Provost's Office Survey

Results Overview

Date: 9/5/2012 5:00 AM PST
Responses: Completes
Filter: No filter applied

1. Job Status

Full-Time Faculty		46	64%
Part-Time Faculty		7	10%
Staff		19	26%
	Total	72	100%

Section 1: Standing Committees

2. In your opinion, how effective is the Academic Policy Committee in achieving its charge?Charge: To review formal proposals for change to existing academic policies, to include the Code of Student Conduct and Ethics, consistent with the College's academic mission, and to recommend revisions to meet current and anticipated needs.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Highly Effective		Neither Effective not Ineffective		Highly Ineffective	CJ
	5	**4**	**3**	**2**	**1**	**0**
	16 22%	27 38%	5 7%	2 3%	5 7%	17 24%

4. In your opinion, how effective is the Academic Standing Committee in achieving its charge?Charge: To review individual matters of academic standing; e.g., academic warning, probation and dismissal; credit for prior learning referred to its attention; and all cases of appeal of academic dismissal. In cases of academic dismissal, the student will be given the opportunity to meet with the committee. The committee may recommend upholding academic dismissal or to reinstate an academically dismissed student, as appropriate, consistent with the college's academic standards.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Highly Effective		Neither Effective nor Ineffective		Highly Ineffective	CJ
	5	**4**	**3**	**2**	**1**	**0**
	18 25%	23 32%	7 10%	3 4%	2 3%	19 26%

In your opinion, how effective is the Committee on Faculty Appointments & Promotions (CFAP) in achieving its

6. charge?Charge: To review and make recommendations in matters pertaining to the professional work of faculty in the areas of teaching, research and scholarly activities, and citizenship, as these relate to appointments and promotion. This includes but is not limited to the initial assignment of academic rank; promotion in academic rank; and non-renewal or dismissal of members of the full-time faculty as defined by the Faculty Handbook and other College policies.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Highly Effective		Neither Effective nor Ineffective		Highly Ineffective	CJ
	5	**4**	**3**	**2**	**1**	**0**
	21 29%	17 24%	7 10%	4 6%	5 7%	18 25%

8. In your opinion, how effective is the Curriculum Committee in achieving its charge?Charge: To monitor the curriculum and study the effectiveness of the instructional programs, individual courses and other educational experiences conducted by the college. To foster an environment of continuous quality improvement in curriculum review, revision and development to enhance the effectiveness, efficiency and congruency of the curriculum with the mission, goals and vision of New York Chiropractic College and its respective academic divisions. To provide its members with the opportunities and resources to develop and maintain the knowledge and expertise in curriculum design, review and revision in order to better serve the college community as an institutional resource on curriculum issues.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Highly Effective		Neither Effective nor Ineffective		Highly Ineffective	CJ
	5	**4**	**3**	**2**	**1**	**0**
	10 14%	26 36%	12 17%	6 8%	3 4%	15 21%

10. In your opinion, how effective is the Faculty Handbook Committee in achieving its charge?Charge: To review, update, amend, and revise the wording in the Faculty Handbook, which describes College policies and procedures unique to faculty members, as proposed within or outside the committee.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Highly Effective		Neither Effective nor Ineffective		Highly Ineffective	CJ
	5	**4**	**3**	**2**	**1**	**0**
	8 11%	29 40%	9 12%	1 1%	5 7%	20 28%

12. In your opinion, how effective is the Health Centers Quality Assurance Panel Committee in achieving its charge? Charge: To utilize data to create, implement, evaluate, and improve upon the policies and procedures associated with New York Chiropractic College's quality measures as indicated in the Health Centers Quality Improvement Plan (QIP) with the ultimate goal to achieve the Key Result Area of "quality patient care". The QIP serves as the vehicle the Health Centers use to continuously improve the overall quality of services it provides to its

stakeholders. These include but are not limited to patient care activities that are provided in a safe, effective, patient-centered, student-sensitive, timely, equitable, and recovery oriented fashion. The responsibilities of the Quality Assurance Panel (QAP) include: Periodically assessing information within the Health Center Quality Assurance Spreadsheet; taking action through quality improvement initiatives to solve problems and pursue opportunities to improve quality; and establishing and supporting specific quality improvement initiatives.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Highly Effective		Neither Effective nor Ineffective		Highly Ineffective	CJ
	5	**4**	**3**	**2**	**1**	**0**
	7 10%	13 18%	7 10%	4 6%	3 4%	38 53%

14. In regard to the process of selecting standing committee members, how strongly do you agree or disagree with the following statements? Use "CJ" for "Cannot Judge" if you don't feel you have sufficient information to rate an item.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree		Neither Agree nor Disagree		Strongly Disagree	CJ
	5	**4**	**3**	**2**	**1**	**0**
Faculty clearly understand the nomination and selection process.	7 10%	21 29%	10 14%	12 17%	3 4%	19 26%
The process is appropriate to the NYCC culture.	10 14%	22 31%	11 15%	7 10%	3 4%	19 26%
The process results in effective committee membership.	8 11%	21 29%	10 14%	5 7%	4 6%	24 33%
12 Responses						

Section 2: General Satisfaction

15. How satisfied are you with...

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Satisfied		Neither Satisfied nor Dissatisfied		Very Dissatisfied
	5	**4**	**3**	**2**	**1**
Your overall					

experience at NYCC?	34 47%	27 38%	7 10%	2 3%	2 3%
Faculty Senate's representation as part of NYCC's governance structure?	12 17%	21 29%	26 36%	9 12%	4 6%
13 Responses					

16. How strongly do you agree/disagree with the following statements?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree		Neither Agree nor Disagree		Strongly Disagree
	5	**4**	**3**	**2**	**1**
I feel I am regarded as a valued member of the NYCC Community.	27 38%	24 33%	16 22%	5 7%	0 0%
I feel I am treated fairly and respectfully at NYCC.	30 42%	27 38%	11 15%	4 6%	0 0%
5 Responses					

17. I feel that I have

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree		Neither Agree nor Disagree		Strongly Disagree
	5	**4**	**3**	**2**	**1**
The responsibility to deliver the best services possible to my students, consumers, clients, or customers.	55 77%	14 20%	2 3%	0 0%	0 0%
The authority to deliver the best services possible to my students, consumers, clients, or customers.	29 40%	29 40%	10 14%	3 4%	1 1%
The knowledge to deliver the best services possible to my students, consumers, clients, or customers.	49 68%	22 31%	1 1%	0 0%	0 0%
The academic freedom to deliver	30	24	15	1	0

excellence in education.	43%	34%	21%	1%	0%

Section 4: Communication and Ethics

18. How effective is the communication (exchange of needed information)...

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent		Neutral		Very Poor
	5	**4**	**3**	**2**	**1**
With your supervisor?	32 44%	22 31%	10 14%	7 10%	1 1%
Within your department?	29 40%	25 35%	10 14%	7 10%	1 1%
Between departments within the division of Academic Affairs?	8 11%	27 38%	25 35%	8 11%	4 6%
Between Academic Affairs and departments outside of Academic Affairs?	7 10%	18 25%	26 36%	12 17%	9 12%
14 Responses					

19. Within the last year, how has communication (exchange of needed information) changed?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very significant improvement		No Change		Serious Deterioration
	5	**4**	**3**	**2**	**1**
With your supervisor?	10 14%	14 19%	42 58%	4 6%	2 3%
Within your department?	10 14%	15 21%	38 53%	8 11%	1 1%
Between departments within the division of Academic Affairs:	6 8%	19 26%	43 60%	1 1%	3 4%
Between departments outside of the division of Academic Affairs?	5 7%	15 21%	43 60%	6 8%	3 4%
20 Responses					

20. How satisfied are you with the ethical behavior of...

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Satisfied		Neither Satisfied nor Dissatisfied		Very Dissatisfied
	5	**4**	**3**	**2**	**1**
Your supervisor?	48 67%	16 22%	6 8%	2 3%	0 0%
Students:	9 12%	31 43%	24 33%	8 11%	0 0%
Faculty?	28 39%	31 43%	11 15%	1 1%	1 1%
Staff?	34 47%	27 38%	9 12%	2 3%	0 0%
Administration?	31 43%	26 36%	10 14%	4 6%	1 1%
17 Responses					

Section 5: The Provost

21. Please rate your level of agreement with each of the following statements. Use "CJ", for "Cannot Judge" if you do not have enough information to answer the question adequately.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree		Neither Agree nor Disagree		Strongly Disagree	CJ
	6	**5**	**4**	**3**	**2**	**1**
The provost's behavior is guided by professional values and goals.	34 47%	20 28%	5 7%	2 3%	2 3%	9 12%
The provost is knowledgable of college policies, procedures, and regulations.	44 61%	17 24%	2 3%	0 0%	0 0%	9 12%
The provost makes logical and sound decisions.	28 39%	18 25%	12 17%	1 1%	2 3%	11 15%
The provost addresses issues effectively.	27 38%	23 32%	8 11%	3 4%	0 0%	11 15%
The provost						

implements appropriate strategies to achieve objectives.	29 40%	22 31%	7 10%	1 1%	2 3%	11 15%
The provost seeks advice and considers divergent opinions from faculty.	25 35%	21 29%	8 11%	3 4%	2 3%	13 18%
The provost provides effective leadership.	31 43%	22 31%	9 12%	1 1%	2 3%	7 10%
The Provost provides effective communication.	28 39%	20 28%	12 17%	5 7%	0 0%	7 10%
The provost is approachable.	37 51%	21 29%	3 4%	2 3%	2 3%	7 10%
17 Responses						

Section 6: Institutional Quality and Assessment

22. In your opinion, how effective is the Division of Institutional Quality and Assessment in achieving its purpose? Purpose: To support New York Chiropractic College's mission of academic excellence, quality patient care, and professional leadership by exemplifying, promoting, and facilitating best practices and continuing process improvements.We champion and support our stakeholders by providing expertise, analysis, and guidance to individuals and programs in their quest to meet and exceed their standards and the expectations of our accreditors.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Highly Effective		Neither Effective nor Ineffective		Ineffective	CJ
	0	**1**	**2**	**3**	**4**	**5**
	11 15%	31 43%	5 7%	6 8%	4 6%	15 21%

24. In your opinion, how effective is Counseling Services in achieving its purpose?Purpose: Counseling Services facilitates and promotes the wellbeing, personal growth, academic success, and development of students, faculty, and staff within a safe and confidential environment through a range of psychological support, outreach, education, and consultation services. We seek to maximize the potential of every student to benefit from the NYCC experience.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Highly Effective		Neither Effective nor Ineffective		Ineffective	CJ
	5	**4**	**3**	**2**	**1**	**0**

	13 18%	24 33%	5 7%	2 3%	2 3%	26 36%

26. In your opinion, how effective is the Office of Accreditation in accomplishing its purpose? Purpose: The Office of Accreditation champions its internal stakeholders in sustained accreditation by its efforts in guiding individual units towards fulfilling external requirements as each seeks to fulfill its role in meeting the institution's mission of academic excellence, quality patient care, and professional leadership.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Highly Effective		Neither Effective nor Ineffective		Ineffective	CJ
	5	**4**	**3**	**2**	**1**	**0**
	15 21%	28 39%	3 4%	3 4%	1 1%	22 31%

28. In your opinion, how effective is Quality Engineering in achieving its purpose? Purpose: Quality Engineering supports and facilitates the integration of academic excellence, quality patient care, and professional leadership in all academic, clinical, alumni, and campus support programs through data gathering, analysis, and process improvement activities. We accomplish this by educating and assisting faculty and staff through the quality engineering process across the institution.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Highly Effective		Neither Effective nor Ineffective		Ineffective	CJ
	5	**4**	**3**	**2**	**1**	**0**
	14 19%	20 28%	5 7%	2 3%	3 4%	28 39%

30. In your opinion, how effective is the Academy for Academic Excellence and Student Success (AAESS) in achieving its purpose? Purpose: To provide support and guidance for all stakeholders regarding best practices for achieving academic and professional excellence by: · meeting the learner at their current level of achievement and helping them progress; · fostering an attitude of lifelong learning and resourcefulness; · collaborating with faculty and other campus resources; · providing quality assistance in the areas of advising, disabilities services, tutoring, and counseling services. The Academy for Academic Excellence and Student Success is committed to personal and professional growth and the advancement of learning for all students, faculty, and staff. Counseling Services facilitates and promotes the wellbeing, personal growth, academic success, and development of students, faculty, and staff within a safe and confidential environment through a range of psychological support, outreach, education, and consultation services. We seek to maximize the potential of every student to benefit from the NYCC experience.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Highly Effective		Neither Effective nor Ineffective		Ineffective	CJ
	5	**4**	**3**	**2**	**1**	**0**
	14	28	5	2	6	17

	19%	39%	7%	3%	8%	24%

Section 7: Academy of Academic Excellence and Student Success (AAESS)

32. Please indicate your level of agreement with each of the following statements.If you are not sufficiently familiar with an area to assign a meaningful rating, please indicate "CJ" for "Cannot Judge".

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree		Neither Agree nor Disagree		Strongly Disagree	CJ
	5	**4**	**3**	**2**	**1**	**0**
AAESS support of academic advising is effective in meeting my needs and those of my students.	16 22%	23 32%	7 10%	2 3%	4 6%	20 28%
Tutoring offered through AAESS is valued by students.	20 28%	22 31%	4 6%	1 1%	2 3%	23 32%
Tutoring offered through AAESS has a positive impact on students' academic success.	22 31%	18 25%	5 7%	1 1%	2 3%	24 33%
AAESS programs to assist in developing study skills and test-taking strategies are valued by students.	13 18%	19 26%	3 4%	2 3%	3 4%	32 44%
AAESS programs to assist in developing study skills and test-taking strategies have a positive impact on students' academic success.	10 14%	23 32%	3 4%	1 1%	2 3%	33 46%
AAESS communication with faculty regarding students with disabilities is clear, timely, and appropriate.	14 19%	21 29%	7 10%	2 3%	7 10%	21 29%
AAESS support of students with disabilities meets	16	19	6	1	6	24

my needs and those of my students.	22%	26%	8%	1%	8%	33%
AAESS is responsive to my requests for information and support.	24 33%	12 17%	3 4%	2 3%	4 6%	27 38%
AAESS is a valuable resource to faculty.	24 33%	17 24%	2 3%	3 4%	5 7%	21 29%
AAESS is a valuable resource to students.	29 40%	16 22%	4 6%	1 1%	3 4%	19 26%
14 Responses						

Postgraduate and Continuing Education

33. In your opinion, how effective is Postgraduate and Continuing Education in achieving its purpose? Purpose: The mission of the Department of Postgraduate and Continuing Education is to provide the Doctor of Chiropractic, Certified and Licensed Acupuncture/Oriental Medicine practitioner with the highest level of Evidence Based/Best Practice knowledge that will aid them in their service to their patients, the profession and their communities. In addition, the Department is committed to taking all necessary steps that will encourage and facilitate the clinician's professional commitment to life-long learning.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Highly Effective		Neither Effective nor Ineffective		Highly Ineffective
	5	**4**	**3**	**2**	**1**
	16 22%	26 36%	21 29%	3 4%	6 8%

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