
Foundations of Excellence® Faculty/Staff Survey (2 Year)

Unit Code:

Progress: 

Foundations of Excellence® Faculty/Staff Survey (2 Year)**Definition of "New Student":**

The Foundations of Excellence® Faculty/Staff survey focuses on this institution's organization and delivery of the first year of college. In this survey, the phrase "new students" refers to students who have not achieved sophomore standing in terms of credit hours earned. The phrase, "first year of college," encompasses the institution's full range of activities starting with initial recruitment and admissions and continuing, in and out of the classroom, until the student obtains sophomore standing.

Which best describes your main work role/assignment at this institution? If you have a dual role, please choose only one.

- Faculty Member
- Administrator (e.g., Senior Leaders, Deans, Directors)
- Professional Staff (e.g., Student Services, Advisors)
- Technical, Clerical, Service Personnel

Progress: 

Foundations of Excellence® Faculty/Staff Survey (2 Year)**Understanding Your Role Regarding New Students:**

The purpose of this study is to collect perceptions of this institution's practices and policies for the delivery of the first year of college from faculty and staff who have worked at this institution longer than a year and who either have working relationships with new students or have knowledge of practices and policies regarding the first year of college.

To present questions that are appropriate for your role, please answer the following question:

Have you worked at this institution for at least a year?

- Yes No

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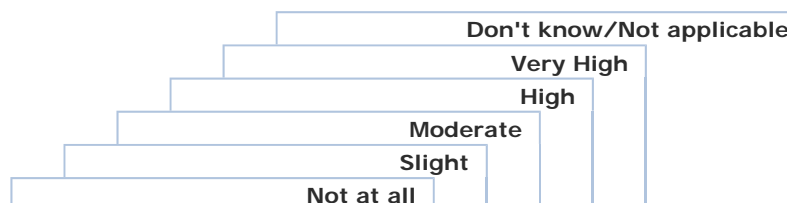
Do you have direct working relationships with new students and/or have knowledge of

institutional practices and policies regarding the first year of college?

Yes No (Survey questions will be limited)

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As a person who is relatively new to this institution or has limited contact with new students / knowledge of practices and policies regarding the first year of college, we are interested in your general perceptions of this institution's role in the first year.

To what degree does this institution's delivery of the first year:

Demonstrate that the success of new students is an important institutional goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance students' personal development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve the probability that students will re-enroll at this institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide a high quality experience for new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

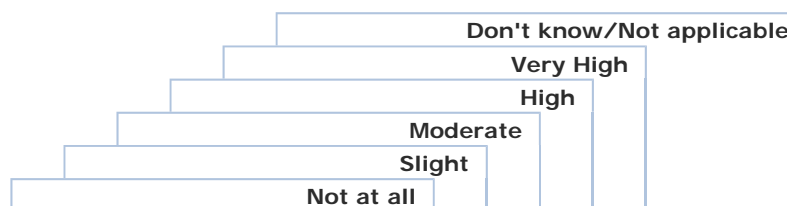
Please leave comments regarding this institution's first year of college:

Thank you for your time.

Save and exit

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Philosophy (a rationale that guides educational goals and practices)

To what degree:

Has an institutional philosophy for working with new students at this institution been communicated to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a department/unit philosophy for working with new students at this	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

institution been communicated to you						
Does this institution operate from a commonly held philosophy about the new student experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does your department/unit operate from a commonly held philosophy for working with new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is a formalized institutional philosophy for working with new students valuable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you believe that this institution has a special commitment to the success of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Organization of Institution

Based on your understanding of this institution's organizational structure, to what degree can you correctly refer students regarding:

Administrative questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Questions about academic rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help with coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help with personal issues (money management, family matters, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming involved with an institution-sponsored organization / event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborations between academic and student services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what degree are resources (personnel and fiscal) adequate for the following:

Entry-level courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what degree:

Are student services and faculty partnerships encouraged by senior institution leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Influence

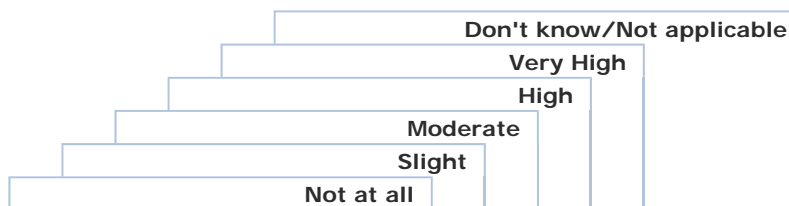
To what degree:

Do you, as a faculty/staff member, have a voice in decisions about new student issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does your department/unit have a voice in decisions about new student issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out-of-class activities for new students include appropriate attention to diverse ideas and world views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People outside this institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what degree does this institution communicate to new students the importance of:

Respecting others with differing opinions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with academic deficiencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with learning disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with physical disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student athletes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial/ethnic minority students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for future employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active engagement in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributions to the betterment of society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achievement of their life goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Educational Opportunities

To what degree does this institution assure that all new students experience:

Individualized attention from faculty/staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out-of-class learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what degree:

Do you understand this institution's intended educational goals for new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending national/regional conferences or meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading professional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting at conferences or contributing to publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Work

To what degree is faculty involvement with new students considered important by:

Institution leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your department/unit leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

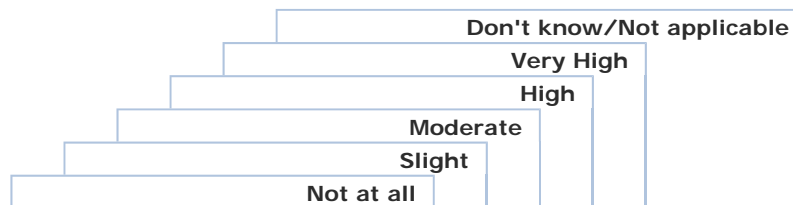
Teaching New Students

In the previous two years, have you taught a class at this institution that predominantly enrolled new students (excluding the current semester/quarter)?

Yes No

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To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by:

Faculty colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department/unit leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institution leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the following questions, please consider your courses that enroll new students, if any. For your course(s) that enroll(s) new students, to what degree do you:

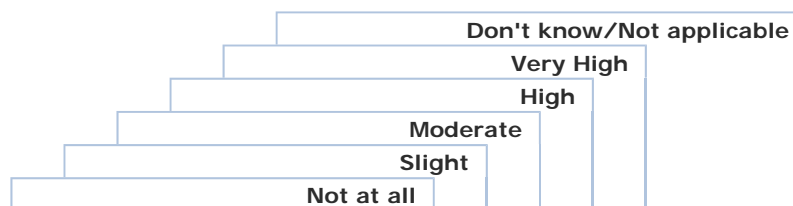
Communicate your academic expectations to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage students to ask questions in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively manage student behavior in classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiate communication, early in the term, with students who are performing poorly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage students to participate in course-related, out-of-class events (e.g. lectures, concerts, exhibits)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make yourself available to students outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For your course(s) that enroll(s) new students, to what degree:

Were specific learning goals developed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was achievement of student learning goals documented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Progress: 

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Hiring Process

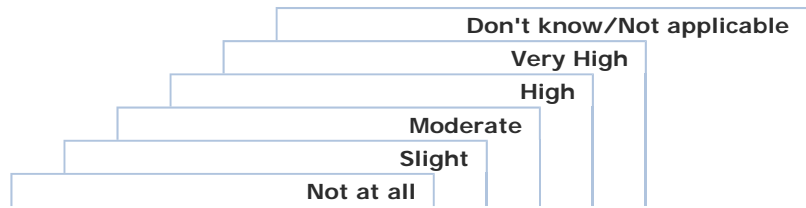
During the hiring process at this institution, to what degree are faculty responsibilities related to new students addressed by means of the following:

Position descriptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candidate interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Were you hired within the last 5 years?

Yes

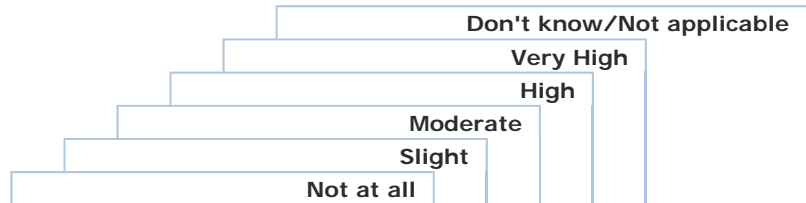
No



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

Progress:

Foundations of Excellence® Faculty/Staff Survey (2 Year)



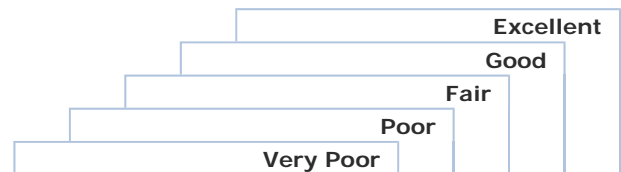
Standards of Behavior

To what degree does this institution communicate to new students the importance of:

Standards of behavior in an academic community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic honesty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acknowledging the source of ideas not their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what degree does this institution:

Assure that all new students experience academic support outside the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Academic Advising

Please rate:

The overall effectiveness of academic advising for students at this institution

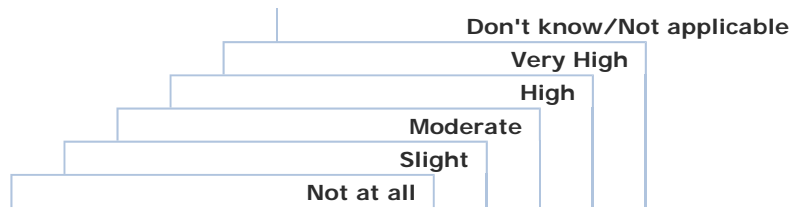
Are you currently an official academic advisor to one or more new student(s)?

Yes

No

Progress:

Foundations of Excellence® Faculty/Staff Survey (2 Year)



In advising new students, to what degree do you:

Help them select courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss what it takes for them to be academically successful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss their future enrollment plans (stay, drop-out, transfer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have adequate training to effectively address their needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Progress:

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Use of Assessment

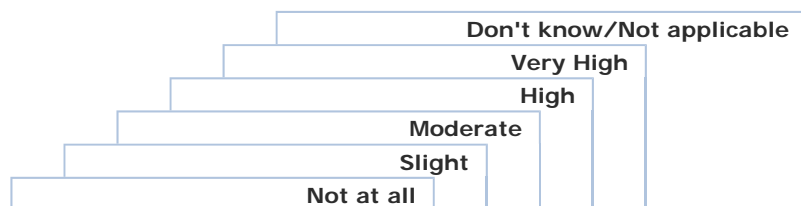
To what degree has the following information directly influenced your work with new students:

Demographic information from this institution's databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measures of pre-enrollment academic skills from this institution's databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic skills measured after one semester/quarter or more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measures of student time spent studying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measures of student alcohol consumption	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current practices at other institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional / published research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student evaluations, assessments, or feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Overall, please rate this institution's assessment capabilities relevant to the first year of college:

Assessing what's relevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disseminating results in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using results for improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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
- Enhance students' personal development
- Enhance student learning
- Improve the probability that students will re-enroll at this institution
- Provide a high quality experience for students

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Employment Status:

- Full-time Part-time

Gender:

- Male Female

Racial/ethnic group:

- | | |
|---|--|
| <input type="radio"/> Non-resident Alien | <input type="radio"/> Hispanic |
| <input type="radio"/> Black, non-Hispanic | <input type="radio"/> White, non-Hispanic |
| <input type="radio"/> American Indian/Alaska Native | <input type="radio"/> Multiracial |
| <input type="radio"/> Asian/Pacific Islander | <input type="radio"/> Race/Ethnicity unknown |

What is your academic rank?

- | | |
|---|---|
| <input type="radio"/> I do not have academic rank | <input type="radio"/> Full Professor |
| <input type="radio"/> Adjunct / Instructor / Lecturer | <input type="radio"/> Other academic rank |
| <input type="radio"/> Assistant / Associate Professor | |

How long have you worked at this institution?

- | | |
|--------------------------------------|--|
| <input type="radio"/> 1 year or less | <input type="radio"/> 11 - 15 years |
| <input type="radio"/> 2 - 5 years | <input type="radio"/> 16 - 20 years |
| <input type="radio"/> 6 - 10 years | <input type="radio"/> more than 20 years |

Please list this institution's top three strengths regarding the way it conducts the first year of college.

Please list this institution's top three weaknesses regarding the way it conducts the first year of college.

Progress:



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