



THE FLORIDA STATE UNIVERSITY  
COLLEGE OF EDUCATION

*Department of Educational Leadership & Policy Studies*

**Linking Intuitional Policies to Student Success**

**SURVEY OF STUDENT AFFAIRS POLICIES,  
PROGRAMS, AND PRACTICES**

This survey asks a series of questions about organizational structures, policies, and practices at your institution. **Please answer each question as it applies to your institution at the start of the 2011 – 2012 academic year.** Thank you.

**Answers to all questions in this survey will be strictly confidential.**

**Please return by May 1, 2012.**

**This study is supported in part by a grant from TG.**

May we please have the following information in case we have questions or need clarification?  
Thanks.

Person completing survey \_\_\_\_\_  
(please print): \_\_\_\_\_  
Title: \_\_\_\_\_  
Phone number: \_\_\_\_\_  
E-mail address: \_\_\_\_\_

## QUESTIONS?

**About the survey? Please contact:**

Dr. Brad Cox, Rebecca Brower, or Sarah Rebhun  
at (850) 644-6446 or [COE-LIPSS@fsu.edu](mailto:COE-LIPSS@fsu.edu).

**About the research design and methods? Please visit:**

<http://CHERTI.fsu.edu/LIPSS>

or contact any of the individuals listed above.

Please answer each question as it applies to your institution at the start of the 2011-2012 academic year.

## SURVEY OF STUDENT AFFAIRS POLICIES, PRACTICES, AND PROGRAMS

**For each question below, simply check or darken the bubble next to the most appropriate answer.**

1. Within the Student Affairs division is there a person or standing committee with primary responsibility for coordinating all or most Student Affairs programs and activities for **first-year students**?
  - We have no such person or coordinating body within Student Affairs. (skip to question 2)
  - We have a standing Student Affairs division-wide coordinating committee.
  - We have an office or an individual.
  - We have both a division-wide committee and an office/individual.
  
2. If you have a division-wide standing committee, is there faculty/Academic Affairs staff representation on it?
  - We have no such division-wide committee.
  - Faculty/Academic Affairs staff are not represented.
  - Faculty/Academic Affairs staff attend when a relevant topic or issue is being discussed.
  - Faculty/Academic Affairs staff are members of the committee.
  
3. Where does the primary operational responsibility lie for campus-wide **New Student Orientation**? (Please check all that apply.)
  - We do not have a formal New Student Orientation (skip to question 6)
  - Operational responsibility is decentralized
  - A Student Affairs division-wide coordinating committee
  - An office or an individual
  - Other (Please specify) \_\_\_\_\_
  
- 4a. For first-year students matriculating in the fall term, how long is the formal new student orientation program? (Please check only one.)
  - Half-day or less
  - More than half-day to a full day
  - 1 to 2 days
  - More than 2 days

b. Is that orientation:

Optional             Required for some             Required for all

5. Does your institution provide an orientation <u>specifically</u> for the following <b>first-year student groups</b> :	No	Yes, it's optional	Yes, it's required	Not applicable
a. Commuter students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. First-year transfer students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Developmental or provisional students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students of color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. First-generation students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. International students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Honors students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Intercollegiate athletes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Part-time students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Adult or returning students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer each question as it applies to your institution at the start of the 2006-2007 academic year.

- 6a. How long is your institution's formal orientation specifically for parents or family?
- We have no such orientation
  - 2 hours or less
  - Half-day to full-day
  - More than 1 full day
- b. Approximately what percentage of **first-year students** have at least one family member attend parent/family orientation?
- Not applicable     0% - 25%     26% - 50%     51% - 75%     76% - 100%
7. Does your institution make available to **first-year students** any of the following academic programs/services in residential facilities? (Please check all that apply.)
- No undergraduate residential facilities (skip to Question 10)
  - Two or more courses in which a cohort of students living in the same residential facility enroll
  - Academic credit-bearing courses in residential facilities
  - Academic interest housing by floor
  - Academic interest housing by building
  - Foreign language/international housing
  - Tutoring/academic advising in residential facilities
  - Living/Learning Communities
8. In residence halls where some or all residents are **first-year students**, what is the approximate ratio of **paraprofessional** resident assistants (RAs) to residential undergraduate students?
- One RA for no more than 15 students
  - One RA per 16-30 students
  - One RA per 31-50 students
  - One RA for more than 50 students
9. What are the minimum requirements for live-in, residence hall directors?
- We have no live-in, residence hall directors in residential facilities
  - No degree required
  - Bachelor's degree required
  - Bachelor's degree required, with enrollment in a graduate program
  - Master's degree required
  - Master's degree in Student Affairs or a related field required
10. Does your institution offer **first-year student** housing in which residents subscribe to a "substance-free" code?
- Yes             No
11. Describe the level of formal faculty involvement in residential facilities that house **first-year students**. (Please check all that apply.)
- Our institution does not have residential facilities
  - Faculty are not involved in residential facilities
  - Faculty make presentations in residential facilities
  - Some faculty offices are located in residential facilities
  - Some first-year classes are taught by faculty in residential facilities
  - Faculty member(s), with specific educational responsibilities for residents, live in residential facilities

Please answer each question as it applies to your institution at the start of the 2006-2007 academic year.

12. Excluding websites, when does your institution provide <b>first-year students</b> with information on:		During the application process	After admission, but before classes begin	After classes begin	Not formally provided
a.	The institution's mission statement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Policies regarding academic integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Expectations regarding academic effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	Their likely performance and/or persistence, given their secondary school GPA and/or admissions test scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	Social behavior codes and standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	Information on academic support services for students with special learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	Information on whom to contact with questions or concerns regarding academic matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Does your institution provide <b>parents/family</b> the following information <b>before the start of the academic year</b> :		Not provided	Provided on request	Provided to some	Provided to all
a.	The institution's mission statement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Policies regarding academic integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Expectations regarding academic effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	Information on the likely performance and/or persistence of students with a given secondary school GPA and/or admissions test scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	Social behavior codes and standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	Information on academic support services for students with special learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g.	Information on whom to contact with questions or concerns regarding students' academic matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Describe the level of formal faculty involvement in residential facilities that house **first-year students**. (Please check all that apply.)

- Our institution does not have residential facilities
- Faculty are not involved in residential facilities
- Faculty make presentations in residential facilities
- Some faculty offices are located in residential facilities
- Some first-year classes are taught by faculty in residential facilities
- Faculty member(s), with specific educational responsibilities for residents, live in residential facilities

15. Excluding financial solicitations, approximately how many times during the year does your institution have **formal** contact with **all parents/families of first-year students** (e.g., invitations to parents'/family orientation, newsletters/listserv, invitations to join parent/family organizations)

- 1-2 times per year       3-4 times per year  
 5-6 times per year       7 or more times per year

Please answer each question as it applies to your institution at the start of the 2006-2007 academic year.

16. Does your institution provide <b>high school guidance counselors</b> the following information:	Not provided	Provided on request	Have a systematic program to reach counselors
a. Kinds of students likely/unlikely to benefit from attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The likely performance and/or persistence of students with a given secondary school GPA and/or admissions test scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Academic support services for students with special learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Whom to contact with questions about academically related matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Are the following services/training available to first-year students?:	No	Optional	Yes, required for some	Yes, required for all
a. Academic advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Career planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. On-campus community-building activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Community service opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Computer setup and tech support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Computing workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. International student advising/services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Learning Center /Academic support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Use of library resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Peer mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Services for students for whom English is a second language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Personal counseling	<input type="radio"/>	<input type="radio"/>		
m. Child care services	<input type="radio"/>	<input type="radio"/>		

18. Does your institution offer any of the following activities or programs? (Please check all that apply.)

- First-year** leadership programs
- First-year** class officers or other first-year student government

19. Does your division have a policy of encouraging professional or paraprofessional staff to organize events in which students have the opportunity to become acquainted with:	No policy	Yes, informal policy	Yes, formal policy
a. Students whose socio-political attitudes are different from theirs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students whose race, or ethnic background, is different from theirs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students whose socio-economic status is different from theirs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students whose age is different from theirs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Students whose religious beliefs are different from theirs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Students from other countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer each question as it applies to your institution at the start of the 2006-2007 academic year.

20. Does your institution formally recognize student organizations or groups for:	Yes	No	Not applicable
a. African American students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Asian American students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Latino/a American students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Native American students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Lesbian, Gay, Bisexual, Transgender, and Ally students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Commuter students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. International students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Judeo-Christian students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Non-Judeo-Christian students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Adult learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Politics (e.g., Young Republicans, Young Democrats)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Social justice issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. In your division's programming, how much emphasis do you give each of the following topics?	Little or none	Slight	Moderate	A great deal
a. Current events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Social issues (e.g., peace, gun control, human rights, equality, race relations, health care, abortion)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Different lifestyles, customs, or religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Social and ethical issues related to science and technology (e.g., energy, pollution, chemicals, genetics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The economy (e.g., employment, poverty, taxation, trade)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. International relations (e.g., immigration, free trade, military activities, political differences)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. To what extent does a specific programming model (e.g., Wellness Wheel, Chickering's Vectors) guide the programs and activities of the Student Affairs division?

- Little or none       Slight       Moderate       A great deal

23. To what extent were the programs and activities of the Student Affairs division this past year guided by a central theme (e.g., environmental awareness, social justice, patriotism, diversity, international awareness)?

- Little or none       Slight       Moderate       A great deal

24. Does your institution make purposeful efforts to offer housing that will bring together a racially/ethnically heterogeneous groups of students?

- No. Our institution does not have residential facilities.
- No. We do not consider race/ethnicity in housing students.
- Yes. We have a specific housing unit(s) that focuses on racial/ethnic diversity.
- Yes. We have an institution-wide housing-assignment policy intended to maximize racial/ethnic diversity in all or most of our residential facilities.
  - Other (please specify) \_\_\_\_\_

Please answer each question as it applies to your institution at the start of the 2006-2007 academic year.

25. Do you purposefully recruit Student Affairs staff members or counselors with expertise specific to one or more of the following student populations (Please check all that apply):

<input type="checkbox"/> No special recruiting efforts	<input type="checkbox"/> Intercollegiate athletes
<input type="checkbox"/> First-year transfer students	<input type="checkbox"/> Honors students
<input type="checkbox"/> Students of color	<input type="checkbox"/> International students
<input type="checkbox"/> Part-time students	<input type="checkbox"/> Commuter students
<input type="checkbox"/> First-generation students	<input type="checkbox"/> Students with disabilities
<input type="checkbox"/> Developmental or provisional students	<input type="checkbox"/> Other (please specify) _____
<input type="checkbox"/> Adult or returning students	_____

26. Does your institution formally assess the effects of Student Affairs **first-year programs and activities** on:

	No	Yes, rarely	Yes, occasionally	Yes, regularly
a. Student learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Other student development outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Persistence into the second year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Student satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. Which of the following methods do you use in those assessments? (Please check all that apply; exclude CAAP & NSSE data specific to the Parsing Project.)

- Locally-developed instrument(s) (including institutional records)  
 Focus groups or interviews  
 State/system-wide or regional instrument(s)  
 National/commercial instrument(s)

**Complete question #28 only if you have done any of the assessments listed in question #24.**

28. What impact have the findings of those assessments had on the Student Affairs division's:

	Little or none	Slight	Moderate	A great deal
a. General sense or understanding of its effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Program evaluation and/or revision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. New program development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Budget allocation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Hiring/personnel assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Thank you very much for your assistance.**

Please return this survey in the postage-paid envelope provided, or to:

Dr. Brad Cox  
 Linking Institutional Policies to Student Success  
 The Florida State University  
 1114 W. Call Street, Mailcode 4452, Tallahassee, FL 32306