

# How does the Experience of First-Year Students Differ on the Toledo and Findlay Campuses?

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# Summary

- Data from the Fall 2007 Foundations of Excellence® Student and Faculty/Staff Surveys were analyzed to identify similarities and differences in the experiences of first-year students on the Toledo and Findlay campuses
  - Both surveys are designed to assess institutional efforts during students' first year of college (students with less than 30 earned cumulative credit hours)
  - 580 students responded (441 from the Toledo Campus, 137 from the Findlay Campus, and 2 with no campus identified) for a total response rate of 6.5% and a margin of error of 3.9%\*. Although the ethnic diversity of student survey respondents is similar to that of the overall Owens' student population, females (71% of respondents), full-time students (70% of respondents), and students under the age of 24 (58% of respondents) are over-represented in the survey.
  - 690 faculty and staff responded (543 from the Toledo Campus, 132 from the Findlay Campus, and 15 with no campus identified) for a response rate of 48% and a margin of error of 2.7%.
  
- Results revealed that there are far more similarities in students' experiences between the two campuses than there are differences
  
- Of the 76 crosstabs that were performed on questions from the FoE® Student Survey, 4 revealed a statistically significant difference between the two campuses. Students on the Findlay Campus were more likely to say that:
  - Faculty and staff refer them to the right office when they have questions ( $p = .01$ )
  - They feel respected by others ( $p = .02$ )
  - Their social needs are met ( $p = .04$ )
  - They feel that they belong ( $p = .05$ )
  
- Of the 86 crosstabs that were performed on questions from the FoE® Faculty/Staff Survey, 5 revealed a statistically significant difference between the two campuses.
  - Faculty and staff on the Findlay Campus were more likely to say that:
    - Resources available for academic support services are adequate ( $p = .04$ )
    - Academic advising is effective for students ( $p < .001$ )
  
  - Faculty and staff on the Toledo Campus were more likely to say that:
    - Resources available for extracurricular activities are adequate ( $p = .01$ )
    - The institution provides opportunities for students to interact with other students from differing backgrounds and cultures ( $p = .001$ )
    - During the first year, the institution addresses the unique needs of student athletes ( $p < .001$ )

**IMPORTANT NOTE: Differences between the campuses in this report should be interpreted cautiously and only in the context of other institutional data. Given the large number of crosstabs conducted, it is possible that some differences between campuses could occur by chance. Probability levels are provided in parentheses. The lower the probability value, the less likely the difference is due to chance and the more likely we would find the same results if we were to conduct the survey again.**

\* The 3.9% margin of error, which is calculated based on a 95% confidence interval, means that if 73% of students say that they know where to get help with coursework, then if we were to redo the survey 100 times, 95 times the percentage would fall between 69.1% and 76.9%.

## Distribution of Responses to the Foundations of Excellence® Student Survey by Campus

#	FoE Dimension	Question	Campus	Not at all	Slightly	Moderately	High	Very High	No Response	Total Count
1	Transitions	Prior to attending this college, to what degree did this college accurately communicate academic expectations for students?	Toledo	4%	9%	29%	32%	25%	2%	441
			Findlay	4%	6%	26%	37%	24%	3%	136
2	Transitions	Prior to attending this college, to what degree did this college accurately communicate available programs and majors?	Toledo	2%	6%	15%	30%	45%	2%	440
			Findlay	1%	5%	19%	28%	44%	3%	137
3	Transitions	Prior to attending this college, to what degree did this college accurately communicate tuition and living expenses?	Toledo	4%	9%	20%	29%	33%	4%	439
			Findlay	4%	7%	23%	24%	33%	9%	136
4	Transitions	Prior to attending this college, to what degree did this college accurately communicate financial aid opportunities?	Toledo	4%	10%	23%	28%	31%	3%	438
			Findlay	3%	7%	23%	22%	40%	5%	136
5	Transitions	To what degree has this college connected you with other new students?	Toledo	13%	21%	32%	17%	13%	3%	441
			Findlay	17%	19%	23%	19%	19%	3%	136
6	Transitions	To what degree has this college connected you with continuing students?	Toledo	15%	20%	33%	16%	13%	3%	440
			Findlay	20%	18%	20%	22%	18%	2%	137
7	Transitions	To what degree has this college connected you with faculty members outside of class?	Toledo	16%	19%	25%	21%	17%	3%	438
			Findlay	19%	15%	27%	20%	16%	3%	136
8	Transitions	To what degree has this college connected you with academic support outside the classroom (e.g., tutoring, advising)?	Toledo	6%	13%	23%	26%	29%	3%	437
			Findlay	9%	9%	17%	26%	35%	4%	136
9	Transitions	To what degree has this college helped your family feel a part of your college experience)?	Toledo	26%	22%	20%	13%	12%	7%	437
			Findlay	24%	16%	18%	19%	15%	9%	134
10	Transitions	To what degree has this college communicated the importance of out-of-class activities?	Toledo	16%	25%	27%	19%	11%	3%	440
			Findlay	23%	22%	24%	16%	10%	4%	135
11	Transitions	To what degree has this college provided opportunities for involvement in out-of-class activities that interested you?	Toledo	15%	24%	26%	17%	15%	3%	436
			Findlay	21%	26%	26%	13%	10%	4%	136
12	Transitions	To what degree have faculty/staff advisors explained the requirements for specific programs and majors?	Toledo	7%	14%	19%	31%	28%	2%	439
			Findlay	4%	10%	19%	24%	40%	2%	136
13	Transitions	To what degree have faculty/staff advisors helped you select courses?	Toledo	10%	16%	18%	28%	26%	3%	438
			Findlay	9%	10%	15%	27%	37%	2%	135
14	Roles & Purposes	To what degree have faculty/staff advisors discussed how college can help you achieve your life goals?	Toledo	12%	16%	26%	24%	19%	2%	438
			Findlay	16%	14%	18%	22%	29%	1%	134
15	Transitions	To what degree have faculty/staff advisors discussed what it takes for you to be academically successful?	Toledo	11%	16%	24%	24%	24%	2%	438
			Findlay	15%	11%	18%	25%	30%	1%	135
16	Transitions	To what degree have faculty/staff advisors discussed your future enrollment plans (e.g., stay, drop-out, transfer)?	Toledo	14%	17%	22%	23%	21%	3%	437
			Findlay	14%	13%	17%	22%	32%	2%	132
17	Diversity	To what degree is this college exposing you to different world cultures?	Toledo	17%	21%	27%	17%	13%	5%	439
			Findlay	18%	23%	27%	15%	6%	10%	137
18	Diversity	To what degree is this college exposing you to different world religions?	Toledo	23%	21%	26%	15%	9%	6%	439
			Findlay	29%	18%	26%	10%	5%	13%	136
19	Diversity	To what degree is this college exposing you to different political perspectives?	Toledo	19%	19%	30%	18%	8%	5%	438
			Findlay	21%	19%	29%	11%	10%	11%	135
20	Diversity	To what degree is this college exposing you to different issues related to social class/economic status (poverty vs. privilege)?	Toledo	17%	19%	24%	21%	14%	4%	438
			Findlay	16%	19%	29%	11%	14%	11%	137
21	Diversity	To what degree does this college provide opportunities for interaction with individuals from differing backgrounds and cultures: other students at this college?	Toledo	7%	17%	30%	25%	19%	3%	440
			Findlay	9%	20%	23%	23%	21%	5%	136
22	Diversity	To what degree does this college provide opportunities for interaction with individuals from differing backgrounds and cultures: faculty/staff at this college?	Toledo	7%	17%	30%	27%	16%	3%	437
			Findlay	8%	19%	29%	19%	20%	5%	137

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#	FoE Dimension	Question	Campus	Not at all	Slightly	Moderately	High	Very High	No Response	Total Count
23	Diversity	To what degree does this college provide opportunities for interaction with individuals from differing backgrounds and cultures: people outside this college?	Toledo	18%	21%	26%	21%	8%	6%	438
			Findlay	23%	24%	24%	14%	10%	5%	136
24	Diversity	To what degree does this college communicate the importance of respecting others with differing opinions?	Toledo	4%	10%	21%	29%	34%	2%	439
			Findlay	7%	13%	15%	29%	32%	4%	136
25	Transitions	To what degree does this college communicate the importance of standards of behavior in an academic community?	Toledo	5%	9%	22%	33%	31%	0%	439
			Findlay	6%	10%	15%	28%	34%	6%	137
26	Transitions	To what degree does this college communicate the importance of acknowledging the source of ideas not your own?	Toledo	3%	8%	19%	30%	38%	1%	440
			Findlay	7%	7%	16%	25%	40%	4%	136
27	Transitions	To what degree does this college communicate the importance of academic honesty?	Toledo	2%	5%	14%	27%	51%	1%	440
			Findlay	2%	7%	13%	17%	58%	4%	136
28	Transitions	To what degree does this college communicate the importance of ethical conduct?	Toledo	3%	6%	16%	28%	45%	1%	439
			Findlay	4%	6%	13%	28%	46%	4%	135
29	Organization	To what degree do you understand how this college is organized so that you know where to go if you have an administrative question?	Toledo	4%	9%	16%	28%	42%	1%	440
			Findlay	1%	7%	17%	24%	51%	0%	136
30	Organization	To what degree do you understand how this college is organized so that you know where to go if you have a question about academic rules?	Toledo	5%	10%	24%	27%	33%	2%	439
			Findlay	3%	13%	19%	19%	47%	0%	135
31	Organization	To what degree do you understand how this college is organized so that you know where to go if you need help with your coursework?	Toledo	2%	7%	16%	28%	44%	2%	439
			Findlay	2%	10%	17%	22%	48%	0%	135
32	Organization	To what degree do you understand how this college is organized so that you know where to go if you need help with non-academic matters?	Toledo	19%	18%	21%	18%	20%	4%	439
			Findlay	20%	18%	16%	13%	26%	7%	135
33	Organization	To what degree do you understand how this college is organized so that you know where to go if you want to be involved with a college-sponsored organization/event?	Toledo	16%	16%	22%	20%	22%	4%	437
			Findlay	16%	16%	19%	13%	29%	6%	135
34	Organization	To what degree do faculty/staff refer you to the right office when you have questions?	Toledo	3%	6%	20%	30%	36%	5%	436
			Findlay	4%	3%	10%	26%	52%	4%	136
35	All Students	At this college, to what degree do you feel physically safe on campus?	Toledo	1%	3%	13%	31%	50%	2%	441
			Findlay	1%	1%	10%	24%	62%	3%	136
36	All Students	At this college, to what degree do you feel respected by others?	Toledo	1%	6%	18%	35%	38%	2%	440
			Findlay	1%	4%	15%	26%	52%	2%	135
37	All Students	At this college, to what degree do you feel you can express your beliefs without concern about how others will react?	Toledo	2%	8%	22%	31%	35%	2%	440
			Findlay	3%	5%	16%	29%	44%	2%	135
38	All Students	At this college, to what degree do you feel your academic needs are met?	Toledo	2%	8%	19%	34%	36%	1%	440
			Findlay	2%	5%	17%	27%	47%	1%	135
39	All Students	At this college, to what degree do you feel your social needs are met?	Toledo	5%	13%	25%	26%	27%	4%	439
			Findlay	6%	7%	21%	23%	40%	3%	134
40	All Students	At this college, to what degree do you feel you belong?	Toledo	4%	12%	21%	28%	33%	3%	438
			Findlay	4%	7%	21%	19%	47%	2%	135
41	Roles & Purposes	To what degree have faculty/staff helped you examine your personal reasons for getting a college education?	Toledo	16%	18%	27%	16%	19%	3%	437
			Findlay	16%	13%	29%	20%	20%	1%	137
42	Learning	To what degree do you understand your institution's intended learning goals for the first year of college?	Toledo	12%	14%	26%	26%	20%	2%	434
			Findlay	13%	12%	20%	26%	28%	1%	136
43	Roles & Purposes	To what degree does this college help you understand how attending college increases knowledge for your future employment?	Toledo	5%	10%	24%	23%	36%	2%	437
			Findlay	9%	7%	21%	23%	39%	0%	137
44	Roles & Purposes	To what degree does this college help you understand how attending college increases knowledge for your personal growth?	Toledo	4%	10%	27%	23%	33%	2%	435
			Findlay	8%	8%	21%	26%	36%	0%	136
45	Roles & Purposes	To what degree does this college help you understand how attending college prepares you to be an involved member of your community?	Toledo	6%	16%	23%	24%	28%	2%	435
			Findlay	11%	9%	25%	21%	33%	1%	136
46	Roles & Purposes	To what degree does this college help you understand how attending college prepares you to contribute to the betterment of society?	Toledo	5%	12%	26%	25%	29%	3%	434
			Findlay	10%	10%	20%	24%	35%	1%	136

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#	FoE Dimension	Question	Campus	Too difficult	Difficult	About right	Easy	Too Easy	No Response	Total
47	Learning	To what degree is the course appropriate for your level of academic preparation regarding writing skills?	Toledo	3%	8%	57%	17%	10%	5%	440
			Findlay	1%	7%	52%	16%	12%	12%	134
48	Learning	To what degree is the course appropriate for your level of academic preparation regarding reading skills?	Toledo	2%	7%	57%	19%	12%	4%	436
			Findlay	0%	7%	49%	21%	13%	10%	134
49	Learning	To what degree is the course appropriate for your level of academic preparation regarding library research skills?	Toledo	3%	10%	51%	15%	10%	11%	434
			Findlay	1%	11%	43%	15%	10%	19%	134
50	Learning	To what degree is the course appropriate for your level of academic preparation regarding mathematical skills?	Toledo	4%	15%	41%	16%	8%	16%	436
			Findlay	2%	19%	36%	13%	9%	21%	135
51	Learning	To what degree is the course appropriate for your level of academic preparation regarding computing skills?	Toledo	1%	7%	47%	21%	11%	13%	434
			Findlay	3%	7%	43%	20%	9%	18%	135
#	FoE Dimension	Question	Campus	Not at all	Seldom	Sometimes	Often	Always	No Response	Total
52	Learning	To what degree is the course material valuable to you?	Toledo	3%	6%	20%	32%	39%	0%	441
			Findlay	3%	9%	22%	24%	41%	1%	137
53	Learning	To what degree has this instructor helped you learn the course material?	Toledo	3%	5%	15%	33%	44%	0%	436
			Findlay	4%	6%	18%	22%	50%	1%	137
54	Learning	To what degree does the instructor provide individual attention?	Toledo	3%	10%	19%	35%	33%	1%	439
			Findlay	6%	9%	20%	20%	40%	4%	137
55	All Students	To what degree does the instructor treat all students fairly regardless of gender/race/ethnicity?	Toledo	2%	2%	8%	20%	65%	3%	440
			Findlay	2%	1%	9%	13%	71%	4%	137
56	Learning	To what degree does the instructor provide prompt feedback about how well you are doing in the course?	Toledo	3%	10%	17%	25%	43%	0%	439
			Findlay	5%	7%	13%	21%	51%	2%	136
57	Learning	To what degree does the instructor encourage you to ask questions in class?	Toledo	2%	5%	13%	23%	55%	2%	438
			Findlay	2%	4%	13%	15%	63%	3%	137
58	Learning	To what degree does the instructor effectively organize the course material?	Toledo	4%	4%	16%	28%	48%	1%	440
			Findlay	4%	7%	12%	21%	55%	2%	136
59	Learning	To what degree does the instructor communicate concepts clearly?	Toledo	4%	6%	18%	29%	43%	1%	440
			Findlay	4%	5%	18%	18%	53%	2%	136
60	Learning	To what degree does the instructor use effective teaching methods?	Toledo	4%	6%	15%	31%	44%	1%	439
			Findlay	4%	7%	13%	18%	54%	3%	136
61	Learning	To what degree does the instructor communicate academic expectations to you?	Toledo	3%	6%	15%	30%	46%	1%	440
			Findlay	4%	8%	10%	21%	54%	2%	135
62	Learning	To what degree does the instructor encourage you to participate in course-related, out-of-class events (e.g., lectures, concerts, exhibits)?	Toledo	12%	11%	19%	22%	31%	5%	438
			Findlay	13%	11%	12%	13%	43%	9%	136
63	Learning	To what degree does the instructor make him/herself available outside of class?	Toledo	4%	7%	15%	32%	41%	2%	436
			Findlay	7%	4%	14%	22%	49%	4%	134
#	FoE Dimension	Question	Campus	Not at all	Slightly	Moderately	High	Very High	No Response	Total
65	Overall Evaluation	Overall, to what degree has this college provided you the right amount of attention and support?	Toledo	3%	9%	32%	35%	21%	1%	438
			Findlay	2%	8%	28%	31%	31%	1%	137
66	Overall Evaluation	Overall, to what degree has this college helped you make the transition to college?	Toledo	5%	12%	26%	30%	24%	3%	437
			Findlay	4%	7%	18%	32%	35%	3%	136
67	Overall Evaluation	Overall, to what degree has this college been a good place for college students like you?	Toledo	3%	7%	22%	35%	32%	1%	433
			Findlay	2%	5%	19%	28%	44%	1%	136
68	Overall Evaluation	Overall, to what degree has this college helped you succeed as a student?	Toledo	3%	8%	25%	34%	29%	1%	433
			Findlay	5%	7%	21%	27%	38%	1%	135
69	Overall Evaluation	Overall, to what degree would you recommend this college to friends?	Toledo	2%	6%	16%	29%	46%	1%	439
			Findlay	4%	9%	15%	20%	50%	2%	137
70	Overall Evaluation	Overall, to what degree are you satisfied with your decision to attend this college?	Toledo	3%	6%	15%	29%	47%	1%	436
			Findlay	3%	10%	13%	20%	52%	2%	135
71	Overall Evaluation	Overall, to what degree is this college committed to the success of new students?	Toledo	3%	5%	21%	29%	40%	2%	438
			Findlay	3%	7%	18%	21%	46%	4%	136

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#	FoE Dimension	Question	Campus	Not at all	Slightly	Moderately	High	Very High	No Response	Total
72	Overall Evaluation	To what degree has your college experience allowed you to expand your awareness of issues?	Toledo	5%	8%	26%	34%	23%	3%	438
			Findlay	7%	9%	16%	30%	35%	2%	137
73	Overall Evaluation	To what degree has your college experience allowed you to discuss a broader range of topics?	Toledo	5%	7%	25%	36%	25%	3%	436
			Findlay	6%	8%	22%	27%	35%	2%	135
74	Overall Evaluation	To what degree has your college experience allowed you to better defend your position on issues?	Toledo	5%	10%	26%	31%	24%	4%	437
			Findlay	9%	10%	19%	26%	33%	4%	136
75	Overall Evaluation	To what degree has your college experience influenced your ability to make better decisions?	Toledo	4%	10%	26%	30%	29%	1%	435
			Findlay	7%	7%	20%	30%	34%	2%	137
76	Overall Evaluation	To what degree has your college experience influenced your ability to objectively evaluate information?	Toledo	4%	6%	25%	33%	30%	2%	434
			Findlay	7%	4%	21%	32%	35%	2%	136
77	Overall Evaluation	Comparing the cost of attending this college to the quality of the educational experience, please rate the overall value of the experience?	Toledo	1%	2%	16%	36%	45%	0%	422
			Findlay	2%	4%	20%	30%	45%	0%	131

**NOTES:** (1) Questions for which there is a significant difference between campuses are shaded in gray; the campus with the higher or more positive responses is indicated in bold.  
 (2) Results are based on chi-square analyses.  
 (3) A "significant" difference means that if we were to redo the survey over, 95 times out of 100 we should expect to find the same difference.

## Distribution of Responses to the Foundations of Excellence® Faculty/Staff Survey by Campus

#	FoE Dimension	Question	Campus	Not at all	Slight	Moderate	High	Very High	No Response	Total Count
11	Philosophy	To what degree has an institutional philosophy for working with new students at this institution been communicated to you?	Toledo	14%	23%	29%	17%	13%	4%	340
			Findlay	6%	27%	26%	23%	15%	3%	78
12	Philosophy	To what degree has a department/unit philosophy for working with new students at this institution been communicated to you?	Toledo	15%	19%	28%	18%	16%	4%	340
			Findlay	14%	26%	23%	19%	15%	3%	78
13	Philosophy	To what degree does this institution operate from a commonly held philosophy about the new student experience?	Toledo	12%	18%	25%	20%	10%	14%	339
			Findlay	8%	23%	27%	17%	17%	8%	77
14	Philosophy	To what degree does your department/unit operate from a commonly held philosophy for working with new students?	Toledo	10%	14%	20%	26%	17%	12%	338
			Findlay	10%	17%	21%	25%	21%	6%	77
15	Philosophy	To what degree is a formalized institutional philosophy for working with new students valuable?	Toledo	3%	5%	16%	24%	45%	7%	338
			Findlay	0%	3%	18%	32%	45%	3%	76
16	Philosophy	To what degree do you believe that this institution has a special commitment to the success of new students?	Toledo	7%	11%	23%	23%	33%	3%	339
			Findlay	1%	12%	19%	30%	32%	5%	77
17	Organization	To what degree can you correctly refer students regarding administrative questions?	Toledo	2%	10%	32%	23%	31%	1%	337
			Findlay	0%	8%	27%	27%	34%	4%	77
18	Organization	To what degree can you correctly refer students regarding questions about academic rules?	Toledo	1%	10%	22%	30%	36%	1%	338
			Findlay	0%	5%	30%	27%	35%	3%	77
19	Organization	To what degree can you correctly refer students regarding help with coursework?	Toledo	1%	5%	14%	30%	47%	3%	336
			Findlay	0%	1%	12%	22%	58%	6%	77
20	Organization	To what degree can you correctly refer students regarding help with personal issues?	Toledo	22%	23%	22%	14%	14%	7%	338
			Findlay	9%	29%	19%	16%	19%	8%	77
21	Organization	To what degree can you correctly refer students regarding help with becoming involved with an institution-sponsored organization or event?	Toledo	7%	17%	32%	19%	23%	2%	335
			Findlay	6%	13%	34%	23%	21%	3%	77
22	Organization	To what degree has this institution effectively organized itself to develop an integrated first college year that supports routine communications among discrete units/functions?	Toledo	10%	20%	27%	16%	6%	20%	334
			Findlay	1%	22%	42%	13%	11%	11%	76
23	Organization	To what degree has this institution effectively organized itself to develop an integrated first college year that supports collaborations between academic and student services?	Toledo	11%	20%	26%	16%	7%	19%	335
			Findlay	1%	24%	36%	20%	11%	9%	76
24	Organization	To what degree are resources adequate for entry-level courses?	Toledo	4%	15%	29%	23%	12%	18%	337
			Findlay	3%	9%	42%	18%	19%	9%	77
25	Organization	To what degree are resources adequate for academic support services?	Toledo	6%	17%	25%	26%	13%	13%	337
			Findlay	3%	6%	39%	27%	18%	6%	77
26	Organization	To what degree are resources adequate for extracurricular activities?	Toledo	3%	13%	29%	20%	12%	24%	338
			Findlay	5%	31%	25%	17%	9%	13%	77
27	Organization	To what degree are student services and faculty partnerships encouraged by senior institution leaders?	Toledo	10%	18%	25%	17%	10%	20%	337
			Findlay	5%	28%	29%	16%	9%	13%	76
28	Organization	To what degree do you as a faculty/staff member have a voice in decisions about new student issues?	Toledo	27%	29%	19%	12%	6%	7%	337
			Findlay	18%	35%	27%	8%	6%	5%	77
29	Organization	To what degree does your department/unit have a voice in decisions about new student issues?	Toledo	12%	21%	22%	16%	10%	19%	338
			Findlay	5%	23%	27%	19%	10%	14%	77
30	Diversity	To what degree does this institution's curriculum include appropriate attention to diverse ideas and world views?	Toledo	4%	14%	29%	20%	13%	21%	338
			Findlay	7%	11%	34%	20%	13%	16%	76
31	Diversity	To what degree does this institution's out-of-class activities for new students include appropriate attention to diverse ideas and world views?	Toledo	6%	18%	22%	15%	10%	30%	336
			Findlay	8%	23%	25%	13%	8%	23%	77
32	Diversity	To what degree does this institution provide opportunities for students to interact with individuals from differing backgrounds and cultures: other students at this institution?	Toledo	3%	11%	26%	22%	20%	17%	338
			Findlay	6%	19%	36%	15%	10%	13%	78

## Distribution of Responses to the Foundations of Excellence® Faculty/Staff Survey by Campus

#	Question	Campus	Not at all	Slight	Moderate	High	Very High	No Response	Total Count	
33	Diversity	To what degree does this institution provide opportunities for students to interact with individuals from differing backgrounds and cultures: faculty and staff?	Toledo	4%	17%	28%	21%	16%	14%	337
		Findlay	0%	19%	38%	17%	13%	13%	78	
34	Diversity	To what degree does this institution provide opportunities for students to interact with individuals from differing backgrounds and cultures: people outside this institution?	Toledo	7%	20%	21%	12%	7%	34%	338
		Findlay	6%	33%	22%	10%	6%	22%	78	
35	Diversity	To what degree does this institution communicate to new students the importance of respecting others with differing opinions?	Toledo	5%	16%	23%	22%	18%	17%	335
		Findlay	1%	21%	31%	21%	18%	9%	78	
36	All Students	During the first year, to what degree does this institution address the unique needs of honors students?	Toledo	6%	17%	19%	14%	11%	33%	339
		Findlay	5%	27%	23%	14%	10%	19%	77	
37	All Students	During the first year, to what degree does this institution address the unique needs of students with academic deficiencies?	Toledo	2%	13%	22%	29%	19%	16%	339
		Findlay	1%	6%	29%	32%	23%	8%	77	
38	All Students	During the first year, to what degree does this institution address the unique needs of students with learning disabilities?	Toledo	2%	8%	19%	32%	25%	14%	339
		Findlay	3%	9%	22%	31%	29%	6%	78	
39	All Students	During the first year, to what degree does this institution address the unique needs of students with physical disabilities?	Toledo	2%	7%	20%	32%	24%	16%	338
		Findlay	1%	1%	27%	31%	29%	10%	77	
40	All Students	During the first year, to what degree does this institution address the unique needs of student athletes?	<b>Toledo</b>	<b>1%</b>	<b>5%</b>	<b>18%</b>	<b>27%</b>	<b>24%</b>	<b>25%</b>	<b>336</b>
		Findlay	3%	13%	14%	16%	6%	48%	77	
41	All Students	During the first year, to what degree does this institution address the unique needs of racial/ethnic minority students?	Toledo	2%	15%	21%	20%	14%	29%	333
		Findlay	3%	21%	27%	16%	12%	22%	77	
42	Roles & Purposes	To what degree does this institution help new students explore their motivation for getting a college education in terms of knowledge for personal growth?	Toledo	8%	18%	21%	22%	9%	23%	337
		Findlay	5%	19%	28%	18%	14%	15%	78	
43	Roles & Purposes	To what degree does this institution help new students explore their motivation for getting a college education in terms of preparation for future employment?	Toledo	2%	8%	20%	34%	19%	17%	337
		Findlay	0%	3%	25%	38%	23%	12%	77	
44	Roles & Purposes	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?	Toledo	11%	16%	24%	19%	7%	23%	336
		Findlay	4%	19%	35%	13%	13%	17%	78	
45	Roles & Purposes	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?	Toledo	12%	16%	23%	19%	7%	23%	337
		Findlay	6%	19%	31%	13%	12%	19%	78	
46	Roles & Purposes	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?	Toledo	4%	13%	23%	28%	11%	20%	334
		Findlay	3%	13%	24%	29%	17%	14%	78	
47	Learning	To what degree does this institution assure that all new students experience individualized attention from faculty/staff?	Toledo	6%	16%	22%	26%	22%	9%	337
		Findlay	0%	12%	34%	25%	26%	4%	77	
48	Learning	To what degree does this institution assure that all new students experience out-of-class learning opportunities?	Toledo	7%	21%	25%	18%	12%	17%	335
		Findlay	5%	21%	29%	17%	13%	16%	77	
49	Learning	To what degree do you understand this institution's intended educational goals for new students?	Toledo	7%	15%	26%	29%	18%	5%	331
		Findlay	4%	19%	32%	26%	18%	1%	78	
50	Improvement	To what degree are you engaged in attending conferences or workshops focusing on the first year at this institution?	Toledo	28%	20%	17%	10%	12%	12%	337
		Findlay	27%	24%	19%	14%	12%	4%	78	
51	Improvement	To what degree are you engaged in attending national/regional conferences or meetings focusing on the first year?	Toledo	46%	14%	11%	7%	8%	15%	336
		Findlay	50%	12%	12%	6%	5%	15%	78	
52	Improvement	To what degree are you engaged in reading professional materials focusing on the first year?	Toledo	17%	13%	24%	20%	20%	7%	336
		Findlay	18%	26%	15%	22%	18%	1%	78	
53	Improvement	To what degree are you engaged in presenting at conferences or contributing to publications focusing on the first year?	Toledo	50%	13%	9%	5%	6%	16%	336
		Findlay	57%	9%	9%	4%	6%	14%	77	
54	Campus Culture	To what degree is faculty involvement with new students considered important by institution leaders?	Toledo	10%	14%	14%	22%	26%	15%	336
		Findlay	5%	8%	22%	36%	19%	10%	78	
55	Campus Culture	To what degree is faculty involvement with new students considered important by your department/unit leader?	Toledo	7%	11%	14%	23%	33%	12%	335
		Findlay	1%	9%	17%	35%	29%	9%	78	
56	Campus Culture	To what degree is faculty involvement with new students considered important by your colleagues?	Toledo	3%	10%	17%	29%	27%	13%	336
		Findlay	1%	4%	24%	36%	23%	12%	78	



## Distribution of Responses to the Foundations of Excellence® Faculty/Staff Survey by Campus

#	FoE Dimension	Question	Campus	Not at all	Slight	Moderate	High	Very High	No Response	Total Count
58	Campus Culture	To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by faculty colleagues?	Toledo	23%	20%	20%	17%	11%	8%	218
			Findlay	10%	23%	20%	18%	13%	15%	60
59	Campus Culture	To what degree is excellence in teaching new students acknowledged, recognized, or rewarded by your department/unit leader?	Toledo	27%	21%	18%	16%	12%	8%	217
			Findlay	13%	23%	30%	13%	8%	12%	60
60	Campus Culture	To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by institution leaders?	Toledo	30%	20%	19%	12%	7%	11%	218
			Findlay	18%	27%	22%	20%	3%	10%	60
61	Learning	To what degree do you communicate your academic expectations to students?	Toledo	1%	1%	6%	27%	62%	4%	218
			Findlay	0%	0%	5%	28%	65%	2%	60
62	Learning	To what degree do you encourage students to ask questions in class?	Toledo	1%	1%	3%	19%	74%	3%	217
			Findlay	0%	0%	3%	13%	82%	2%	60
63	Learning	To what degree do you effectively manage student behavior in classes?	Toledo	1%	0%	9%	36%	51%	3%	217
			Findlay	0%	0%	10%	27%	62%	2%	60
64	Learning	To what degree do you initiate communication early in the term with students who are performing poorly?	Toledo	1%	3%	17%	28%	49%	2%	218
			Findlay	0%	3%	18%	33%	43%	2%	60
65	Learning	To what degree do you encourage students to participate in course-related, out-of-class events?	Toledo	6%	14%	28%	23%	26%	3%	217
			Findlay	8%	13%	17%	28%	23%	10%	60
66	Learning	To what degree do you make yourself available to students outside of class?	Toledo	1%	4%	7%	27%	60%	2%	218
			Findlay	2%	0%	10%	23%	63%	2%	60
67	Learning	To what degree were specific learning goals developed?	Toledo	1%	3%	12%	30%	52%	3%	217
			Findlay	0%	0%	12%	37%	47%	5%	60
68	Learning	To what degree was achievement of student learning goals documented?	Toledo	2%	5%	13%	30%	46%	4%	214
			Findlay	2%	2%	15%	38%	35%	8%	60
69	Campus Culture	To what degree are faculty responsibilities related to new students addressed by means of position descriptions?	Toledo	19%	19%	15%	12%	6%	30%	231
			Findlay	17%	13%	20%	13%	3%	33%	60
70	Campus Culture	To what degree are faculty responsibilities related to new students addressed by means of candidate interviews?	Toledo	16%	19%	14%	12%	6%	32%	232
			Findlay	25%	13%	10%	13%	3%	35%	60
72	Campus Culture	New hires: To what degree were your responsibilities related to new students addressed?	Toledo	18%	15%	18%	15%	8%	26%	119
			Findlay	29%	7%	29%	7%	7%	21%	28
73	Diversity	To what degree does this institution communicate to new students the importance of standards of behavior in an academic community?	Toledo	5%	14%	24%	22%	19%	16%	340
			Findlay	3%	14%	35%	24%	15%	9%	79
74	Transitions	To what degree does this institution communicate to new students the importance of academic honesty?	Toledo	3%	12%	20%	24%	29%	11%	340
			Findlay	1%	11%	23%	27%	30%	8%	79
75	Transitions	To what degree does this institution communicate to new students the importance of acknowledging the source of ideas not their own?	Toledo	4%	15%	24%	22%	22%	14%	339
			Findlay	1%	11%	24%	27%	29%	8%	79
76	Transitions	To what degree does this institution communicate to new students the importance of ethical conduct?	Toledo	5%	15%	20%	23%	24%	12%	339
			Findlay	4%	11%	28%	27%	22%	9%	79
77	Transitions	To what degree does this institution assure that all new students experience academic support outside the classroom?	Toledo	5%	15%	29%	20%	18%	14%	340
			Findlay	0%	9%	32%	29%	21%	9%	77
#	FoE Dimension	Question	Campus	Very Poor	Poor	Fair	Good	Excellent	No Response	Total Count
78	Transitions	Please rate the overall effectiveness of academic advising for students at this institution?	Toledo	16%	17%	31%	24%	12%	0%	316
			Findlay	4%	5%	36%	35%	20%	0%	75

## Distribution of Responses to the Foundations of Excellence® Faculty/Staff Survey by Campus

#	FoE Dimension	Question	Campus	Not at all	Slight	Moderate	High	Very High	No Response	Total Count
80	Transitions	Advisors: In advising new students, to what degree do you help them select courses?	Toledo	5%	5%	14%	19%	52%	5%	21
			Findlay	0%	0%	0%	25%	75%	0%	4
81	Transitions	Advisors: In advising new students, to what degree do you discuss what it takes for them to be academically successful?	Toledo	0%	5%	19%	19%	57%	0%	21
			Findlay	0%	0%	0%	25%	75%	0%	4
82	Transitions	Advisors: In advising new students, to what degree do you discuss their future enrollment plans?	Toledo	10%	0%	14%	14%	62%	0%	21
			Findlay	0%	0%	0%	25%	75%	0%	4
83	Transitions	Advisors: In advising new students, to what degree do you have adequate training to effectively address their needs?	Toledo	5%	33%	19%	14%	29%	0%	21
			Findlay	0%	0%	0%	0%	100%	0%	4
84	Improvement	To what degree has demographic information from this institution's databases influenced your work with new students?	Toledo	56%	18%	12%	7%	7%	0%	337
			Findlay	54%	23%	13%	6%	4%	0%	78
85	Improvement	To what degree have measures of pre-enrollment academic skills from this institution's databases influenced your work with new students?	Toledo	49%	20%	16%	9%	6%	0%	336
			Findlay	43%	21%	21%	14%	1%	0%	77
86	Improvement	To what degree have academic skills measured after one semester or more influenced your work with new students?	Toledo	42%	18%	19%	14%	7%	0%	337
			Findlay	41%	19%	21%	17%	3%	0%	78
#	FoE Dimension	Question	Campus	Not at all	Slight	Moderate	High	Very High	No Response	Total Count
87	Improvement	To what degree have measures of student time spent studying directly influenced your work with new students?	Toledo	49%	16%	20%	9%	7%	0%	337
			Findlay	47%	31%	13%	9%	0%	0%	78
88	improvement	To what degree have measures of student alcohol consumption influenced your work with new students?	Toledo	72%	13%	7%	2%	5%	0%	337
			Findlay	85%	4%	8%	1%	3%	0%	78
89	Improvement	To what degree have current practices at other institutions influenced your work with new students?	Toledo	42%	21%	23%	8%	7%	0%	336
			Findlay	38%	23%	29%	6%	4%	0%	77
90	Improvement	To what degree has professional/published research influenced your work with new students?	Toledo	32%	16%	29%	16%	7%	0%	336
			Findlay	28%	22%	31%	15%	4%	0%	78
91	Improvement	To what degree have student evaluations, assessments, or feedback influenced your work with new students?	Toledo	20%	12%	26%	29%	14%	0%	336
			Findlay	6%	13%	27%	36%	18%	0%	78
#	FoE Dimension	Question	Campus	Very Poor	Poor	Fair	Good	Excellent	No Response	Total Count
92	Improvement	Overall please rate this institution's assessment capabilities relevant to the first year of college: assessing what's relevant?	Toledo	13%	18%	40%	20%	8%	0%	332
			Findlay	4%	26%	45%	20%	5%	0%	74
93	Improvement	Overall please rate this institution's assessment capabilities relevant to the first year of college: disseminating results in a timely manner?	Toledo	17%	19%	35%	20%	9%	0%	332
			Findlay	14%	31%	38%	12%	5%	0%	74
94	Improvement	Overall please rate this institution's assessment capabilities relevant to the first year of college: using results for improvement?	Toledo	17%	16%	37%	21%	10%	0%	331
			Findlay	12%	24%	38%	18%	8%	0%	74
#	FoE Dimension	Question	Campus	Not at all	Slight	Moderate	High	Very High	No Response	Total Count
95	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?	Toledo	9%	16%	25%	19%	20%	11%	339
			Findlay	3%	22%	28%	18%	25%	5%	79
96	Overall Evaluation	To what degree does this institution's delivery of the first year enhance students' personal development?	Toledo	10%	17%	27%	18%	14%	13%	339
			Findlay	4%	22%	29%	20%	14%	11%	79
97	Overall Evaluation	To what degree does this institution's delivery of the first year enhance student learning?	Toledo	6%	14%	29%	22%	18%	11%	338
			Findlay	1%	14%	27%	28%	23%	8%	79
98	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?	Toledo	8%	16%	26%	19%	18%	12%	337
			Findlay	0%	18%	31%	27%	21%	4%	78
99	Overall Evaluation	To what degree does this institution's delivery of the first year provide a high quality experience for new students?	Toledo	7%	11%	28%	23%	21%	11%	333
			Findlay	1%	13%	30%	27%	22%	8%	79

NOTES: (1) Questions for which there is a significant difference between campuses are shaded in gray; the campus with the higher or more positive responses is indicated in bold.  
 (2) Results are based on chi-square analyses.  
 (3) A "significant" difference means that if we were to redo the survey over, 95 times out of 100 we should expect to find the same difference.