



Survey results in the order the questions appear on the actual survey

Order: 12380 > Foundations of Excellence® Faculty/Staff Survey (2 Year)

Population: McHenry County College > All Respondents (no filter selected) (265 responses)

Survey Statistics: No. Attempted = 550    No. Responded = 265    % Responding = 48.2%

[Advanced Options](#)



**TIP!**

Customize the questions that display on the report by selecting checkboxes from the Question Type treeview. Then, click "Generate Report" below.

Question Types

Categorical

Opinion

Scroll answers for text-based/numeric question(s)

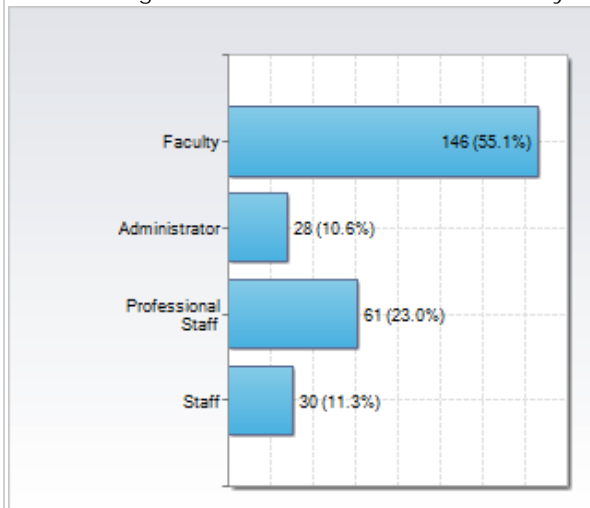
**Generate Report**

Display Questions containing:  **Go**

Show up to **All** Question(s) per Report Page

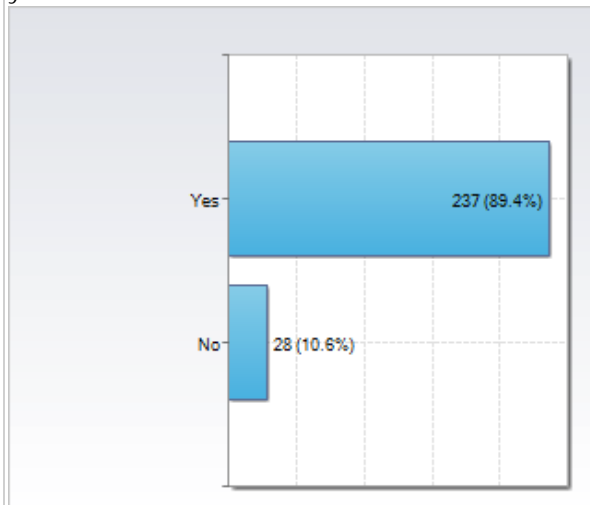
Report Page **1** of 1

**D001. Categorical Questions - Best describes your main work role/assignment**



	N	% of Total	% Resp = 100.0%
Faculty	146	55.1%	N = 265
Administrator	28	10.6%	
Professional Staff	61	23.0%	
Staff	30	11.3%	

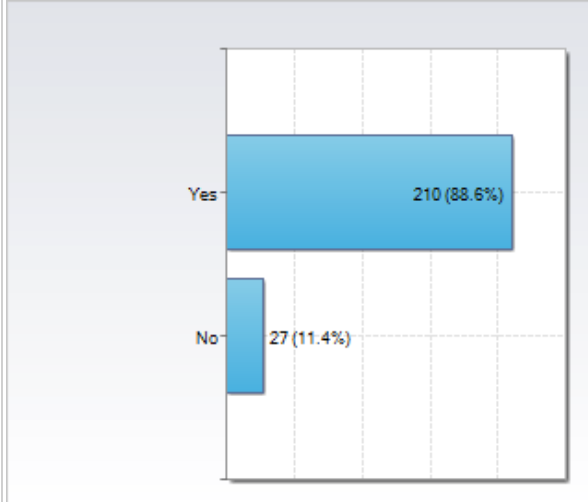
**D002. Categorical Questions - Respondent Selection Criteria: Worked at this institution for at least a year**



	N	% of Total	% Resp = 100.0%
Yes	237	89.4%	N = 265
No	28	10.6%	

**+ Branching**

D003. Categorical Questions - Respondent Selection Criteria: Direct working relationships with new students

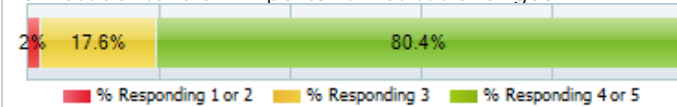


	N	% of Total
Yes	210	88.6%
No	27	11.4%

% Resp = 89.4%
N = 237

**+ Branching**

Q004. Person with Limited Contact or Limited Time Spent at Campus - To what degree does this institution's delivery of the first year: Demonstrate that the success of new students is an important institutional goal

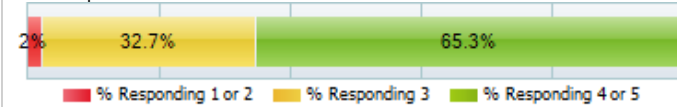


	N	% of Total
(1) Not at all	0	0.0%
(2) Slight	1	2.0%
(3) Moderate	9	17.7%
(4) High	21	41.2%
(5) Very High	20	39.2%

% Resp = 19.3%
N = 51
Mean = 4.18
Std Dev = 0.78

**+ Branching**

Q005. Person with Limited Contact or Limited Time Spent at Campus - To what degree does this institution's delivery of the first year: Enhance students' personal development

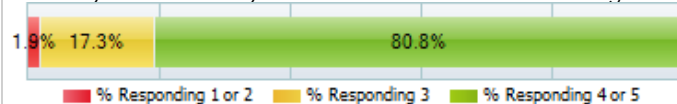


	N	% of Total
(1) Not at all	0	0.0%
(2) Slight	1	2.0%
(3) Moderate	16	32.7%
(4) High	18	36.7%
(5) Very High	14	28.6%

% Resp = 18.5%
N = 49
Mean = 3.92
Std Dev = 0.83

**+ Branching**

Q006. Person with Limited Contact or Limited Time Spent at Campus - To what degree does this institution's delivery of the first year: Enhance student learning

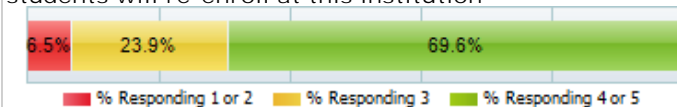


	N	% of Total
(1) Not at all	0	0.0%
(2) Slight	1	1.9%
(3) Moderate	9	17.3%
(4) High	21	40.4%
(5) Very High	21	40.4%

% Resp = 19.6%
N = 52
Mean = 4.19
Std Dev = 0.79

**+ Branching**

Q007. Person with Limited Contact or Limited Time Spent at Campus - To what degree does this institution's delivery of the first year: Improve the probability that students will re-enroll at this institution

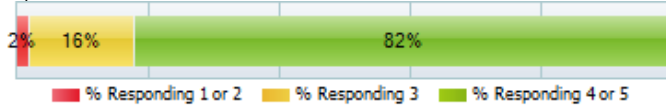


	N	% of Total
(1) Not at all	1	2.2%
(2) Slight	2	4.4%
(3) Moderate	11	23.9%
(4) High	22	47.8%
(5) Very High	10	21.7%

% Resp = 17.4%
N = 46
Mean = 3.83
Std Dev = 0.89

**+ Branching**

Q008. Person with Limited Contact or Limited Time Spent at Campus - To what degree does this institution's delivery of the first year: Provide a high quality experience for new students



	N	% of Total
(1) Not at all	0	0.0%
(2) Slight	1	2.0%
(3) Moderate	8	16.0%
(4) High	24	48.0%
(5) Very High	17	34.0%

% Resp = 18.9%
N = 50
Mean = 4.14
Std Dev = 0.75

### + Branching

LA009. Please leave comments regarding this institution's first year of college: (N=22)



Answer

I

As a former student, I can say that my learning experience here at MCC was very high quality. However, a few years have passed; and I am unaware of current credit-course policies, practices, etc. I work in Continuing Education.

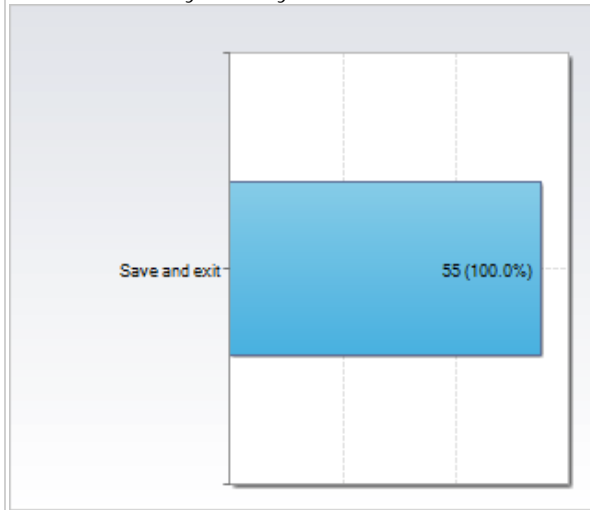
As an adjunct instructor, I am still relatively new to the college. In my limited exposure, I have not seen clear goals laid out for student development nor faculty that connect to the college's mission. There has been no personal evaluation or performance plan laid out for me. I would have thought that even adjunct faculty would have to be evaluated and coached on performance with measurable goals.

By having prior experience I have found it necessary to get to know the students to the best of my ability. Due to limited time their need to find ways to have more visibility.

From my experience working a few hours at a time at the atrium information desk in the atrium, students would benefit from more signage. For example, signage that could extend out from the wall above the

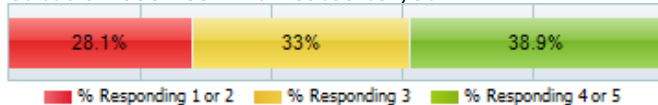
### + Branching

MR010. Thank you for your time.



	N	% of Total
Save and exit	55	100.0%

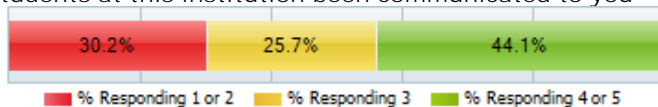
Q011. Philosophy - To what degree: Has an institutional philosophy for working with new students at this institution been communicated to you



	N	% of Total
(1) Not at all	21	10.3%
(2) Slight	36	17.7%
(3) Moderate	67	33.0%
(4) High	51	25.1%
(5) Very High	28	13.8%

% Resp = 76.6%
N = 203
Mean = 3.14
Std Dev = 1.17

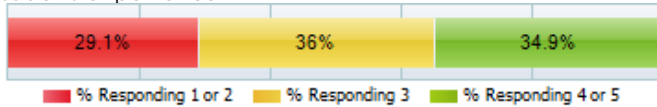
Q012. Philosophy - To what degree: Has a department/unit philosophy for working with new students at this institution been communicated to you



	N	% of Total
(1) Not at all	26	12.9%
(2) Slight	35	17.3%
(3) Moderate	52	25.7%
(4) High	47	23.3%
(5) Very High	42	20.8%

% Resp = 76.2%
N = 202
Mean = 3.22
Std Dev = 1.31

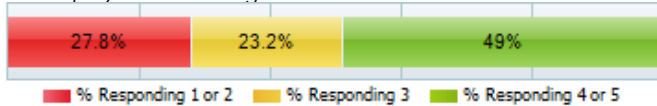
Q013. Philosophy - To what degree: Does this institution operate from a commonly held philosophy about the new student experience



	N	% of Total
(1) Not at all	21	11.1%
(2) Slight	34	18.0%
(3) Moderate	68	36.0%
(4) High	38	20.1%
(5) Very High	28	14.8%

% Resp = 71.3%
N = 189
Mean = 3.10
Std Dev = 1.19

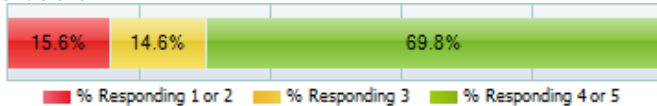
Q014. Philosophy - To what degree: Does your department/unit operate from a commonly held philosophy for working with new students



	N	% of Total
(1) Not at all	14	7.2%
(2) Slight	40	20.6%
(3) Moderate	45	23.2%
(4) High	51	26.3%
(5) Very High	44	22.7%

% Resp = 73.2%
N = 194
Mean = 3.37
Std Dev = 1.24

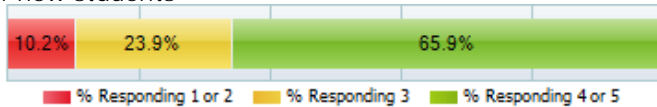
Q015. Philosophy - To what degree: Is a formalized institutional philosophy for working with new students valuable



	N	% of Total
(1) Not at all	7	3.5%
(2) Slight	24	12.1%
(3) Moderate	29	14.6%
(4) High	65	32.7%
(5) Very High	74	37.2%

% Resp = 75.1%
N = 199
Mean = 3.88
Std Dev = 1.14

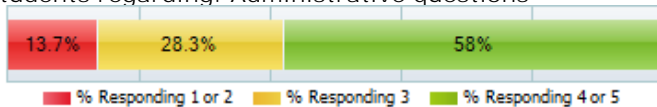
Q016. Philosophy - To what degree: Do you believe that this institution has a special commitment to the success of new students



	N	% of Total
(1) Not at all	6	2.9%
(2) Slight	15	7.3%
(3) Moderate	49	23.9%
(4) High	68	33.2%
(5) Very High	67	32.7%

% Resp = 77.4%
N = 205
Mean = 3.85
Std Dev = 1.05

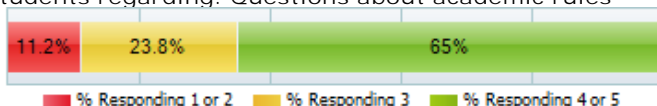
Q017. Organization of Institution - Based on your understanding of this institution's organizational structure, to what degree can you correctly refer students regarding: Administrative questions



	N	% of Total
(1) Not at all	6	2.9%
(2) Slight	22	10.7%
(3) Moderate	58	28.3%
(4) High	60	29.3%
(5) Very High	59	28.8%

% Resp = 77.4%
N = 205
Mean = 3.70
Std Dev = 1.08

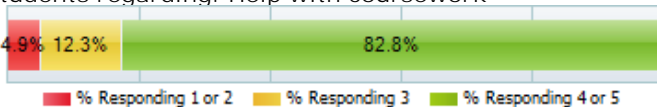
Q018. Organization of Institution - Based on your understanding of this institution's organizational structure, to what degree can you correctly refer students regarding: Questions about academic rules



	N	% of Total
(1) Not at all	4	1.9%
(2) Slight	19	9.2%
(3) Moderate	49	23.8%
(4) High	67	32.5%
(5) Very High	67	32.5%

% Resp = 77.7%
N = 206
Mean = 3.84
Std Dev = 1.04

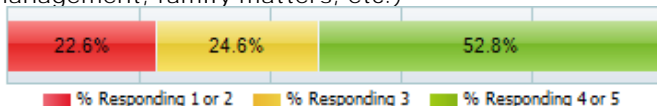
Q019. Organization of Institution - Based on your understanding of this institution's organizational structure, to what degree can you correctly refer students regarding: Help with coursework



	N	% of Total
(1) Not at all	6	3.0%
(2) Slight	4	2.0%
(3) Moderate	25	12.3%
(4) High	63	31.0%
(5) Very High	105	51.7%

% Resp = 76.6%
N = 203
Mean = 4.27
Std Dev = 0.96

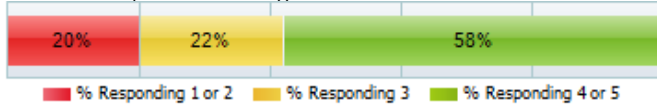
Q020. Organization of Institution - Based on your understanding of this institution's organizational structure, to what degree can you correctly refer students regarding: Help with personal issues (money management, family matters, etc.)



	N	% of Total
(1) Not at all	16	8.0%
(2) Slight	29	14.6%
(3) Moderate	49	24.6%
(4) High	49	24.6%
(5) Very High	56	28.1%

% Resp = 75.1%
N = 199
Mean = 3.50
Std Dev = 1.26

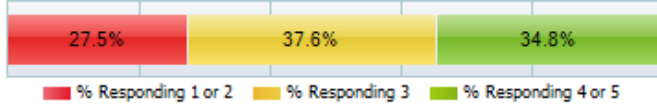
Q021. Organization of Institution - Based on your understanding of this institution's organizational structure, to what degree can you correctly refer students regarding: Becoming involved with an institution-sponsored organization / event



	N	% of Total
(1) Not at all	4	2.0%
(2) Slight	36	18.0%
(3) Moderate	44	22.0%
(4) High	62	31.0%
(5) Very High	54	27.0%

% Resp = 75.5%
N = 200
Mean = 3.63
Std Dev = 1.12

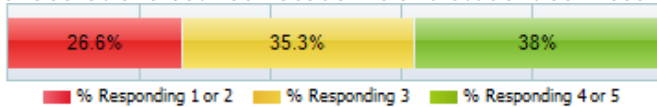
Q022. First Year Structures and Resources - To what degree has this institution effectively organized itself to develop an integrated first college year that supports: Routine communications among discrete units/functions



	N	% of Total
(1) Not at all	14	7.9%
(2) Slight	35	19.7%
(3) Moderate	67	37.6%
(4) High	46	25.8%
(5) Very High	16	9.0%

% Resp = 67.2%
N = 178
Mean = 3.08
Std Dev = 1.06

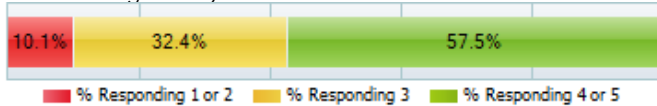
Q023. First Year Structures and Resources - To what degree has this institution effectively organized itself to develop an integrated first college year that supports: Collaborations between academic and student services



	N	% of Total
(1) Not at all	11	6.0%
(2) Slight	38	20.7%
(3) Moderate	65	35.3%
(4) High	50	27.2%
(5) Very High	20	10.9%

% Resp = 69.4%
N = 184
Mean = 3.16
Std Dev = 1.06

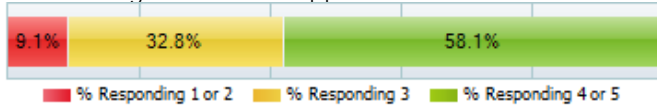
Q024. First Year Structures and Resources - To what degree are resources (personnel and fiscal) adequate for the following: Entry-level courses



	N	% of Total
(1) Not at all	5	2.8%
(2) Slight	13	7.3%
(3) Moderate	58	32.4%
(4) High	72	40.2%
(5) Very High	31	17.3%

% Resp = 67.6%
N = 179
Mean = 3.62
Std Dev = 0.95

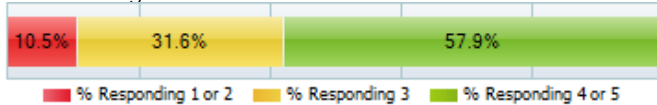
Q025. First Year Structures and Resources - To what degree are resources (personnel and fiscal) adequate for the following: Academic support services



	N	% of Total
(1) Not at all	4	2.2%
(2) Slight	13	7.0%
(3) Moderate	61	32.8%
(4) High	75	40.3%
(5) Very High	33	17.7%

% Resp = 70.2%
N = 186
Mean = 3.65
Std Dev = 0.92

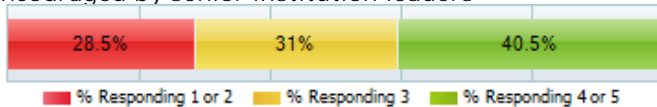
Q026. First Year Structures and Resources - To what degree are resources (personnel and fiscal) adequate for the following: Extracurricular activities



	N	% of Total
(1) Not at all	4	2.3%
(2) Slight	14	8.2%
(3) Moderate	54	31.6%
(4) High	71	41.5%
(5) Very High	28	16.4%

% Resp = 64.5%
N = 171
Mean = 3.61
Std Dev = 0.93

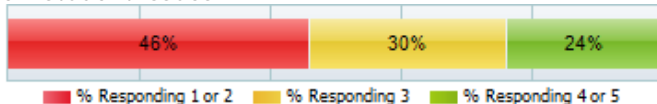
Q027. First Year Structures and Resources - To what degree: Are student services and faculty partnerships encouraged by senior institution leaders



	N	% of Total
(1) Not at all	13	8.2%
(2) Slight	32	20.3%
(3) Moderate	49	31.0%
(4) High	42	26.6%
(5) Very High	22	13.9%

% Resp = 59.6%
N = 158
Mean = 3.18
Std Dev = 1.15

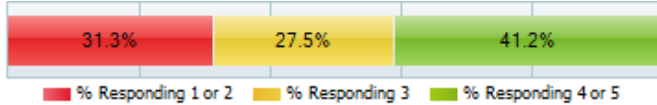
Q028. Influence - To what degree: Do you, as a faculty/staff member, have a voice in decisions about new student issues



	N	% of Total
(1) Not at all	44	22.0%
(2) Slight	48	24.0%
(3) Moderate	60	30.0%
(4) High	39	19.5%
(5) Very High	9	4.5%

% Resp = 75.5%
N = 200
Mean = 2.60
Std Dev = 1.16

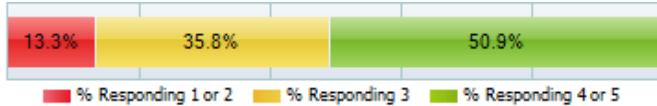
Q029. Influence - To what degree: Does your department/unit have a voice in decisions about new student issues



	N	% of Total
(1) Not at all	21	11.5%
(2) Slight	36	19.8%
(3) Moderate	50	27.5%
(4) High	53	29.1%
(5) Very High	22	12.1%

% Resp = 68.7%
N = 182
Mean = 3.10
Std Dev = 1.19

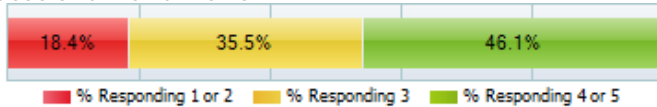
Q030. Diverse Curriculum and Co-Curriculum - To what degree does this institution's: Curriculum, as experienced by new students, include appropriate attention to diverse ideas and world views



	N	% of Total
(1) Not at all	5	3.0%
(2) Slight	17	10.3%
(3) Moderate	59	35.8%
(4) High	52	31.5%
(5) Very High	32	19.4%

% Resp = 62.3%
N = 165
Mean = 3.54
Std Dev = 1.01

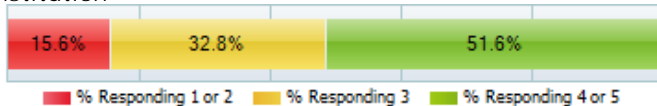
Q031. Diverse Curriculum and Co-Curriculum - To what degree does this institution's: Out-of-class activities for new students include appropriate attention to diverse ideas and world views



	N	% of Total
(1) Not at all	5	3.3%
(2) Slight	23	15.1%
(3) Moderate	54	35.5%
(4) High	45	29.6%
(5) Very High	25	16.5%

% Resp = 57.4%
N = 152
Mean = 3.41
Std Dev = 1.03

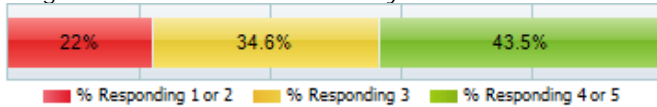
Q032. Diverse Interactions - Within the following groups, to what degree does this institution provide opportunities for students to interact with individuals from differing backgrounds and cultures: Other students at the institution



	N	% of Total
(1) Not at all	5	2.7%
(2) Slight	24	12.9%
(3) Moderate	61	32.8%
(4) High	62	33.3%
(5) Very High	34	18.3%

% Resp = 70.2%
N = 186
Mean = 3.52
Std Dev = 1.02

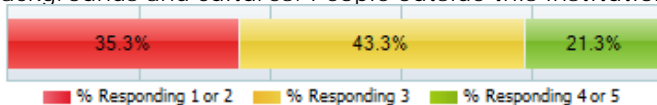
Q033. Diverse Interactions - Within the following groups, to what degree does this institution provide opportunities for students to interact with individuals from differing backgrounds and cultures: Faculty and staff



	N	% of Total
(1) Not at all	4	2.1%
(2) Slight	38	19.9%
(3) Moderate	66	34.6%
(4) High	62	32.5%
(5) Very High	21	11.0%

% Resp = 72.1%
N = 191
Mean = 3.30
Std Dev = 0.98

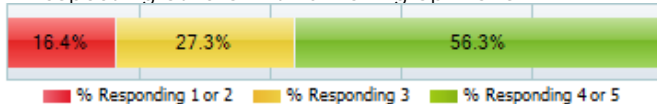
Q034. Diverse Interactions - Within the following groups, to what degree does this institution provide opportunities for students to interact with individuals from differing backgrounds and cultures: People outside this institution



	N	% of Total
(1) Not at all	7	4.7%
(2) Slight	46	30.7%
(3) Moderate	65	43.3%
(4) High	22	14.7%
(5) Very High	10	6.7%

% Resp = 56.6%
N = 150
Mean = 2.88
Std Dev = 0.94

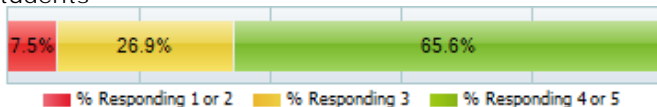
Q035. Diverse Interactions - To what degree does this institution communicate to new students the importance of: Respecting others with differing opinions



	N	% of Total
(1) Not at all	9	4.9%
(2) Slight	21	11.5%
(3) Moderate	50	27.3%
(4) High	69	37.7%
(5) Very High	34	18.6%

% Resp = 69.1%
N = 183
Mean = 3.54
Std Dev = 1.07

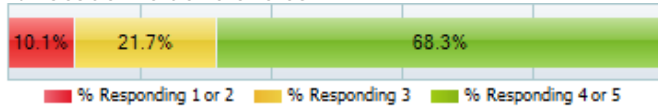
Q036. Student Sub-populations - During the first year, to what degree does this institution address the unique needs of the following student sub-populations: Honors students



	N	% of Total
(1) Not at all	4	2.5%
(2) Slight	8	5.0%
(3) Moderate	43	26.9%
(4) High	68	42.5%
(5) Very High	37	23.1%

% Resp = 60.4%
N = 160
Mean = 3.79
Std Dev = 0.94

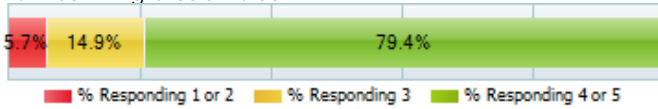
Q037. Student Sub-populations - During the first year, to what degree does this institution address the unique needs of the following student sub-populations: Students with academic deficiencies



	N	% of Total
(1) Not at all	3	1.6%
(2) Slight	16	8.5%
(3) Moderate	41	21.7%
(4) High	79	41.8%
(5) Very High	50	26.5%

% Resp = 71.3%
N = 189
Mean = 3.83
Std Dev = 0.97

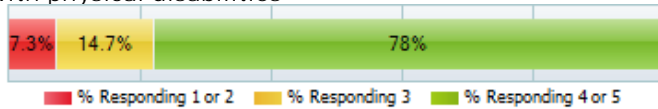
Q038. Student Sub-populations - During the first year, to what degree does this institution address the unique needs of the following student sub-populations: Students with learning disabilities



	N	% of Total
(1) Not at all	2	1.0%
(2) Slight	9	4.6%
(3) Moderate	29	15.0%
(4) High	76	39.2%
(5) Very High	78	40.2%

% Resp = 73.2%
N = 194
Mean = 4.13
Std Dev = 0.90

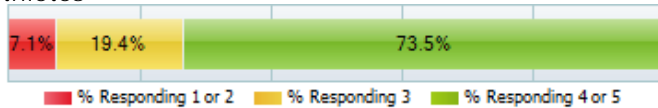
Q039. Student Sub-populations - During the first year, to what degree does this institution address the unique needs of the following student sub-populations: Students with physical disabilities



	N	% of Total
(1) Not at all	2	1.1%
(2) Slight	12	6.3%
(3) Moderate	28	14.7%
(4) High	84	44.0%
(5) Very High	65	34.0%

% Resp = 72.1%
N = 191
Mean = 4.04
Std Dev = 0.91

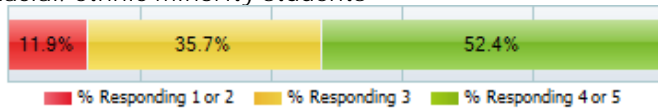
Q040. Student Sub-populations - During the first year, to what degree does this institution address the unique needs of the following student sub-populations: Student athletes



	N	% of Total
(1) Not at all	2	1.2%
(2) Slight	10	5.9%
(3) Moderate	33	19.4%
(4) High	82	48.2%
(5) Very High	43	25.3%

% Resp = 64.2%
N = 170
Mean = 3.91
Std Dev = 0.88

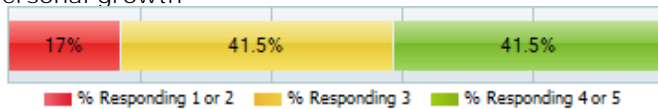
Q041. Student Sub-populations - During the first year, to what degree does this institution address the unique needs of the following student sub-populations: Racial/ethnic minority students



	N	% of Total
(1) Not at all	3	1.8%
(2) Slight	17	10.1%
(3) Moderate	60	35.7%
(4) High	61	36.3%
(5) Very High	27	16.1%

% Resp = 63.4%
N = 168
Mean = 3.55
Std Dev = 0.94

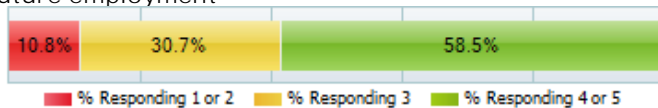
Q042. Reasons for Education - To what degree does this institution help new students explore their motivation for getting a college education in terms of: Knowledge for personal growth



	N	% of Total
(1) Not at all	9	5.3%
(2) Slight	20	11.7%
(3) Moderate	71	41.5%
(4) High	52	30.4%
(5) Very High	19	11.1%

% Resp = 64.5%
N = 171
Mean = 3.30
Std Dev = 0.99

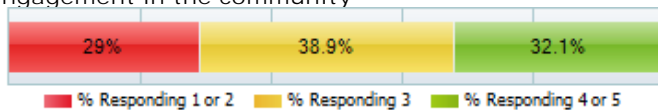
Q043. Reasons for Education - To what degree does this institution help new students explore their motivation for getting a college education in terms of: Preparation for future employment



	N	% of Total
(1) Not at all	3	1.7%
(2) Slight	16	9.1%
(3) Moderate	54	30.7%
(4) High	66	37.5%
(5) Very High	37	21.0%

% Resp = 66.4%
N = 176
Mean = 3.67
Std Dev = 0.96

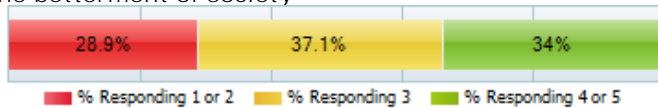
Q044. Reasons for Education - To what degree does this institution help new students explore their motivation for getting a college education in terms of: Active engagement in the community



	N	% of Total
(1) Not at all	8	4.9%
(2) Slight	39	24.1%
(3) Moderate	63	38.9%
(4) High	39	24.1%
(5) Very High	13	8.0%

% Resp = 61.1%
N = 162
Mean = 3.06
Std Dev = 1.00

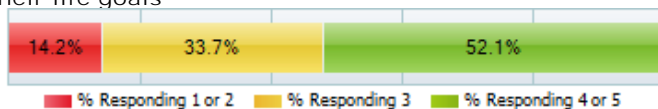
Q045. Reasons for Education - To what degree does this institution help new students explore their motivation for getting a college education in terms of: Contributions to the betterment of society



	N	% of Total
(1) Not at all	10	6.3%
(2) Slight	36	22.6%
(3) Moderate	59	37.1%
(4) High	39	24.5%
(5) Very High	15	9.4%

% Resp = 60.0%
N = 159
Mean = 3.08
Std Dev = 1.05

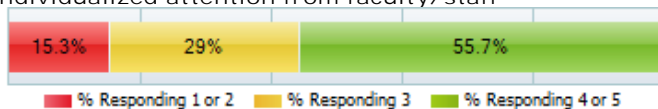
Q046. Reasons for Education - To what degree does this institution help new students explore their motivation for getting a college education in terms of: Achievement of their life goals



	N	% of Total
(1) Not at all	2	1.2%
(2) Slight	22	13.0%
(3) Moderate	57	33.7%
(4) High	63	37.3%
(5) Very High	25	14.8%

% Resp = 63.8%
N = 169
Mean = 3.51
Std Dev = 0.94

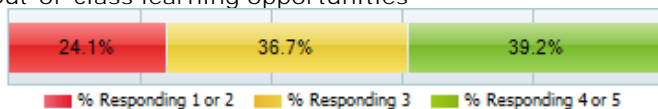
Q047. Educational Opportunities - To what degree does this institution assure that all new students experience: Individualized attention from faculty/staff



	N	% of Total
(1) Not at all	7	3.8%
(2) Slight	21	11.5%
(3) Moderate	53	29.0%
(4) High	66	36.1%
(5) Very High	36	19.7%

% Resp = 69.1%
N = 183
Mean = 3.56
Std Dev = 1.05

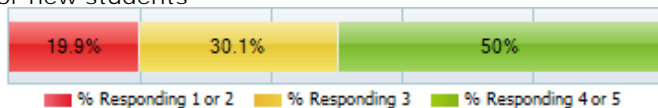
Q048. Educational Opportunities - To what degree does this institution assure that all new students experience: Out-of-class learning opportunities



	N	% of Total
(1) Not at all	8	5.1%
(2) Slight	30	19.0%
(3) Moderate	58	36.7%
(4) High	41	26.0%
(5) Very High	21	13.3%

% Resp = 59.6%
N = 158
Mean = 3.23
Std Dev = 1.06

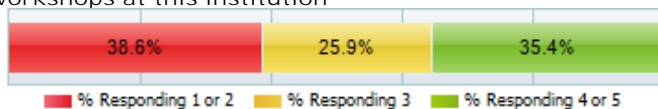
Q049. Educational Opportunities - To what degree: Do you understand this institution's intended educational goals for new students



	N	% of Total
(1) Not at all	16	8.2%
(2) Slight	23	11.7%
(3) Moderate	59	30.1%
(4) High	65	33.2%
(5) Very High	33	16.8%

% Resp = 74.0%
N = 196
Mean = 3.39
Std Dev = 1.14

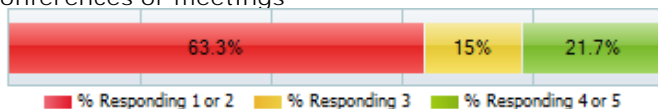
Q050. Professional Development - To what degree are you engaged in the following professional activities focusing on the first year: Attending conference(s) or workshops at this institution



	N	% of Total
(1) Not at all	43	22.8%
(2) Slight	30	15.9%
(3) Moderate	49	25.9%
(4) High	37	19.6%
(5) Very High	30	15.9%

% Resp = 71.3%
N = 189
Mean = 2.90
Std Dev = 1.37

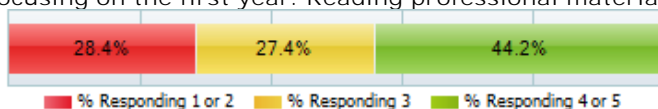
Q051. Professional Development - To what degree are you engaged in the following professional activities focusing on the first year: Attending national/regional conferences or meetings



	N	% of Total
(1) Not at all	77	42.8%
(2) Slight	37	20.6%
(3) Moderate	27	15.0%
(4) High	20	11.1%
(5) Very High	19	10.6%

% Resp = 67.9%
N = 180
Mean = 2.26
Std Dev = 1.38

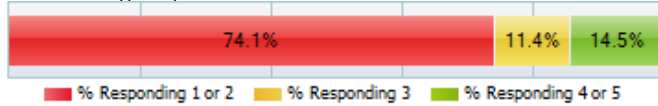
Q052. Professional Development - To what degree are you engaged in the following professional activities focusing on the first year: Reading professional materials



	N	% of Total
(1) Not at all	27	14.2%
(2) Slight	27	14.2%
(3) Moderate	52	27.4%
(4) High	48	25.3%
(5) Very High	36	19.0%

% Resp = 71.7%
N = 190
Mean = 3.21
Std Dev = 1.30

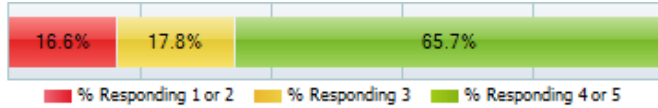
Q053. Professional Development - To what degree are you engaged in the following professional activities focusing on the first year: Presenting at conferences or contributing to publications



	N	% of Total
(1) Not at all	98	59.0%
(2) Slight	25	15.1%
(3) Moderate	19	11.5%
(4) High	14	8.4%
(5) Very High	10	6.0%

% Resp = 62.6%
N = 166
Mean = 1.87
Std Dev = 1.25

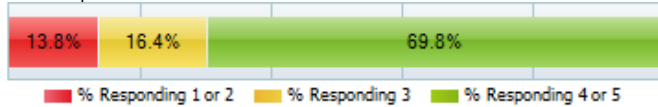
Q054. Importance of Work - To what degree is faculty involvement with new students considered important by: Institution leaders



	N	% of Total
(1) Not at all	6	3.6%
(2) Slight	22	13.0%
(3) Moderate	30	17.8%
(4) High	68	40.2%
(5) Very High	43	25.4%

% Resp = 63.8%
N = 169
Mean = 3.71
Std Dev = 1.09

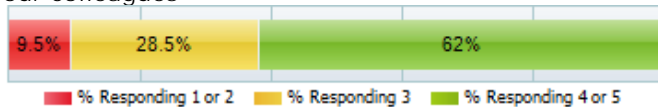
Q055. Importance of Work - To what degree is faculty involvement with new students considered important by: Your department/unit leader



	N	% of Total
(1) Not at all	4	2.1%
(2) Slight	22	11.6%
(3) Moderate	31	16.4%
(4) High	66	34.9%
(5) Very High	66	34.9%

% Resp = 71.3%
N = 189
Mean = 3.89
Std Dev = 1.08

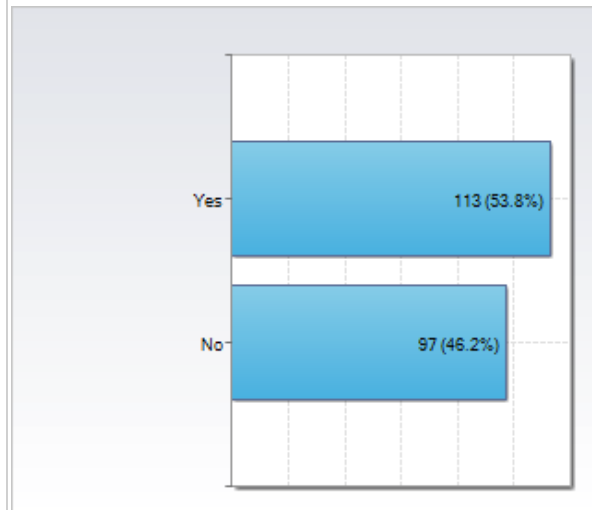
Q056. Importance of Work - To what degree is faculty involvement with new students considered important by: Your colleagues



	N	% of Total
(1) Not at all	3	1.7%
(2) Slight	14	7.8%
(3) Moderate	51	28.5%
(4) High	64	35.8%
(5) Very High	47	26.3%

% Resp = 67.6%
N = 179
Mean = 3.77
Std Dev = 0.98

D057. Categorical Questions - Teaching New Students: Taught a class that predominantly enrolled new students

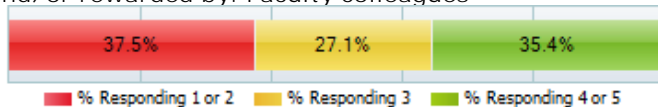


	N	% of Total
Yes	113	53.8%
No	97	46.2%

% Resp = 79.3%
N = 210

**+ Branching**

Q058. Importance of Work - To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by: Faculty colleagues

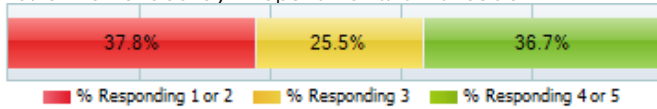


	N	% of Total
(1) Not at all	17	17.7%
(2) Slight	19	19.8%
(3) Moderate	26	27.1%
(4) High	28	29.2%
(5) Very High	6	6.3%

% Resp = 36.2%
N = 96
Mean = 2.86
Std Dev = 1.20

**+ Branching**

Q059. Importance of Work - To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by: Department/unit leader

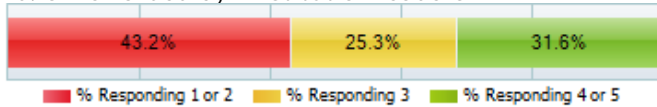


	N	% of Total
(1) Not at all	20	20.4%
(2) Slight	17	17.4%
(3) Moderate	25	25.5%
(4) High	26	26.5%
(5) Very High	10	10.2%

% Resp = 37.0%
N = 98
Mean = 2.89
Std Dev = 1.28

### + Branching

Q060. Importance of Work - To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by: Institution leaders

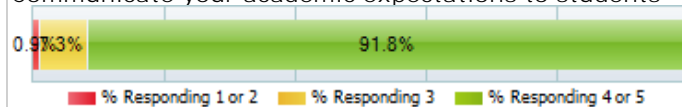


	N	% of Total
(1) Not at all	21	22.1%
(2) Slight	20	21.1%
(3) Moderate	24	25.3%
(4) High	21	22.1%
(5) Very High	9	9.5%

% Resp = 35.9%
N = 95
Mean = 2.76
Std Dev = 1.28

### + Branching

Q061. First Year Course Instruction - For your course(s) that enroll(s) new students, to what degree do you: Communicate your academic expectations to students

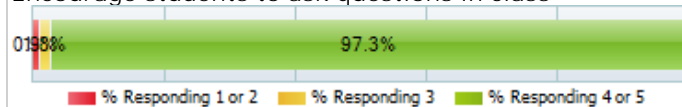


	N	% of Total
(1) Not at all	0	0.0%
(2) Slight	1	0.9%
(3) Moderate	8	7.3%
(4) High	35	31.8%
(5) Very High	66	60.0%

% Resp = 41.5%
N = 110
Mean = 4.51
Std Dev = 0.67

### + Branching

Q062. First Year Course Instruction - For your course(s) that enroll(s) new students, to what degree do you: Encourage students to ask questions in class

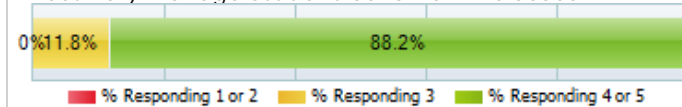


	N	% of Total
(1) Not at all	1	0.9%
(2) Slight	0	0.0%
(3) Moderate	2	1.8%
(4) High	25	22.7%
(5) Very High	82	74.6%

% Resp = 41.5%
N = 110
Mean = 4.70
Std Dev = 0.60

### + Branching

Q063. First Year Course Instruction - For your course(s) that enroll(s) new students, to what degree do you: Effectively manage student behavior in classes

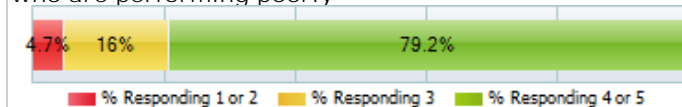


	N	% of Total
(1) Not at all	0	0.0%
(2) Slight	0	0.0%
(3) Moderate	13	11.8%
(4) High	44	40.0%
(5) Very High	53	48.2%

% Resp = 41.5%
N = 110
Mean = 4.36
Std Dev = 0.68

### + Branching

Q064. First Year Course Instruction - For your course(s) that enroll(s) new students, to what degree do you: Initiate communication, early in the term, with students who are performing poorly

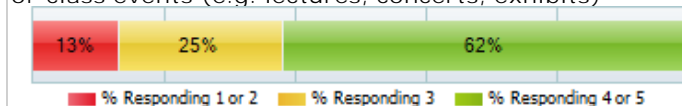


	N	% of Total
(1) Not at all	2	1.9%
(2) Slight	3	2.8%
(3) Moderate	17	16.0%
(4) High	37	34.9%
(5) Very High	47	44.3%

% Resp = 40.0%
N = 106
Mean = 4.17
Std Dev = 0.93

### + Branching

Q065. First Year Course Instruction - For your course(s) that enroll(s) new students, to what degree do you: Encourage students to participate in course-related, out-of-class events (e.g. lectures, concerts, exhibits)

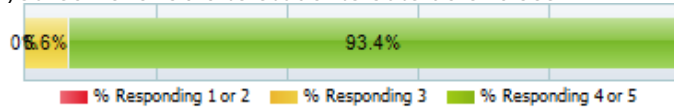


	N	% of Total
(1) Not at all	2	1.9%
(2) Slight	12	11.1%
(3) Moderate	27	25.0%
(4) High	29	26.9%
(5) Very High	38	35.2%

% Resp = 40.8%
N = 108
Mean = 3.82
Std Dev = 1.09

### + Branching

Q066. First Year Course Instruction - For your course(s) that enroll(s) new students, to what degree do you: Make yourself available to students outside of class

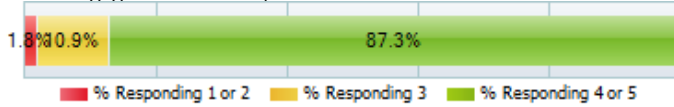


	N	% of Total
(1) Not at all	0	0.0%
(2) Slight	0	0.0%
(3) Moderate	7	6.6%
(4) High	23	21.7%
(5) Very High	76	71.7%

% Resp = 40.0%
N = 106
Mean = 4.65
Std Dev = 0.60

**+ Branching**

Q067. First Year Course Instruction - For your course(s) that enroll(s) new students, to what degree: Were specific learning goals developed

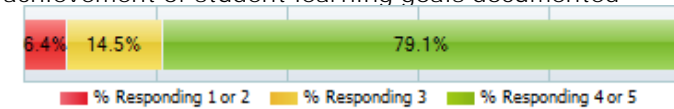


	N	% of Total
(1) Not at all	0	0.0%
(2) Slight	2	1.8%
(3) Moderate	12	10.9%
(4) High	37	33.6%
(5) Very High	59	53.6%

% Resp = 41.5%
N = 110
Mean = 4.39
Std Dev = 0.75

**+ Branching**

Q068. First Year Course Instruction - For your course(s) that enroll(s) new students, to what degree: Was achievement of student learning goals documented

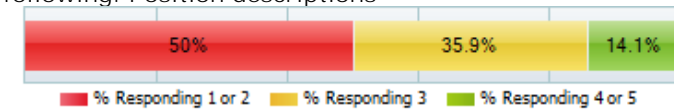


	N	% of Total
(1) Not at all	3	2.7%
(2) Slight	4	3.6%
(3) Moderate	16	14.6%
(4) High	41	37.3%
(5) Very High	46	41.8%

% Resp = 41.5%
N = 110
Mean = 4.12
Std Dev = 0.97

**+ Branching**

Q069. Hiring Process - During the hiring process at this institution, to what degree are faculty responsibilities related to new students addressed by means of the following: Position descriptions

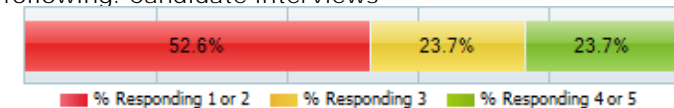


	N	% of Total
(1) Not at all	23	29.5%
(2) Slight	16	20.5%
(3) Moderate	28	35.9%
(4) High	8	10.3%
(5) Very High	3	3.9%

% Resp = 29.4%
N = 78
Mean = 2.38
Std Dev = 1.12

**+ Branching**

Q070. Hiring Process - During the hiring process at this institution, to what degree are faculty responsibilities related to new students addressed by means of the following: Candidate interviews

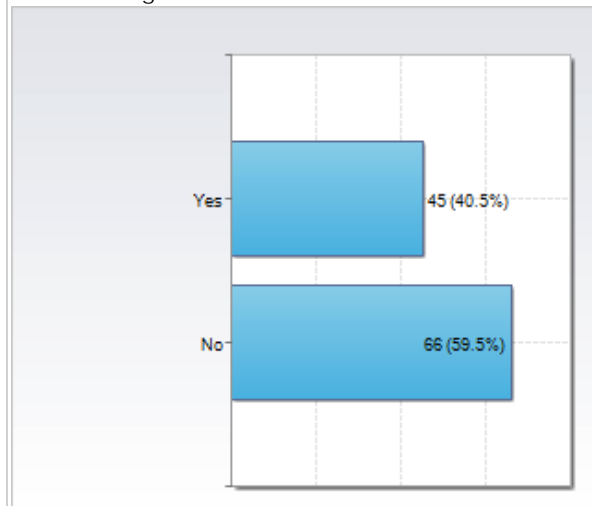


	N	% of Total
(1) Not at all	22	29.0%
(2) Slight	18	23.7%
(3) Moderate	18	23.7%
(4) High	12	15.8%
(5) Very High	6	7.9%

% Resp = 28.7%
N = 76
Mean = 2.50
Std Dev = 1.27

**+ Branching**

D071. Categorical Questions - Hired within the last 5 years

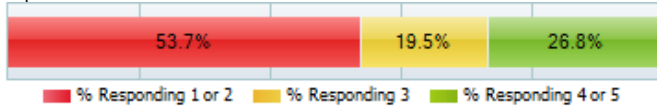


	N	% of Total
Yes	45	40.5%
No	66	59.5%

% Resp = 41.9%
N = 111

**+ Branching**

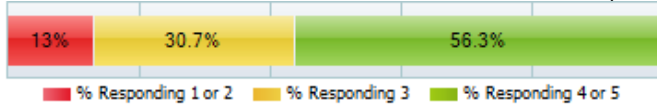
Q072. Hiring Process - If yes, during the new faculty orientation at this institution, to what degree were your responsibilities related to new students addressed?



	N	% of Total
(1) Not at all	8	19.5%
(2) Slight	14	34.2%
(3) Moderate	8	19.5%
(4) High	10	24.4%
(5) Very High	1	2.4%

% Resp = 15.5%
N = 41
Mean = 2.56
Std Dev = 1.13

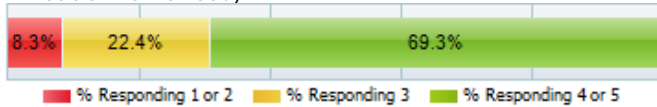
Q073. Standards of Behavior - To what degree does this institution communicate to new students the importance of: Standards of behavior in an academic community



	N	% of Total
(1) Not at all	3	1.6%
(2) Slight	22	11.5%
(3) Moderate	59	30.7%
(4) High	74	38.5%
(5) Very High	34	17.7%

% Resp = 72.5%
N = 192
Mean = 3.59
Std Dev = 0.96

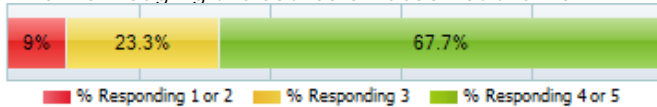
Q074. Standards of Behavior - To what degree does this institution communicate to new students the importance of: Academic honesty



	N	% of Total
(1) Not at all	2	1.0%
(2) Slight	14	7.3%
(3) Moderate	43	22.4%
(4) High	76	39.6%
(5) Very High	57	29.7%

% Resp = 72.5%
N = 192
Mean = 3.90
Std Dev = 0.95

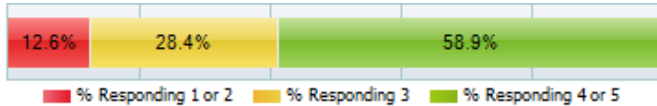
Q075. Standards of Behavior - To what degree does this institution communicate to new students the importance of: Acknowledging the source of ideas not their own



	N	% of Total
(1) Not at all	2	1.1%
(2) Slight	15	7.9%
(3) Moderate	44	23.3%
(4) High	80	42.3%
(5) Very High	48	25.4%

% Resp = 71.3%
N = 189
Mean = 3.83
Std Dev = 0.93

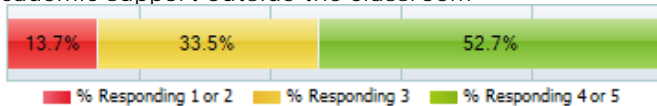
Q076. Standards of Behavior - To what degree does this institution communicate to new students the importance of: Ethical conduct



	N	% of Total
(1) Not at all	5	2.6%
(2) Slight	19	10.0%
(3) Moderate	54	28.4%
(4) High	67	35.3%
(5) Very High	45	23.7%

% Resp = 71.7%
N = 190
Mean = 3.67
Std Dev = 1.03

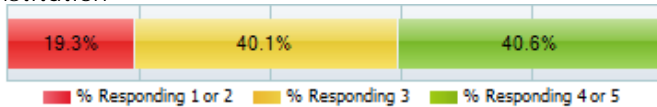
Q077. Standards of Behavior - To what degree does this institution: Assure that all new students experience academic support outside the classroom



	N	% of Total
(1) Not at all	4	2.2%
(2) Slight	21	11.5%
(3) Moderate	61	33.5%
(4) High	69	37.9%
(5) Very High	27	14.8%

% Resp = 68.7%
N = 182
Mean = 3.52
Std Dev = 0.95

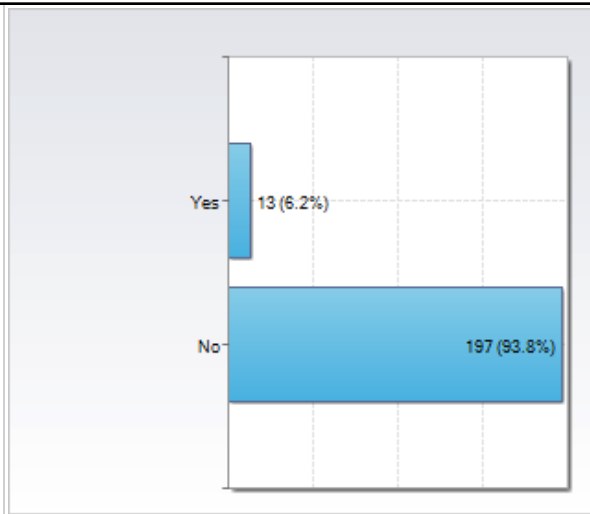
Q078. Academic Advising - Please rate: The overall effectiveness of academic advising for students at this institution



	N	% of Total
(1) Very Poor	6	3.0%
(2) Poor	33	16.3%
(3) Fair	81	40.1%
(4) Good	62	30.7%
(5) Excellent	20	9.9%

% Resp = 76.2%
N = 202
Mean = 3.28
Std Dev = 0.95

D079. Categorical Questions - Official academic advisor to one or more new students

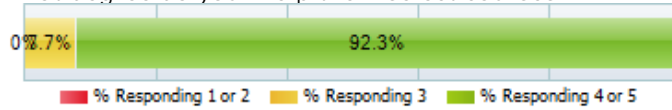


	N	% of Total
Yes	13	6.2%
No	197	93.8%

% Resp = 79.3%
N = 210

**+ Branching**

Q080. Academic Advising - In advising new students, to what degree do you: Help them select courses

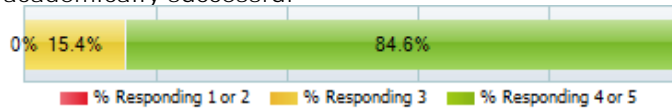


	N	% of Total
(1) Not at all	0	0.0%
(2) Slight	0	0.0%
(3) Moderate	1	7.7%
(4) High	2	15.4%
(5) Very High	10	76.9%

% Resp = 4.9%
N = 13
Mean = 4.69
Std Dev = 0.61

**+ Branching**

Q081. Academic Advising - In advising new students, to what degree do you: Discuss what it takes for them to be academically successful

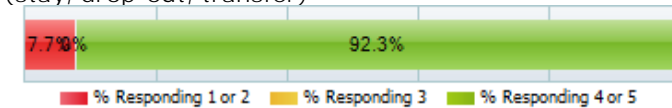


	N	% of Total
(1) Not at all	0	0.0%
(2) Slight	0	0.0%
(3) Moderate	2	15.4%
(4) High	3	23.1%
(5) Very High	8	61.5%

% Resp = 4.9%
N = 13
Mean = 4.46
Std Dev = 0.75

**+ Branching**

Q082. Academic Advising - In advising new students, to what degree do you: Discuss their future enrollment plans (stay, drop-out, transfer)

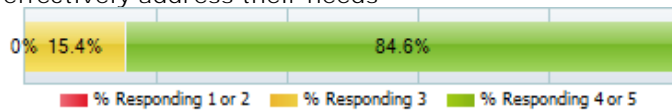


	N	% of Total
(1) Not at all	0	0.0%
(2) Slight	1	7.7%
(3) Moderate	0	0.0%
(4) High	2	15.4%
(5) Very High	10	76.9%

% Resp = 4.9%
N = 13
Mean = 4.62
Std Dev = 0.84

**+ Branching**

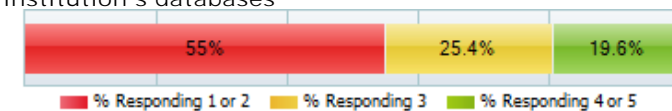
Q083. Academic Advising - In advising new students, to what degree do you: Have adequate training to effectively address their needs



	N	% of Total
(1) Not at all	0	0.0%
(2) Slight	0	0.0%
(3) Moderate	2	15.4%
(4) High	3	23.1%
(5) Very High	8	61.5%

% Resp = 4.9%
N = 13
Mean = 4.46
Std Dev = 0.75

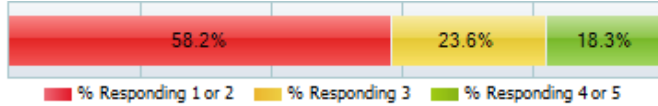
Q084. Use of Assessment - To what degree has the following information directly influenced your work with new students: Demographic information from this institution's databases



	N	% of Total
(1) Never	68	32.5%
(2) Rarely	47	22.5%
(3) Sometimes	53	25.4%
(4) Often	25	12.0%
(5) Very often	16	7.7%

% Resp = 78.9%
N = 209
Mean = 2.40
Std Dev = 1.26

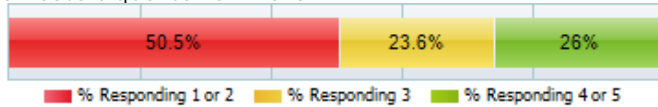
Q085. Use of Assessment - To what degree has the following information directly influenced your work with new students: Measures of pre-enrollment academic skills from this institution's databases



	N	% of Total
(1) Never	77	37.0%
(2) Rarely	44	21.2%
(3) Sometimes	49	23.6%
(4) Often	24	11.5%
(5) Very often	14	6.7%

% Resp = 78.5%
N = 208
Mean = 2.30
Std Dev = 1.26

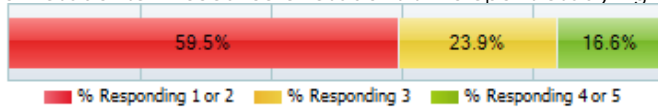
Q086. Use of Assessment - To what degree has the following information directly influenced your work with new students: Academic skills measured after one semester/quarter or more



	N	% of Total
(1) Never	60	28.9%
(2) Rarely	45	21.6%
(3) Sometimes	49	23.6%
(4) Often	37	17.8%
(5) Very often	17	8.2%

% Resp = 78.5%
N = 208
Mean = 2.55
Std Dev = 1.29

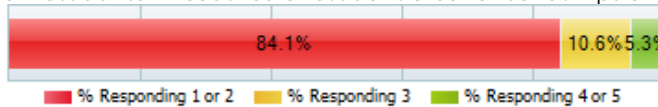
Q087. Use of Assessment - To what degree has the following information directly influenced your work with new students: Measures of student time spent studying



	N	% of Total
(1) Never	73	35.6%
(2) Rarely	49	23.9%
(3) Sometimes	49	23.9%
(4) Often	23	11.2%
(5) Very often	11	5.4%

% Resp = 77.4%
N = 205
Mean = 2.27
Std Dev = 1.21

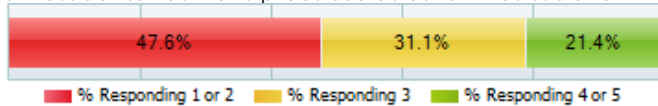
Q088. Use of Assessment - To what degree has the following information directly influenced your work with new students: Measures of student alcohol consumption



	N	% of Total
(1) Never	126	60.9%
(2) Rarely	48	23.2%
(3) Sometimes	22	10.6%
(4) Often	4	1.9%
(5) Very often	7	3.4%

% Resp = 78.1%
N = 207
Mean = 1.64
Std Dev = 0.98

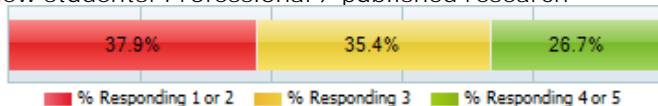
Q089. Use of Assessment - To what degree has the following information directly influenced your work with new students: Current practices at other institutions



	N	% of Total
(1) Never	54	26.2%
(2) Rarely	44	21.4%
(3) Sometimes	64	31.1%
(4) Often	31	15.1%
(5) Very often	13	6.3%

% Resp = 77.7%
N = 206
Mean = 2.54
Std Dev = 1.21

Q090. Use of Assessment - To what degree has the following information directly influenced your work with new students: Professional / published research



	N	% of Total
(1) Never	36	17.5%
(2) Rarely	42	20.4%
(3) Sometimes	73	35.4%
(4) Often	44	21.4%
(5) Very often	11	5.3%

% Resp = 77.7%
N = 206
Mean = 2.77
Std Dev = 1.13

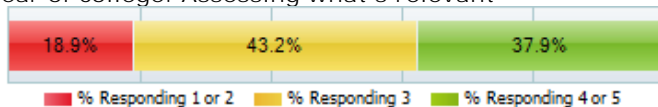
Q091. Use of Assessment - To what degree has the following information directly influenced your work with new students: Student evaluations, assessments, or feedback



	N	% of Total
(1) Never	21	10.2%
(2) Rarely	16	7.8%
(3) Sometimes	39	18.9%
(4) Often	80	38.8%
(5) Very often	50	24.3%

% Resp = 77.7%
N = 206
Mean = 3.59
Std Dev = 1.22

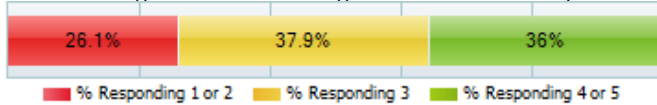
Q092. Use of Assessment - Overall, please rate this institution's assessment capabilities relevant to the first year of college: Assessing what's relevant



	N	% of Total
(1) Very Poor	13	6.3%
(2) Poor	26	12.6%
(3) Fair	89	43.2%
(4) Good	60	29.1%
(5) Excellent	18	8.7%

% Resp = 77.7%
N = 206
Mean = 3.21
Std Dev = 0.99

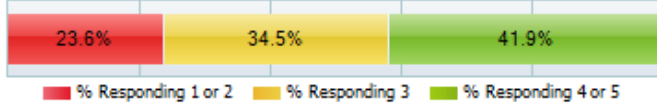
Q093. Use of Assessment - Overall, please rate this institution's assessment capabilities relevant to the first year of college: Disseminating results in a timely manner



	N	% of Total
(1) Very Poor	15	7.4%
(2) Poor	38	18.7%
(3) Fair	77	37.9%
(4) Good	51	25.1%
(5) Excellent	22	10.8%

% Resp = 76.6%
N = 203
Mean = 3.13
Std Dev = 1.07

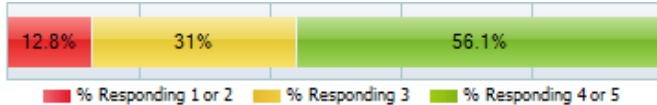
Q094. Use of Assessment - Overall, please rate this institution's assessment capabilities relevant to the first year of college: Using results for improvement



	N	% of Total
(1) Very Poor	16	7.9%
(2) Poor	32	15.8%
(3) Fair	70	34.5%
(4) Good	59	29.1%
(5) Excellent	26	12.8%

% Resp = 76.6%
N = 203
Mean = 3.23
Std Dev = 1.11

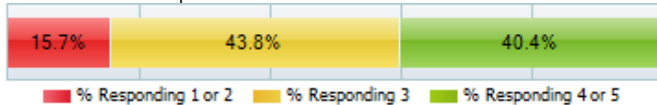
Q095. Overall Evaluation - To what degree does this institution's delivery of the first year: Demonstrate that the success of new students is an important institutional goal



	N	% of Total
(1) Not at all	3	1.6%
(2) Slight	21	11.2%
(3) Moderate	58	31.0%
(4) High	63	33.7%
(5) Very High	42	22.5%

% Resp = 70.6%
N = 187
Mean = 3.64
Std Dev = 1.00

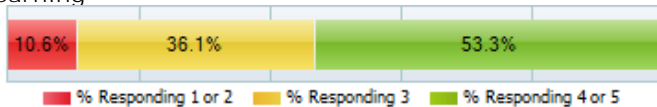
Q096. Overall Evaluation - To what degree does this institution's delivery of the first year: Enhance students' personal development



	N	% of Total
(1) Not at all	7	3.9%
(2) Slight	21	11.8%
(3) Moderate	78	43.8%
(4) High	49	27.5%
(5) Very High	23	12.9%

% Resp = 67.2%
N = 178
Mean = 3.34
Std Dev = 0.98

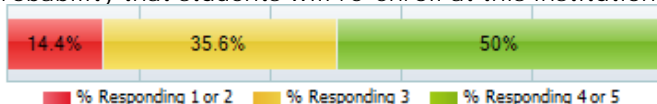
Q097. Overall Evaluation - To what degree does this institution's delivery of the first year: Enhance student learning



	N	% of Total
(1) Not at all	6	3.3%
(2) Slight	13	7.2%
(3) Moderate	65	36.1%
(4) High	64	35.6%
(5) Very High	32	17.8%

% Resp = 67.9%
N = 180
Mean = 3.57
Std Dev = 0.97

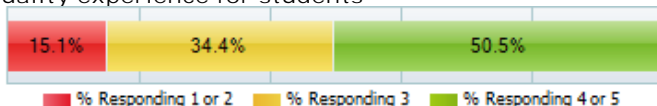
Q098. Overall Evaluation - To what degree does this institution's delivery of the first year: Improve the probability that students will re-enroll at this institution



	N	% of Total
(1) Not at all	6	3.5%
(2) Slight	19	10.9%
(3) Moderate	62	35.6%
(4) High	61	35.1%
(5) Very High	26	14.9%

% Resp = 65.7%
N = 174
Mean = 3.47
Std Dev = 0.99

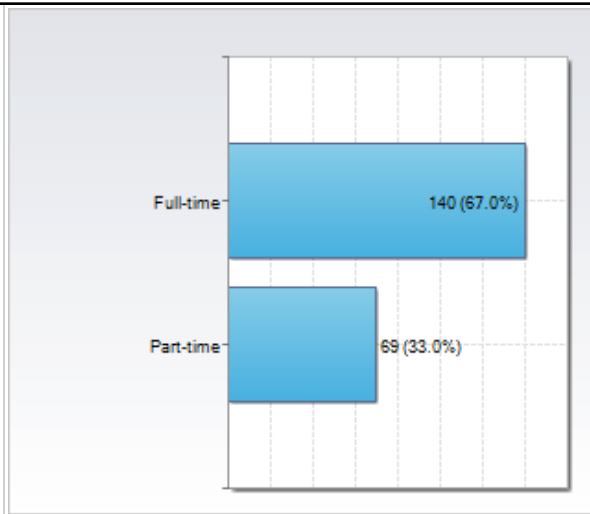
Q099. Overall Evaluation - To what degree does this institution's delivery of the first year: Provide a high quality experience for students



	N	% of Total
(1) Not at all	3	1.6%
(2) Slight	25	13.4%
(3) Moderate	64	34.4%
(4) High	62	33.3%
(5) Very High	32	17.2%

% Resp = 70.2%
N = 186
Mean = 3.51
Std Dev = 0.98

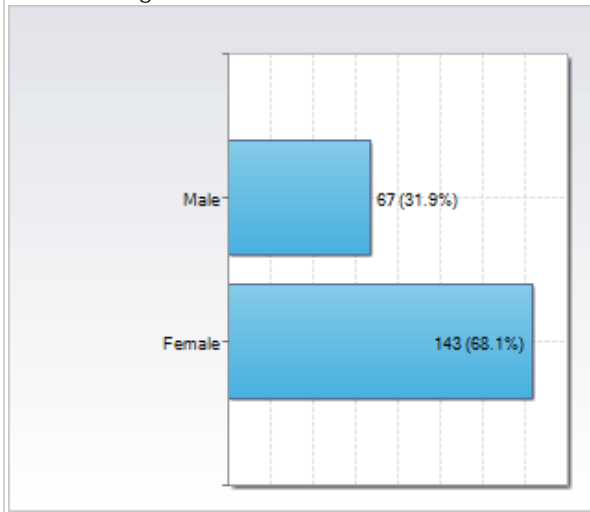
D100. Categorical Questions - Employment Status



	N	% of Total
Full-time	140	67.0%
Part-time	69	33.0%

% Resp = 78.9%
N = 209

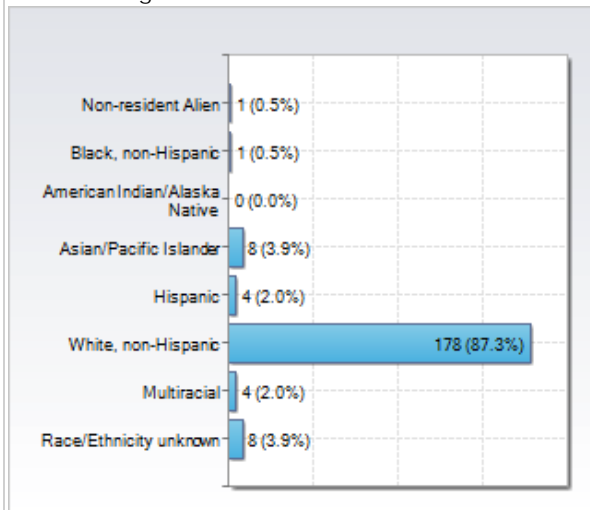
D101. Categorical Questions - Gender



	N	% of Total
Male	67	31.9%
Female	143	68.1%

% Resp = 79.3%
N = 210

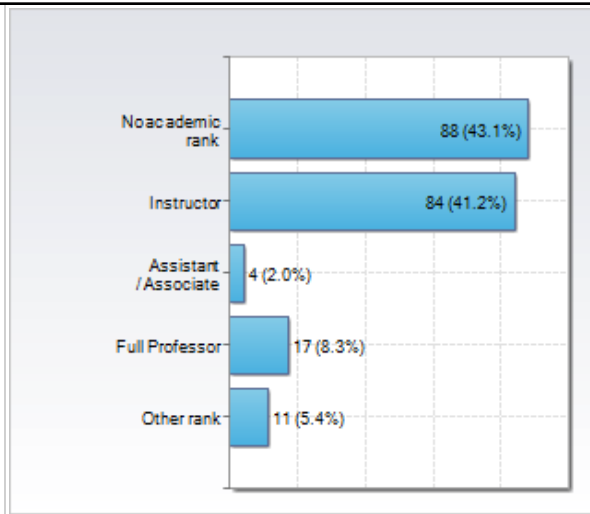
D102. Categorical Questions - Racial/Ethnic Group



	N	% of Total
Non-resident Alien	1	0.5%
Black, non-Hispanic	1	0.5%
American Indian/Alaska Native	0	0.0%
Asian/Pacific Islander	8	3.9%
Hispanic	4	2.0%
White, non-Hispanic	178	87.3%
Multiracial	4	2.0%
Race/Ethnicity unknown	8	3.9%

% Resp = 77.0%
N = 204

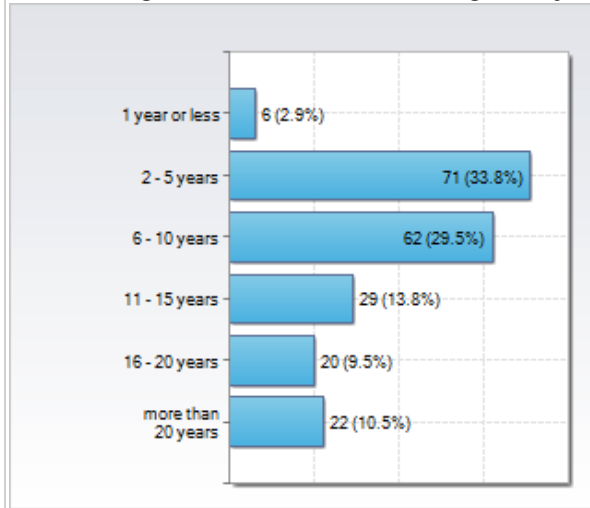
D103. Categorical Questions - Academic Rank



	N	% of Total
No academic rank	88	43.1%
Instructor	84	41.2%
Assistant / Associate	4	2.0%
Full Professor	17	8.3%
Other rank	11	5.4%

% Resp = 77.0%  
N = 204

D104. Categorical Questions - How long have you worked at this institution



	N	% of Total
1 year or less	6	2.9%
2 - 5 years	71	33.8%
6 - 10 years	62	29.5%
11 - 15 years	29	13.8%
16 - 20 years	20	9.5%
more than 20 years	22	10.5%

% Resp = 79.3%  
N = 210

LA105. Please list this institution's top three strengths regarding the way it conducts the first year of college. (N=129)



Answer

- 1) having a First Year Experience course; 2) providing training for instructors of this course; 3) adjusting placements so that students have a greater chance of success
- 1) new student orientation 2) available information online
- 1) the MCC101 class 2) outside activities 3) Events held on campus
- 1. Initiated an MCC101 class 2. Revised the MCC101 class to meet the needs of students 3. Course offerings for students who need to meet their two-year goals is very good.
- 1. Making students familiar with the College and the services it offers. 2. Putting students into contact with the departments and resources that they will need to succeed. 3. Requiring that students become familiar with academic resources like the library and the Sage Learning Center.
- 1. New student orientation's 2. assigning the students an advisor 3. MCC 101
- 1. Task force is working on Foundations of Excellence. 2. Coordinators and some administrators are working to

LA106. Please list this institution's top three weaknesses regarding the way it conducts the first year of college. (N=122)



Answer

- Some students do not get library orientations or information literacy classes, especially if they are distance learners or returning adult students. I am not aware of weaknesses in other departments.
- \*Communication \*MCC101 - 2nd eight weeks/or longer is too late for this class. Boring to the student (already know about what is going on and how to go about getting the info they need) and a waste of time according to the word on the streets. \*Classes - just put the students in class, just to put them in a class. Does anyone look at their High School GPA/ask the student before putting a them in a class if they can handle it? How the student does in High School also may determine how they will do in College, especially the first semester here at MCC because this first semester will determine if they will come back for a second semester or two. \*Does the faculty member really try helping the student in trouble or do they let the student sink or swim in their class?
- 1) First Year Experience course too babyish; 2) too much emphasis on touchy-feely than on reality; 3) acting in loco parentis rather than as educators (we are not their mommies!)

1) MCC101 - why shouldn't this information be integrated into both the orientation process and the curriculum?

CT1. What primary reasons have you seen (in the classroom, when advising students, etc.) which cause some MCC first year students to be unsuccessful at our college? (N=129)

Answer

- work too many hours -do not complete homework assignments -do not attend class -do not participate when attending class

\*Classes are over their heads the first semester. \*The student is not prepared for all the that work that lies ahead for them. \*Cannot understand the teacher, their accent, the way the faculty speaks.

?

1)Some students seem to think that they donâ€™t need some of the special accommodations they had in high school and attempt to succeed (unsuccessfully) without taking advantage of these accommodations. 2)Students donâ€™t believe us/the college when we suggest that they may not be as successful in school if they are working full time and taking a full load of classes. 3)Possibly lack of understanding by adjunct (and possibly new FT) faculty of resources available to help students succeed. 4)The studentsâ€™ lack of understanding of their own interests and abilities, which might help them to pick courses or programs of study that are well-suited to their interests. 5) The studentsâ€™ lack of understanding of how to be assertive and proactive, to

CT2. If you had the power to make one change at MCC to make first year students more successful, what would you change and why? (N=124)

Answer

I will let them to take only the classes that they are interested in then they can enjoy what they want to learn. I had work with so many students that not a single class was of their interest a main reason to give up and drop out.

Mandatory reading and writing course

A better expectation on students' part that courses require work.

A better orientation program.

A required sequence of courses. They need the skills foundations first (such as CIS 110, ENG 151, ENG 152, Speech 151)

Advisors that knew what they were doing

All applications would be filled out completely because it is hard to create an accurate and complete student file when you are not given all the needed data to do so.

CT3. What would you change in your particular area at MCC which would positively impact first year students (if your answer is the same as you gave for the previous question, please provide your second choice)? (N=106)

Answer

Add a required information literacy course.

Additional spanish speaking employees

Again, not sure, but I think all of the faculty in my area try to impress upon students that this is the college level, and they will be required to work

Align the content of orientation with MCC 101 course to ensure core topics are enhanced and that there is continuity.

All of the sections would be before the semester begins, then catch the remaining students the 1st 8 weeks of the full semester. It should NEVER be run during the students' 2nd semester here.

Allow the course I teach to only be available to sophomores - I think it is too advanced for freshmen

Arranging for guest speakers to come to classes and show the connections between the knowledge gained in a particular course and the use of that knowledge in the workplace.

CT4. What impact have you seen that may be a consequence of The College Experience (MCC 101) course and do you have any suggestions for improvement in the course? (N=116)

Answer

some of the student follow up an individual career appointment

?

A better understanding of library, advising, and counseling services.

A few students that I know that have taken the course have said the course did not seem very helpful and seemed to be a waste of time. I have not had any students in my classes that have specifically stated that MCC 101 has been helpful in their experience.

A good introduction into the school experience and resources.

Am not familiar with this course except to say I saw a pack of students outside my room one day and wondered why they were so loud. They said they were to have that course (101) in the room next door 15 minutes prior and the instructor was not there yet and the door was locked.

Are there consequences associated with MCC 101? I am not aware of any.

CT5. Are there any first year initiatives that you know of at other colleges that are worth considering for MCC students? If so, please name the college and provide a brief description of the initiative. (N=68)



Answer

the majority of First year instructors were counselors for example in Morain Valley College

"What do you want to be when you grow up?" is a program that could focus on career possibilities for individual students. I find that so many students are not sure about their future plans than truly admit it. Let them explore more of what is actually available (careerwise and educationally) so they are able to tailor their coursework more in a direction they might feel is suitable to them. Many students don't realize that certain institutions specialize in particular areas, offer different types of degree programs, or have different teaching philosophies in general.

?

?

A mentoring program that offers year round support to new students.

a number of the ones we've had or are now doing are similar to ones that I'm familiar at other schools, so it appears we're all trying to fix many of the same issues.

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Report: Survey Snapshot

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