④	③	②	①
o. Skipped class	④	③	②	①
p. Received prompt feedback from your instructor about your performance	④	③	②	①

2. During this current semester, how much has this course emphasized the following?

	Very Much	Quite a bit	Some	Very Little
a. Memorizing facts, ideas, or methods from your courses and reading so that you can repeat them in pretty much the same form	④	③	②	①
b. Analyzing the basic elements of an idea, experience, or theory	④	③	②	①
c. Synthesizing and organizing ideas, information, or experiences in new ways	④	③	②	①
d. Making judgments about the value or soundness of information, arguments, or methods	④	③	②	①
e. Applying theories or concepts to practical problems or in new situations	④	③	②	①
f. Using information you have read or heard to perform a new skill	④	③	②	①

Student Course Feedback Form

3. During this current semester, to what extent did this course help you develop in the following areas?

	Very Much	Quite a bit	Some	Very Little	Not applicable
a. Writing clearly and effectively	④	③	②	①	⓪
b. Speaking clearly and effectively	④	③	②	①	⓪
c. Thinking critically and analytically	④	③	②	①	⓪
d. Solving numerical problems	④	③	②	①	⓪
e. Using computing and information technology	④	③	②	①	⓪
f. Working effectively with others	④	③	②	①	⓪
g. Learning effectively on my own	④	③	②	①	⓪
h. Understanding myself	④	③	②	①	⓪
i. Understanding people of other racial and ethnic backgrounds	④	③	②	①	⓪
j. Developing a personal code of values and ethics	④	③	②	①	⓪
k. Contributing to the welfare of the community	④	③	②	①	⓪
l. Developing clearer career goals	④	③	②	①	⓪

4. Mark the box the best represents the extent to which you met the learning objectives of the course:

Completely	Adequately	Minimally	Not at all
④	③	②	①

5. Mark the box the best represents the extent to which this course challenged you to do your best work:

Extremely Challenging	7 ⑦	6 ⑥	5 ⑤	4 ④	3 ③	2 ②	1 ①	**Extremely Easy**

6. During this current semester, to what extent did the instructor in this course do the following?

	Completely	Adequately	Minimally	Not at all
a. Explained the course requirements and learning objectives clearly	④	③	②	①
b. Clearly defined the grading criteria of the course	④	③	②	①
c. Gave assignments that were consistent with the course objectives	④	③	②	①
d. Gave assignments that contributed to my understanding of the subject	④	③	②	①
e. Connected subject matter to the real world	④	③	②	①
f. Used good examples to clarify points	④	③	②	①
g. Led discussions that were helpful to my learning	④	③	②	①
h. Was available to me when I needed assistance	④	③	②	①
i. Evaluated my work in ways that helped me learn	④	③	②	①
j. Provided feedback that gave me direction for improvement	④	③	②	①
k. Created a comfortable learning environment	④	③	②	①
l. Created an overall engaging learning experience	④	③	②	①

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Student Course Feedback Form

	Outstanding	Very Good	Satisfactory	Unsatisfactory
7. My overall rating of the instructor is:	④	③	②	①
8. My overall rating of the course is:	④	③	②	①

9. Please provide comments about the instructor or course:

_____

_____

_____

_____

_____

10. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?

①	None	④	30 - 44 credits
②	1 - 14 credits	⑤	45 - 60 credits
③	15 - 29 credits	⑥	over 60 credits

11. Thinking about the current academic term, how would you characterize your enrollment in this college?

①	Full-time	②	Part-time

12. *(Optional)* Mark your sex.

①	Male	②	Female

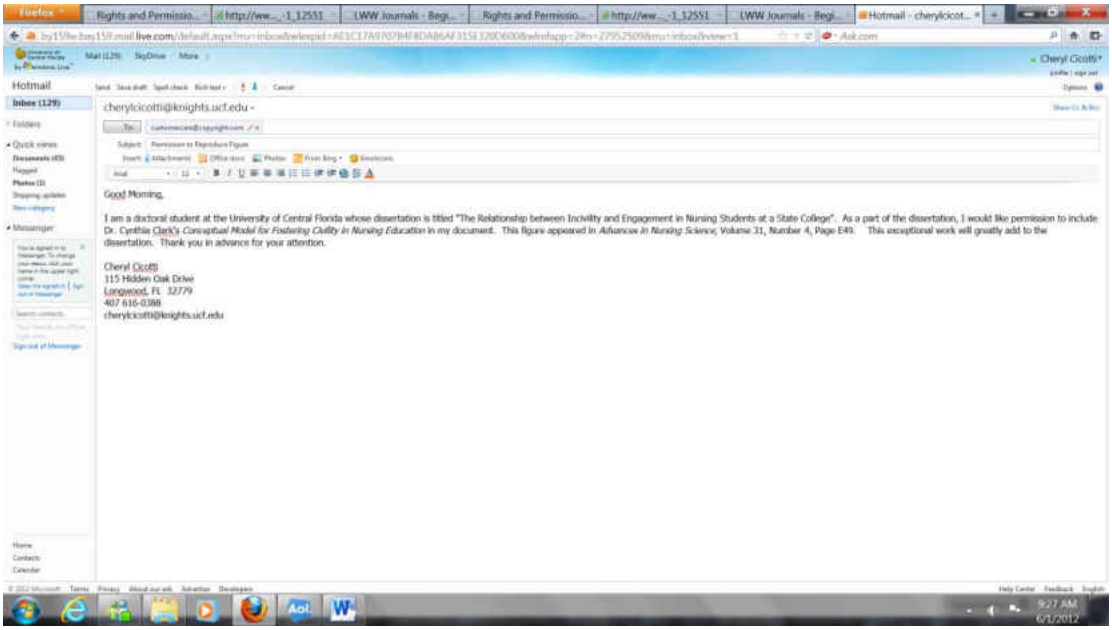
13. *(Optional)* Mark your age.

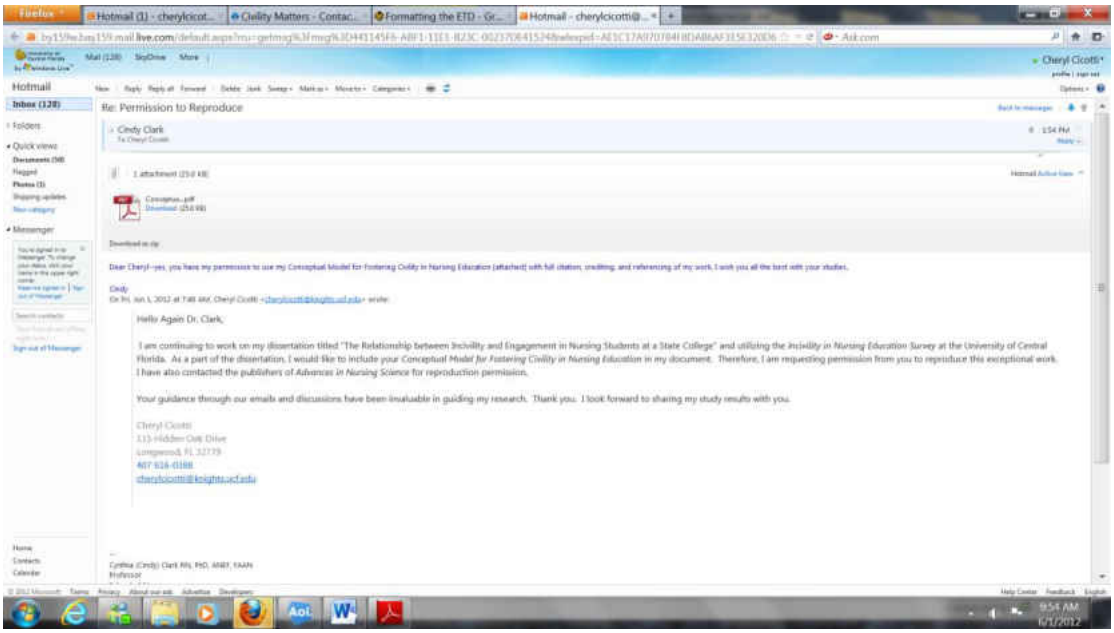
Ⓐ	Under 18	Ⓕ	30 to 39
Ⓑ	18 to 19	Ⓖ	40 to 49
Ⓒ	20 to 21	Ⓗ	50 to 64
Ⓓ	22 to 24	Ⓘ	65 +
Ⓔ	25 to 29		

14. *(Optional)* What is your racial identification? (Mark all that apply)

- Ⓐ American Indian or other Native American
- Ⓑ Asian, Asian American or Pacific Islander
- Ⓒ Black or African American, Non-Hispanic
- Ⓓ Hispanic
- Ⓔ Native Hawaiian
- Ⓕ White, Non-Hispanic
- Ⓖ Other _____

APPENDIX E
PERMISSION TO REPRODUCE CONCEPTUAL MODEL FOR FOSTERING CIVILITY IN NURSING EDUCATION


Hotmail
cherylicotti@knights.ucf.edu -
Good Morning,
I am a doctoral student at the University of Central Florida whose dissertation is titled "The Relationship between Incivility and Engagement in Nursing Students at a State College". As a part of the dissertation, I would like permission to include Dr. Cynthia Clark's Conceptual Model for Fostering Civility in Nursing Education in my document. This figure appeared in Advances in Nursing Science, Volume 31, Number 4, Page E49. This exceptional work will greatly add to the dissertation. Thank you in advance for your attention.
Cheryl Cicotti
115 Hidden Oak Drive
Longwood, FL 32779
407 616-0388
cherylicotti@knights.ucf.edu


Hotmail
Re: Permission to Reproduce
Cindy Clark
Dear Cheryl--yes, you have my permission to use my Conceptual Model for Fostering Civility in Nursing Education (attached) with full citation, crediting, and referencing of my work. I wish you all the best with your studies.
Cindy
Hello Again Dr. Clark,
I am continuing to work on my dissertation titled "The Relationship between Incivility and Engagement in Nursing Students at a State College" and utilizing the Incivility in Nursing Education Survey at the University of Central Florida. As a part of the dissertation, I would like to include your Conceptual Model for Fostering Civility in Nursing Education in my document. Therefore, I am requesting permission from you to reproduce this exceptional work. I have also contacted the publishers of Advances in Nursing Science for reproduction permission.
Your guidance through our emails and discussions have been invaluable in guiding my research. Thank you. I look forward to sharing my study results with you.
Cheryl Cicotti
115 Hidden Oak Drive
Longwood, FL 32779
407 616-0388
cherylicotti@knights.ucf.edu

APPENDIX F
MAPPING OF CCSSE BENCHMARKS TO COURSE FEEDBACK FORM QUESTIONS

CCSSE	CFF	Question
Benchmark: Active and Collaborative Learning		
4a	1a	Asked questions in class or contributed to class discussion
4b	1b	Made a class presentation
4f	1e	Worked with other students on projects during class
4g	1f	Worked with other classmates outside of class to prepare class assignments
4i	1g	Participated in a community-based project as part of your coursework
4r	1l	Discussed ideas from your readings or class with others outside of the class (students, family members, co-workers, etc.)
Benchmark: Student Effort		
4c	1c	Prepared two or more drafts of an assignment before turning it in
4d	1d	Worked on papers that require integrating ideas or information from various sources
Benchmark: Academic Challenge		
4p	1m	Worked harder than you thought you could to meet the instructor's standards or expectations
5b	2b	Analyzing the basic elements of an idea, experience, or theory
5c	2c	Synthesizing and organizing ideas, information, or experiences in new ways
5d	2d	Making judgments about the value or soundness of information, arguments, or methods
5e	2e	Applying theories or concepts to practical problems or in new situations
7	5	The extent to which this course challenged you to do your best work

CCSSE	CFF	Question
Benchmark: Student-Faculty Interaction		
4k	1i	Used e-mail to communicate with an instructor
4l	1j	Discussed grades or assignments with an instructor
4m	1k	Talked about career plans with an instructor or advisor
4n	1l	Discussed ideas from your readings or classes with instructors outside of class
4o	1p	Received prompt feedback (written or oral) from instructors on your performance
Other Items		
4j	1h	Used the internet to work on an assignment
4u	1p	Skipped class
5a	2a	Memorizing facts, ideas, or methods from your courses and reading so that you can repeat them in pretty much the same form
12c	3a	Writing clearly and effectively
12d	3b	Speaking clearly and effectively
12e	3c	Thinking critically and analytically
12f	3d	Solving numerical problems
12g	3e	Using computing and information technology
12h	3f	Working effectively with others
12i	3g	Learning effectively on my own
12k	3i	Understanding people of other racial and ethnic backgrounds
12l	3j	Developing a personal code of values and ethics
12m	3k	Contributing to the welfare of the community
12n	3l	Developing clearer career goals

APPENDIX G
DESCRIPTIVE STATISTICS OF INDIVIDUAL INE ITEMS

Survey Item	*M*	*SD*
Considered Disrupted Student Behavior		
Holding distracting conversations	3.20	0.85
Creating tension by dominating questions	2.87	0.95
Cheating on exams or quizzes	2.86	1.31
Making sarcastic remarks/gestures	2.73	1.03
Making disapproving groans	2.64	0.97
Arriving late for class	2.52	0.96
Demanding make-u exams, extensions	2.40	1.09
Using cell phones during class	2.35	1.04
Leaving class early	2.32	1.04
Acting bored or apathetic	2.18	0.86
Not paying attention in class	2.15	0.98
Refusing to answer direct questions	2.14	1.04
Using computer in class for unrelated reasons	2.12	0.98
Being unprepared for class	2.05	0.87
Sleeping in class	2.02	1.08
Cutting class	2.05	0.87
Have Experienced or Observed Behavior in Last 12 Months		
Using computer in class for unrelated reasons	3.33	0.72
Holding distracting conversations	3.24	0.72
Using cell phones during class	3.21	0.90
Not paying attention in class	3.19	0.77
Acting bored or apathetic	3.18	0.71
Arriving late for class	3.09	0.73
Leaving class early	2.84	0.78
Creating tension by dominating discussion	2.76	0.86
Making disapproving groans	2.60	0.86
Making sarcastic remarks/gestures	2.63	0.91
Being unprepared for class	2.51	0.80
Cutting class	2.36	0.91
Sleeping in class	2.20	0.89
Demanding make-up exams, extensions	1.95	0.88
Refusing to answer direct questions	1.65	0.77
Cheating on exams or quizzes	1.16	0.48

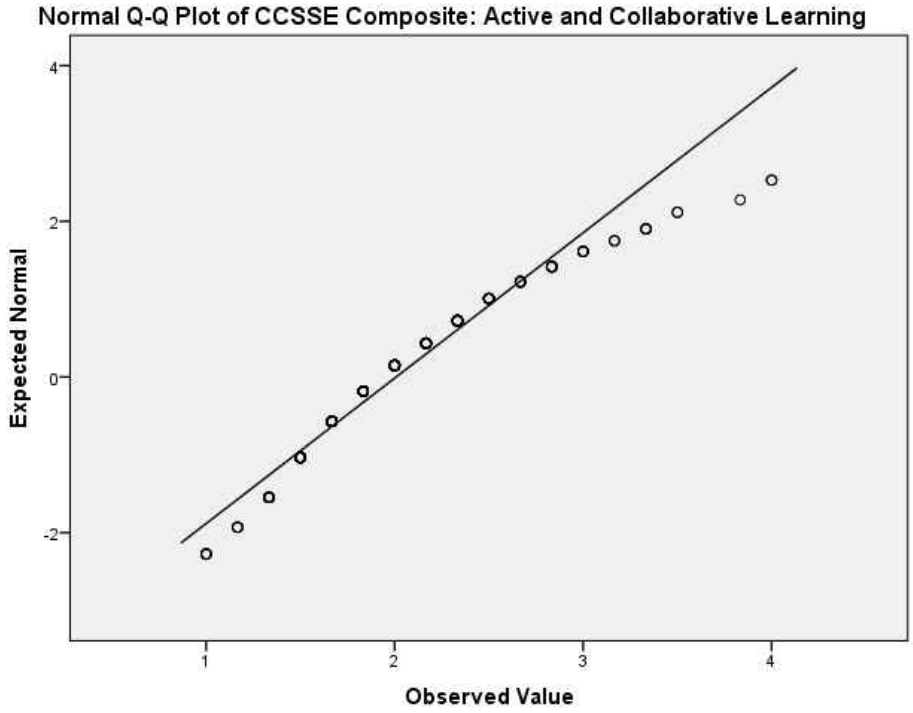
Survey Item	*M*	*SD*
Possible Threatening Student Behaviors Experienced in Past 12 Months		
Challenge faculty knowledge	0.65	0.48
General taunts or disrespect to faculty	0.42	0.49
General taunts or disrespect to students	0.35	0.48
Harassing comments to students	0.15	0.36
Vulgarity to students	0.11	0.31
Vulgarity to faculty	0.11	0.32
Inappropriate e-mails to students	0.10	0.30
Inappropriate e-mails to faculty	0.07	0.25
Harassing comments to faculty	0.05	0.21
Threats of physical harm against students	0.02	0.12
Threats of physical harm against faculty	0.02	0.14
Statements about having access to weapons	0.02	0.14
Property damage	0.01	0.09

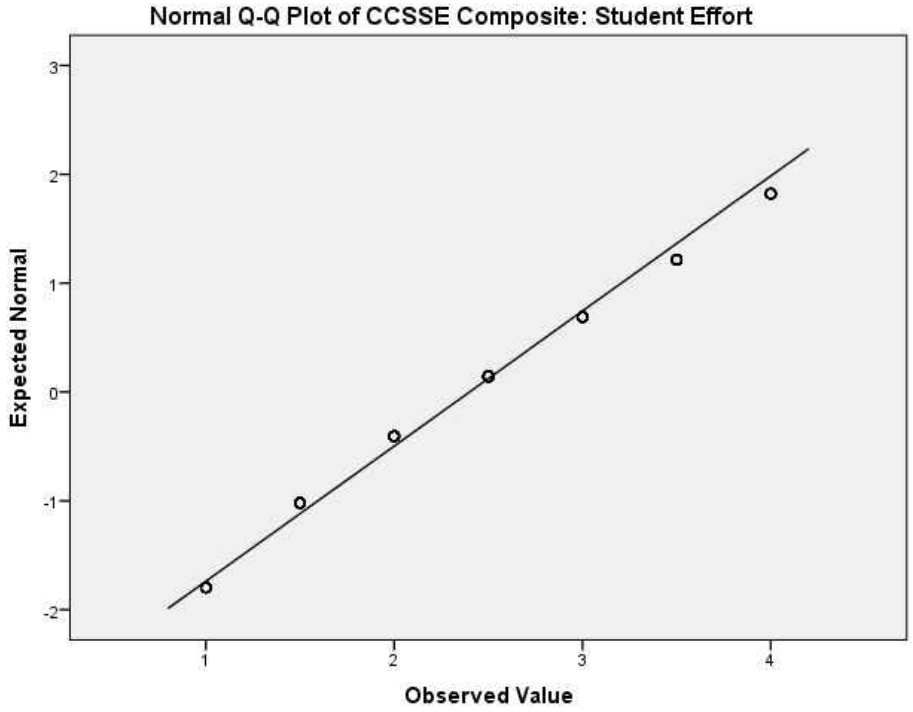
APPENDIX H
DESCRIPTIVE STATISTICS OF INDIVIDUAL CFF ITEMS

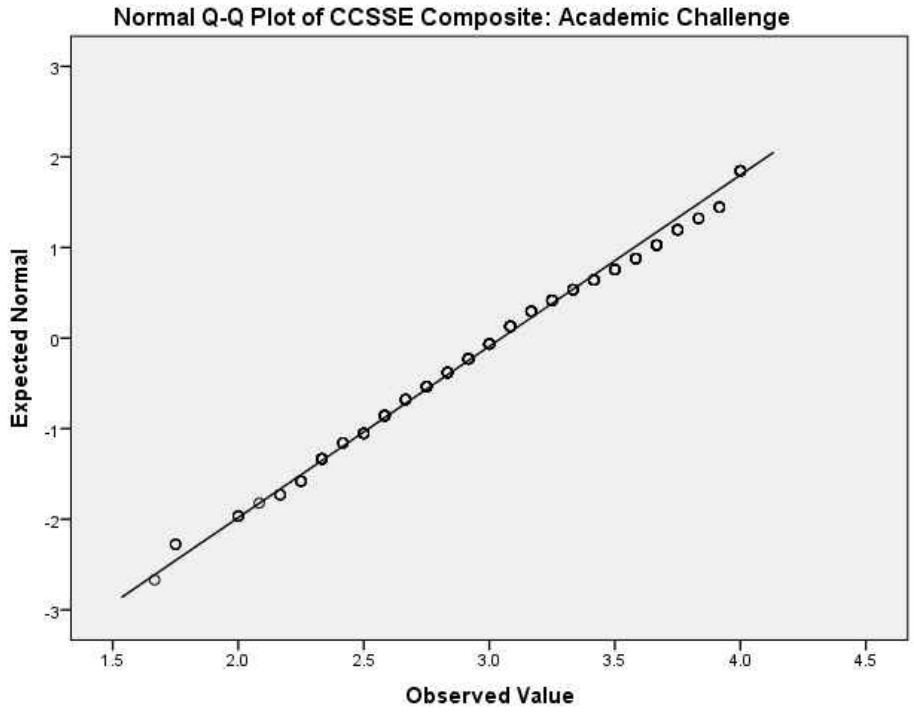
Survey Item	*M*	*SD*
Active and Collaborative Learning		
Worked with other students on projects during class	2.53	0.94
Asked questions or contributed to discussion	2.23	0.85
Worked with classmates outside of class to complete assignment	2.20	0.94
Made a class presentation	1.75	0.70
Participated in a community-based project as part of coursework	1.69	0.86
Discussed ideas from readings or class with instructor outside of class	1.67	0.82
Student Effort		
Worked on papers that require integrating ideas from various sources	2.72	0.91
Prepared two or more drafts of an assignment	2.08	0.94
Academic Challenge		
Extent to which course challenged to do best work (*7-point item*)	5.94	0.96
Applying theories or concepts to practical problems	3.22	0.77
Analyzing basic elements of ideas, experiences, theory	3.15	0.76
Synthesizing and organizing ideas in new ways	3.01	0.83
Making judgments about value or soundness of information	2.83	0.81
Worked harder than you thought to meet instructor's standards	2.62	0.98
Student-Faculty Interaction		
Used e-mail to communicate with your instructor	3.12	0.88
Received prompt feedback from your instructor about your performance	2.58	0.78
Discussed grades or assignments with your instructor	2.32	0.93
Talked about career plans with your instructor	1.75	0.85
Discussed ideas from readings or class with instructor outside of class	1.67	0.82
Other Items		
Used internet to work on assignment	3.60	0.69
Thinking critically and analytically	3.19	0.80
Learning effectively on my own	3.07	0.95

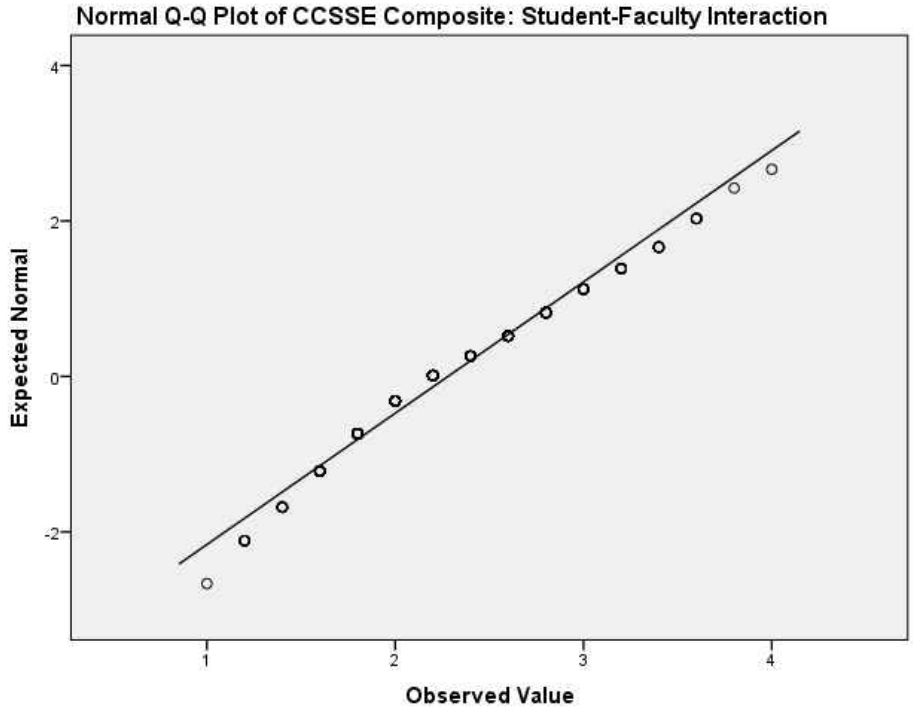
Survey Item	*M*	*SD*
Working effectively with others	2.95	1.02
Developing clearer career goals	2.68	1.13
Memorizing facts, ideas to repeat in same form	2.61	0.93
Receiving prompt feedback from instructor about performance	2.58	0.78
Developing a personal code of values and ethics	2.55	1.17
Understanding of people of other racial and ethnic backgrounds	2.49	1.16
Contributing to the welfare of the community	2.32	1.16
Used computing and information technology	2.29	1.23
Solving numerical problems	2.15	1.15
Speaking clearly and effectively	1.83	1.09
Writing clearly and effectively	1.74	1.11

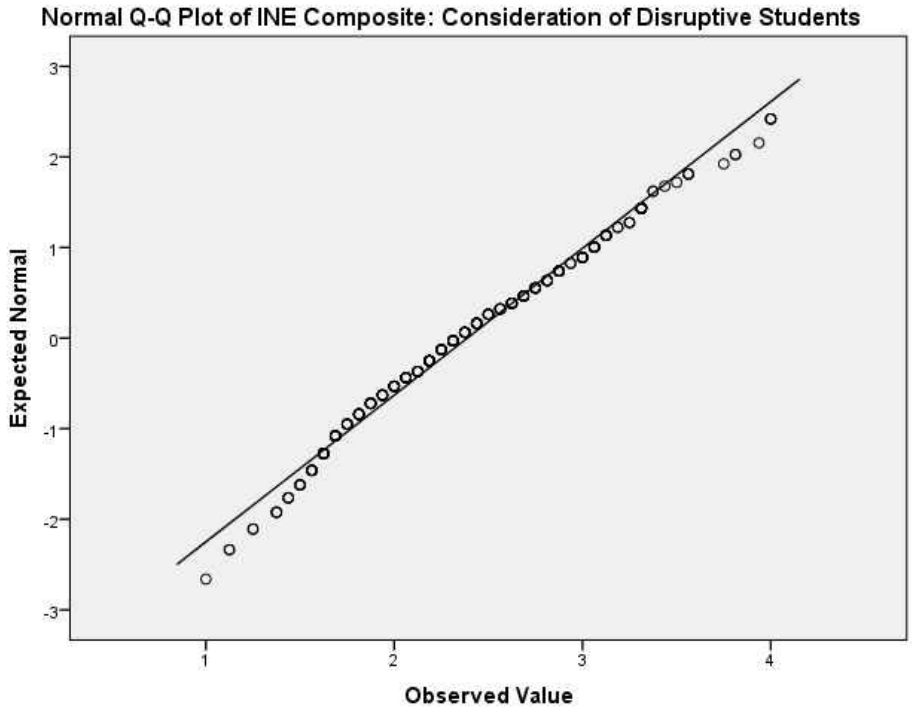
APPENDIX I
Q-Q PLOTS FOR RESEARCH QUESTION 1

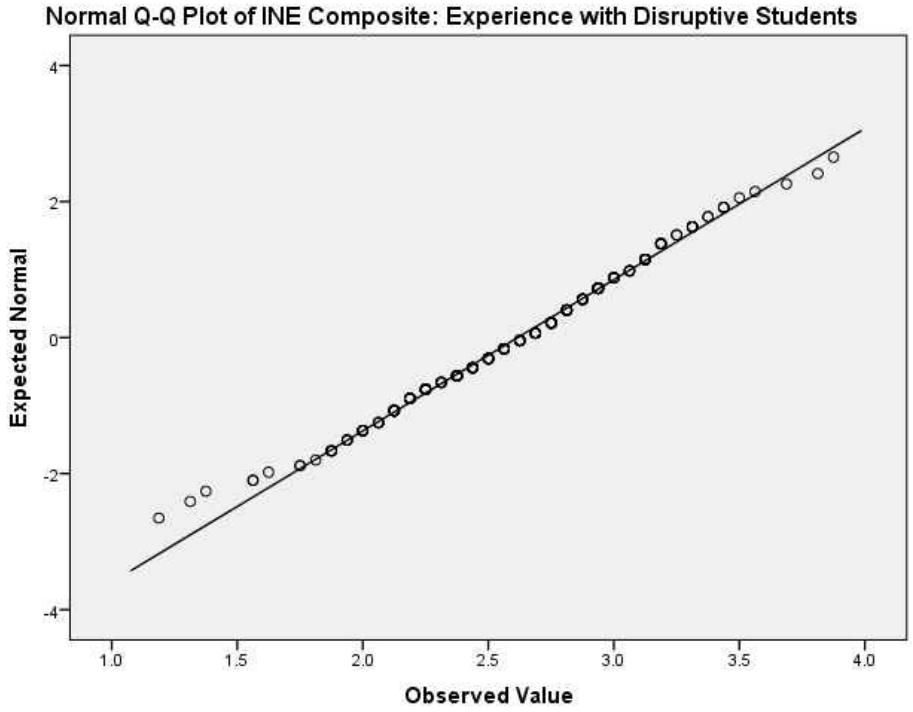

Normal Q-Q Plot of CCSSE Composite: Active and Collaborative Learning
Expected Normal
Observed Value
4
2
0
-2
1
2
3
4

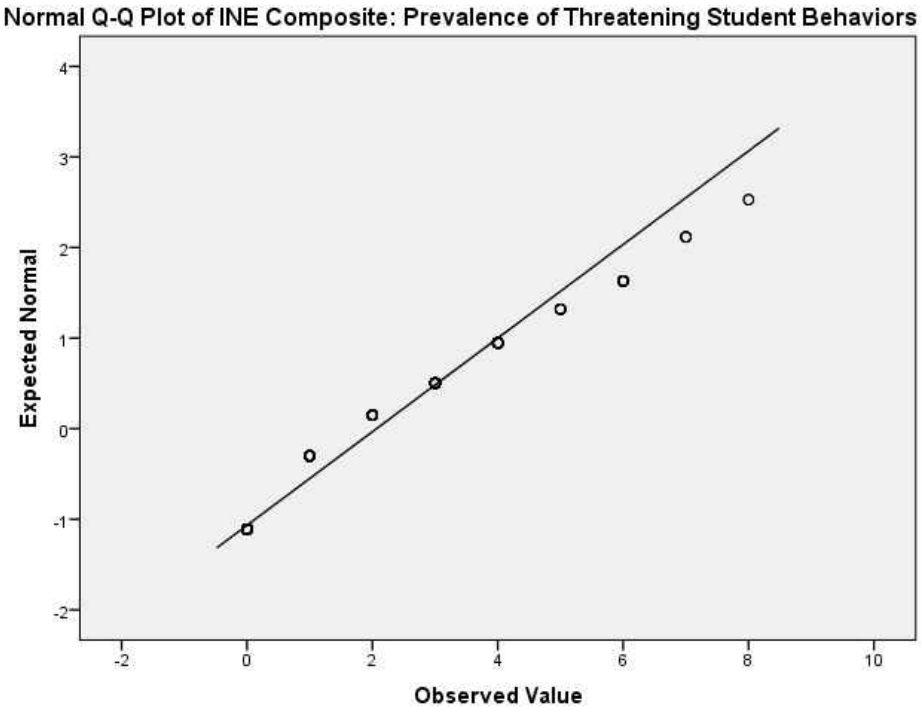

Normal Q-Q Plot of CCSSE Composite: Student Effort
Expected Normal
Observed Value
3
2
1
0
-1
-2
1
2
3
4


Normal Q-Q Plot of CCSSE Composite: Academic Challenge
Expected Normal
Observed Value
3
2
1
0
-1
-2
-3
1.5
2.0
2.5
3.0
3.5
4.0
4.5


Normal Q-Q Plot of CCSSE Composite: Student-Faculty Interaction
Expected Normal
Observed Value
4
2
0
-2
1
2
3
4


Normal Q-Q Plot of INE Composite: Consideration of Disruptive Students
Expected Normal
Observed Value
3
2
1
0
-1
-2
-3
1
2
3
4


Normal Q-Q Plot of INE Composite: Experience with Disruptive Students
Expected Normal
Observed Value
4
2
0
-2
-4
1.0
1.5
2.0
2.5
3.0
3.5
4.0


Normal Q-Q Plot of INE Composite: Prevalence of Threatening Student Behaviors
Expected Normal
Observed Value
4
3
2
1
0
-1
-2
-2
0
2
4
6
8
10

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