

**Do Faculty/Staff and Students
Live on the Same Planet?**
Lessons from Foundations of Excellence®
Surveys

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John N. Gardner Institute for Excellence in Undergraduate Education

Presentation at the Annual Meeting of the Higher Learning Commission
Monday, April 2, 2012

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Foundations of Excellence is

- ⊙ An institutional self-study and action planning process focused on the first year of college or transfer experience
- ⊙ An externally guided task force based assessment
- ⊙ Evaluation based on nine aspirational standards – Foundational Dimensions®
- ⊙ 231 Institutions have participated in FoE since 2003
 - 130 four-year and 101 two-year institutions

Foundational Dimensions®

Nine Dimensions provide the intellectual framework for evaluation

⊙ Philosophy	⊙ Transitions
⊙ Organization	⊙ All Students
⊙ Learning	⊙ Diversity
⊙ Faculty (4-year) / Campus Culture (2- year)	⊙ Roles & Purposes
	⊙ Improvement

Foundations of Excellence Faculty/Staff and Student Surveys

- ⊙ FoE Faculty/Staff Surveys and FoE New Student Surveys are designed with questions to relate to each Foundational Dimension®
- ⊙ Educational Benchmarking, Inc (EBI) owns and administers the Foundations of Excellence Surveys
- ⊙ This presentations focuses on selected first-year survey items which are similar for faculty/staff and students



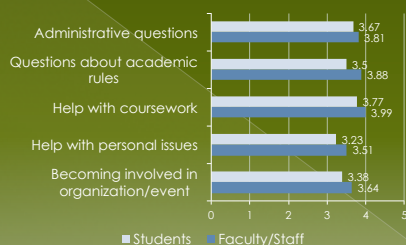
Foundations of Excellence Survey Data Sets

- ⊙ Four-year institutions participating in 2009, 2010, and 2011
 - > 27 institutions with data for both Faculty/Staff and Student surveys are included in analysis
 - > Faculty-Staff surveys included 9,807 participants
 - > Student surveys included 18,611 participants
- ⊙ Two-year institutions participating in 2010 and 2011
 - > 42 institutions with data for both Faculty/Staff and Student surveys are included in analysis
 - > Faculty/Staff surveys included 14,221 participants
 - > Student surveys included 27,079 participants

Organization Dimension

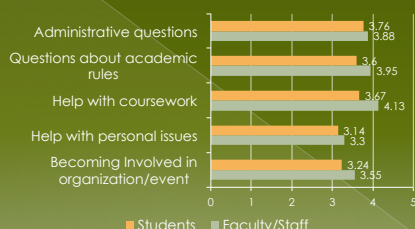
Student: To what degree do you understand how your institution is organized so that you know where to go if you:	Faculty/Staff: Based on your understanding of this institution's organizational structure, to what degree can you correctly refer first-year students regarding:
Have an administrative question (e.g., financial aid, registration, tuition payments)	Administrative questions
Have a question about academic rules (e.g., withdrawal, academic probation)	Questions about academic rules
Need help with your coursework (e.g., tutoring, academic support)	Help with coursework
Need help with non-academic matters (e.g., money management, family matters)	Help with personal issues (money management, family matters, etc.)
Want to be involved with an institution-sponsored organization / event	Becoming involved with an institution-sponsored organization/event

Understanding the Organization Four-Year Institutions



All differences significant at $p < .001$

Understanding the Organization Two-Year Colleges



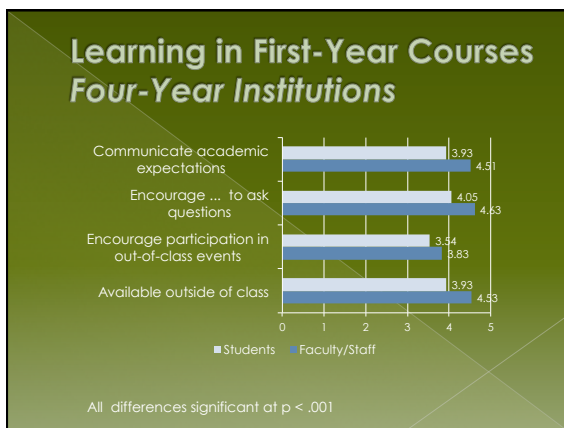
All differences significant at $p < .001$

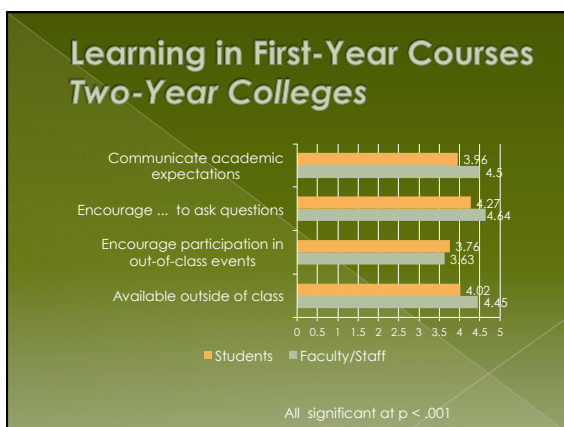
Discussion and Interpretation

- ⊙ For all items faculty/staff express a higher understanding of the organizational structure than students
 - > 2-year institutions -- the greatest difference was in knowing where to go for "help with coursework." (diff = .46)
 - > 4-year institutions -- the greatest difference was in knowing where to go for questions about academic rules. (diff = .38)
 - > Regardless of institution type, faculty/staff and students had the lowest understanding about knowing where to go for "help with personal issues."
- ⊙ How do you interpret these differences?

Learning Dimension

<p>Student: Quality of Courses and Instruction - Think about the last class that you attended prior to taking this survey. Please answer the following questions based on your experiences in this course during this term.</p> <p>For the course you identified above to what degree does the instructor...</p>	<p>Faculty: For the following questions, please consider your courses that enroll new students, if any.</p> <p>For your course(s) that enroll(s) new (first-year) students, to what degree do you...</p>
Communicate academic expectations to you	Communicate your academic expectations to students
Encourage you to ask questions in class	Encourage students to ask questions in class
Encourage you to participate in course-related, out-of class events	Encourage students to participate in course-related out-of-class events
Make him/herself available outside of class	Make yourself available to students outside of class





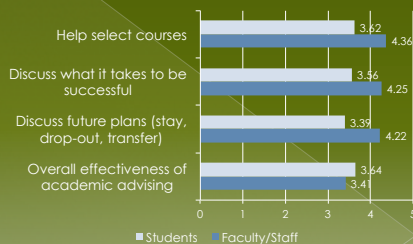
Discussion and Interpretation

- ⊙ Faculty perceive they engage in most of these behaviors more than their students
 - > 4-year institutions – the largest differences were for “communicating academic expectations” and “encourage asking questions.” (diff = .58)
 - > 2-year institutions – the largest difference was for “communicating academic expectations” (diff = .54) and “available outside of class.” (diff = .43)
- ⊙ Regardless of institution type, students and faculty rate “encourage to participate in course-related out-of-class events the lowest.”
- ⊙ How do you interpret these differences?

Transitions Dimension: Academic Advising

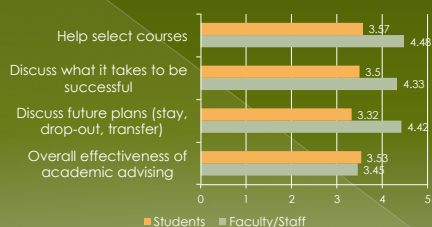
Students: To what degree have faculty/staff advisors:	Academic Advisors: In advising first-year students, to what degree do you:
Helped you select courses	Help them select courses
Discussed what it takes for you to be academically successful	Discuss what it takes for them to be academically successful
Discussed your future enrollment plans (e.g., stay, drop-out, transfer)?	Discussed your future enrollment plans (e.g., stay, drop-out, transfer)?
Students:	Faculty/Staff: Please rate:
Overall to what degree are you satisfied with the academic advising at this institution?	The overall effectiveness of academic advising for first year students at this institution.

Academic Advising Four-year Institutions



All differences significant at $p \leq .001$

Academic Advising Two-year Colleges



All differences significant at $p \leq .001$

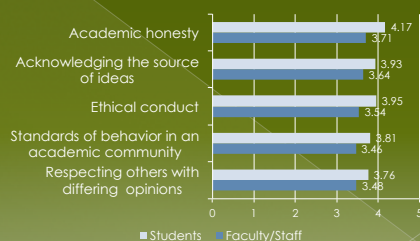
Discussion and Interpretation

- ⊙ Academic advisors perceive they engage in these behaviors more than students.
 - > "Discussing future enrollment plans" had the largest difference at both 4-year (diff = .83) and 2-year institutions (diff = 1.10).
 - > "Help to select courses" also had large differences at 4-year (diff = .74) and 2-year (diff = .91)
- ⊙ Students rated the overall effectiveness of advising higher than faculty/staff, regardless of institution type.
- ⊙ How do you interpret these differences?

Transitions and Diversity Dimensions: Standards of Behavior

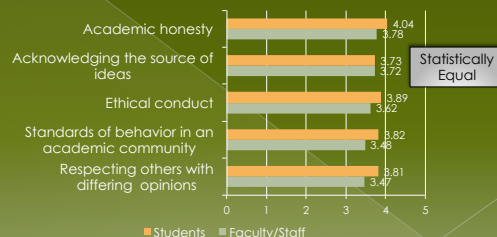
Students: To what degree does this institution communicate the importance of:	Faculty: To what degree does this institution communicate to first-year students the importance of:
Academic honesty	Academic honesty
Acknowledging the source of ideas not your own	Acknowledging the source of ideas not their own
Ethical conduct	Ethical conduct
Standards of behavior in an academic community	Standards of behavior in an academic community
Respecting others with differing opinions	Respecting others with differing opinions

Communicate the importance of... *Four-year Institutions*



All differences significant at $p \leq .001$

Communicate the importance of... *Two-year Colleges*



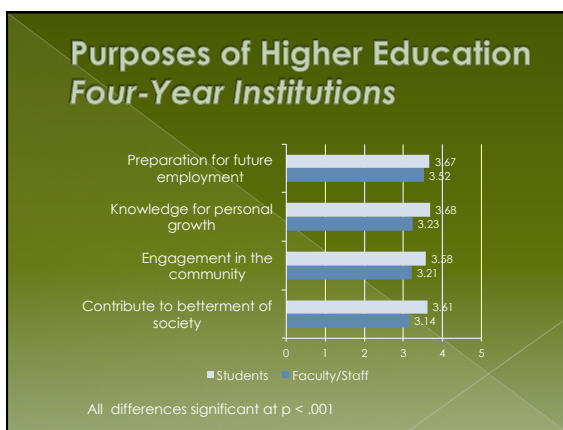
Significance for all others $p < .001$

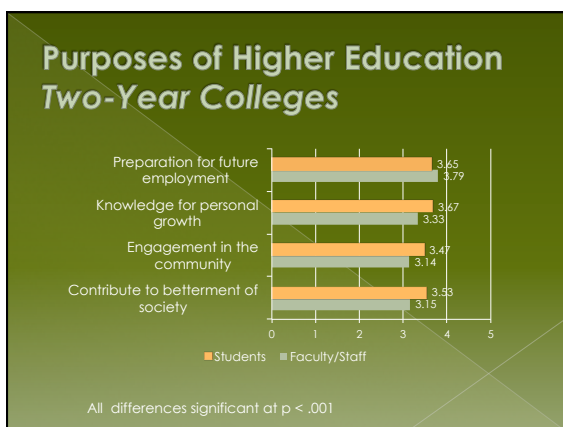
Discussion and Interpretation

- ◎ 4-year Institutions
 - > Students report the institution communicates these standards of behavior to a higher degree than faculty/staff.
 - > The largest difference was for "academic honesty." (diff = .46)
- ◎ 2-year institutions
 - > Students rated the institution higher on communicating most standards
 - > The largest difference was for "standards of behavior" and "respecting others with differing opinions" (diff = .34 for both)
- ◎ How do you interpret these differences?

Roles and Purposes Dimension

Student: To what degree does this institution help you understand how attending college:	Faculty/Staff: To what degree does this institution help first-year students explore the following purpose of higher education:
Increases knowledge for your future employment	Preparation for future employment
Increases knowledge for your personal growth	Knowledge for personal growth
Prepares you to be an involved member of your community	Active engagement in the community
Prepares you to contribute to the betterment of society	Contributions to the betterment of society





Discussion and Interpretation

- © 4-year Institutions
 - > Students report the institution communicates the purposes of education to a higher degree than faculty/staff.
 - > The largest difference was for "contribute to the betterment of society." (diff = .47)
- © 2-year institutions
 - > Faculty/staff rated the institution higher on communicating "preparation for future employment" than students. (diff = .14)
 - > Students rated the institution higher on communicating the other purposes for higher education than faculty/staff.
 - > The largest difference was for "contribute to the betterment of society." (diff = .38)
- © How do you interpret these differences?

Questions and Discussion

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