COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
at the HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

Accreditation Guide: North Central Higher Learning Commission-North Central Association (HLC-NCA)

2010 CIRP Surveys

Introduction

Effective assessment doesn't just happen. It emerges over time as an outcome of thoughtful planning, and in the spirit of continuous improvement, it evolves as a reflection on the processes of implementing and sustaining assessment, suggests modifications.

--Banta, T. W., Jones, E. J., and Black, K. E. (2009). Designing effective assessment. Jossey-Bass: San Francisco, CA.

For more than forty years, CIRP surveys have helped institutions understand and demonstrate the impact of college, particularly the impact of student involvement and the college environment. Part of our mission is to provide tools and resources to help institutions use data, and we hear from our users about the importance of CIRP survey results in accreditation. This accreditation guide offers suggestions on how you might think about using CIRP surveys in this process.

CIRP surveys are comprehensive in that they cover a wide variety of topic areas that are related to student growth and development. Used together, CIRP surveys measure outcomes, and tie those outcomes to activities that students engage in, the behaviors and attitudes they have concerning academics, their perceptions of the environment, and the characteristics they bring with them to college. Putting these together longitudinally can help institutions illustrate complex issues on campus and improve the student experience. Our survey program asks students for information as they begin college in the CIRP Freshman Survey (TFS) at the end of their first year in the Your First College Year Survey (YFCY) and at the end of their senior year in the College Senior Survey (CSS). Faculty are asked for their perspective on many of the same outcomes every three years in the HERI Faculty Survey.

How Can CIRP Surveys be Useful in HLC-NCA Accreditation?

CIRP survey results can be used in several ways in the HLC-NCA accreditation process to address student learning outcomes and the processes that support them.

- CIRP surveys are comprehensive instruments that provide information on aspects of a broad range of curricular and co-curricular experiences that may be of interest for accreditation

purposes. They do not just focus on one topic, but allow for assessment of multiple issues as well as the ability to connect across issues.

- Used longitudinally, CIRP survey results illustrate that an institution has a well-integrated plan for demonstrating the extent to which it is meeting its goals, and the extent to which various aspects of the college experience are contributing to the growth and development of students.
- Institutions have the ability to compare their performance with comparison groups and national norms on individual items and relevant CIRP Constructs.
- Results from CIRP surveys can be used to examine assumptions about the student experience and how students use the institution's resources for learning, growth and development.
- Institutions can benchmark against themselves over time to examine trends or longitudinally to assess growth and development.
- The use of CIRP survey results over time demonstrates a commitment to institutional improvement and to meeting accreditation standards.

This guide provides suggestions for utilizing CIRP surveys in HLC-NCA accreditation processes and products. A detailed table aligning CIRP survey results with HLC Criteria and examples of how to use CIRP survey results in HLC accreditation processes are provided.

CIRP in HLC-NCA Timelines

Results from CIRP surveys are well-suited in all parts of the HLC accreditation process, including:

- Self-Study
- Both Off-and On-site Peer Review
- Quality Initiative Plan
- Response to a decision by HLC-NCA Review Team

When and how often to gather evidence for use in the accreditation process are decisions each institution must make for itself. The answers to these questions will vary depending on the needs of a given institution and how they intend to use the results as evidence. Some institutions will want to use CIRP results to establish a baseline for programs or initiatives on campus. Generally speaking, baseline data from three years preceding a self-study gives an institution ample time to analyze, interpret and disseminate results for the broad-based institutional process required as part of the PEAQ or AQIP process. This also allows an institution to follow up at appropriate times to demonstrate whether actions and programs are having their intended effect.

Many institutions will have data from longitudinal administrations of CIRP surveys. Examining the results longitudinally allows institutions to compare results over time and examine areas in which the student experience is changing. Results may also be used as evidence that the institution has set appropriate institutional goals, is carefully monitoring its student learning outcomes and has integrated data into institutional decision-making.

Each institution will establish their own timeline to meet their own accreditation needs. Some schools administer CIRP surveys in a rotation with other institutional or other types of measures. A planned and intentional administration of surveys maximizes the utility of the results for accreditation.

In a longer accreditation cycle, it may be wise to administer CIRP surveys more than once. In the first years of a self-study, CIRP Surveys can help an institution determine where to focus attention. After

examining results and implementing campus improvement plans, longitudinal follow-up with relevant CIRP surveys will allow the institution to determine the impact of changes. This allows the institution enough time for additional evidence gathering, linking of survey results with direct measures of assessment, and perhaps additional adjustments to institutional priorities.

Looking Ahead: CIRP Surveys and the Pathways Project

HLC has proposed a new model for continued accreditation, the open pathway. As this project develops we are working to provide continued support to institutions. The project proposes to separate continued accreditation processes into two processes the Assurance Process and the Improvement Process. Results from CIRP surveys have a role in both processes.

In the Assurance Process, CIRP results may contribute to the Annual Institutional Data Update or the Evidence File the institution prepares for its Assurance Reviews.

In the Improvement Process, an institution designs a Quality Initiative to suit its own needs and priorities. Results from CIRP surveys may help an institution determine an appropriate focus for the Quality Initiative, Establish baseline expectations, and delineate expected outcomes as a result of launching the Quality Initiative on campus. Finally, CIRP results may be used as evidence of the effectiveness of the Quality Initiative.

Using CIRP Surveys as Evidence in HLC-NCA Criteria

Every institution approaches accreditation differently, taking into account the mission, goals, programs and policies in place on their campus. An important part of the accreditation process is to understand how practices and evidence currently in use on campus can be linked to HLC Criteria. This document is intended as a guide for aligning CIRP survey results with HLC Criteria.

In preparing this guide, CIRP staff, working in conjunction with colleges and universities in the North Central region, reviewed HLC Criteria and aligned CIRP survey items that closely corresponded. The goal is to facilitate the use of data and CIRP survey results not only as evidence for accreditation processes, but as one element in systematic assessment activities that promote institutional improvement and decision making.

This guide is not a toolkit or a comprehensive codebook for mapping CIRP surveys to HLC Criteria. It is a guide to aid institutions in organizing information they already have, and to facilitate future planning. Looking systematically at CIRP survey results aligned with HLC Criteria provides an opportunity for discussion about what the results mean on campus, what other evidence can be brought to bear, and what additional information is necessary to further improvement efforts as the institution plans for the future. Both individual survey items and CIRP Constructs can be used to demonstrate and document institutional effectiveness efforts on campus, but when they are presented in context with additional measures of student learning these results will be most meaningful to your campus improvement efforts and most persuasive to a visiting team in demonstrating a sustained commitment to student learning.

<u>HLC-NCA Standards for Accreditation</u>

The Program to Evaluate and Advance Quality (PEAQ) is HLC's formal accreditation process. It is comprised of a self-study, peer review, and assessment of institutional effectiveness. The Academic

Quality Improvement Program (AQIP) is a process for institutions already accredited. Both PEAQ and AQIP rely on the same set of standards. There are three Criteria where CIRP survey results are most relevant. Because Criteria are broad-based, which items or CIRP constructs an institution uses as evidence will depend on choices made at the institution. What follows is a brief description of how results from CIRP surveys can be used to address those Criteria.

Criterion Two: Preparing for the Future. CIRP survey participation and results can be used as evidence of systematic assessment and evaluation processes in Component 2C "The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement"

Criterion Three: Student Learning and Effective Teaching. CIRP surveys pay considerable attention to student learning outcomes, and the learning environment. There are many individual items as well as CIRP constructs (e.g. Habits of Mind, Academic Self-Concept, Faculty Interaction, Positive and Negative Cross-Racial Interaction) which may provide evidence to support multiple sub-components within this criterion.

Criterion Four: Acquisition, Discovery, and Application of Knowledge As CIRP surveys focus on comprehensive student development, numerous items from the survey as well as CIRP Constructs (e.g., Civic Awareness, Social Agency, Pluralistic Orientation, Likelihood of College Involvement) may be used to substantiate multiple sub-components within this criterion.

<u>Academic Quality Improvement Program (AQIP)</u>
Within the processes and activities required by AQIP, institutions can demonstrate that they are assessing their impact on the student experience by participating in CIRP surveys and by using the results as evidence to respond to the Process (P), Results (R), and Improvement (I) components of the nine categories.

Category One: Helping Students Learn. Since HLC-NCA asks for at least one action project, institutions can use CIRP surveys as a tool that measures the student experience, provides results that show areas of strength and opportunity, and enables the institution to engage in evidence based discussions of student experiences, institutional priorities, and instructional practices. Numerous items and constructs may be mapped to this category.

Category Three: Understanding Students and other Stakeholders. This category revolves around how institutions come to understand student and other stakeholder needs. CIRP survey results may be used as evidence of efforts to understand, improve and monitor student satisfaction. The HERI Faculty Survey (done every 3 years) provides complementary information from the perspective of faculty members.

Category Five: Leading and Communicating. Participation in CIRP survey results can be used by institutional leaders to establish that they are tracking results over time and against institutional goals within the appropriate planning and decision-making processes.

Category Six: Supporting Institutional Operations. A number of CIRP items and CIRP constructs (e.g., Sense of Belonging, Pluralistic Orientation, Positive and Negative Cross-Racial Interaction, Student-Faulty Interaction) relate to students' perception of the campus environment.

Category Seven: Measuring Effectiveness. CIRP survey results are an important indicator of the assessment of institutional performance. Institutions can document instances where results are disseminated, discussed, and used in institutional decision-making at the course, department and institutional level.

Category Eight: Planning Continuous Improvement. CIRP survey results can be used as evidence of both short and long term engagement in continuous improvement processes, and within a Systems Portfolio as an example of intentional and ongoing improvement activity.

HLC Criterion One: Mission and Integrity

Criterion One: Mission and Integrity: The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Item	Criteria	Question placement on survey			
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
1A: The organization's mission documents are clear and articulate publicly the organization's commitments	The admission/recruitment materials portrayed this campus accurately		12		
	This college has a very good academic reputation	39			
	This college's graduates gain admission to top graduate/professional schools	39			
	This college's graduates get good jobs	39			
	I was attracted by the religious affiliation/orientation of the college	39			
	1A CIRP Constructs: College Reputation Orientation				
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
1B: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves					
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
1C: Understanding of and support for the mission pervade the organization					
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
1D: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission	The faculty are typically at odds with campus administration				26
	Faculty here respect each other				26
	Administrators consider faculty concerns when making policy				26
	The administration is open about its policies				26
	Departmental leadership				28
	Student Affairs staff have the support and respect of faculty				29
	Faculty are committed to the welfare of this institution				29
	Faculty are sufficiently involved in campus decision making				29
	The criteria for advancement and promotion decisions are clear				29
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
1E: The organization upholds and protects its integrity					

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HLC Criterion Two: Preparing for the Future

Criterion Two: Preparing for the Future: The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Item	Criteria	Question placement on survey			
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
2A: The organization realistically prepares for a future shared by multiple societal and economic trends					
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
2B: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future					
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
2C: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement					
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
2D: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission					

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HLC Criterion Three: Student Learning and Effective Teaching

Criterion Three: Student Learning and Effective Teaching: The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Item	Criteria	Question placement on survey			
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
3A: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible	Knowledge of people from difference races/cultures		1	1	
	Understanding of global issues		1	1	
	Understanding of national issues		1	1	
	Understanding of the problems facing your community		1	1	
	Critical thinking skills		1	1	
	General knowledge		1	1	
	Knowledge of a particular field or discipline		1	1	
	Leadership ability (abilities)		1	1	
	Problem-solving skills		1	1	
	Ability to conduct research		1		
	Ability to work as part of a team		1		
	Foreign language ability			1	
	Interpersonal skills			1	
	Preparedness for employment after college			1	
	Preparedness for graduate or advanced education			1	
	Artistic ability	29	7	14	
	Computer skills	29	7	14	
	Cooperativeness	29	7	14	
	Creativity	29	7	14	
	Drive to achieve	29	7	14	
	Emotional health	29	7	14	
	Leadership ability	29	7	14	
	Mathematical ability	29	7	14	
	Physical health	29	7	14	
	Public speaking ability	29	7	14	
	Self-confidence (intellectual)	29	7	14	
	Self-confidence (social)	29	7	14	
	Self-understanding	29	7	14	
	Spirituality	29	7	14	
	Understanding of others	29	7	14	
	Writing ability	29	7	14	
	Academic ability	29	7	14	
	Competitiveness	29	7		
	Risk-taking		7	14	
	Popularity	29			
	Ability to discuss and negotiate controversial issues	30	9	16	
	Ability to see the world from someone else's perspective	30	9	16	
	Openness to having my own views challenged	30	9	16	
	Tolerance of others with different beliefs	30	9	16	
	Ability to work cooperatively with diverse people	30	9	16	
	Ask questions in class	32	15	10	18
	Evaluate the quality or reliability of information you received	32	15	10	18
	Explore topics on your own, even though it was not required for a class	32	15	10	18
	Integrate/integrated skills and knowledge from different sources and experience	32	15	10	18
	Look up scientific research articles and resources	32	15	10	18
	Revise your papers to improve your writing	32	15	10	18
	Seek alternative solutions to a problem	32	15	10	18
	Seek feedback on your academic work	32	15	10	18

HLC Criterion Three: Student Learning and Effective Teaching

Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
(Continued) 3A: Student leaning outcomes	Seek solutions to problems and explain them to others	32	15	10	18
	Support your opinions with a logical argument	32	15	10	18
	Take a risk because you felt you had more to gain	32	15	10	18
	Take notes during class	32	15	10	18
	Accept mistakes as part of the learning process	32	15	10	18
	Ability to get along with people of different races/cultures			10	
	Ability to manage your time effectively			10	
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)			6	10
	Applied concepts from courses to everyday life		21		
	Discuss/discussed course content with students outside of class	43	21	5	
	Work/worked on a professor's research project	43	21	5	
	Worked with classmates on group projects: during class		21	5	
	Worked with classmates on group projects: outside of class		21	5	
	Contributed to class discussions		21	5	
	Work with other students on group projects		21	5	
	An opportunity to apply classroom learning to "real-life" issues			20	19
	Leadership potential			24	
	Working for social change			24	
	Creativity and initiative			24	
	Expression of personal values			24	
	Engaged undergraduates on <u>your</u> research project				10
	Supervised an undergraduate thesis				10
	Taught an exclusively web-based course at this institution				10
	Develop ability to think critically				21
	Develop creative capacities				21
	Develop moral character				21
	Encourage students to become agents of social change				21
	Engage students in civil discourse around controversial issues				21
	Enhance students' knowledge of and appreciation for other racial/ethnic				21
	Enhance students' self-understanding				21
	Instill in students a commitment to community service				21
	Prepare students for employment after college				21
	Prepare students for graduate or advanced education				21
	Provide for students' emotional development				21
	Teach students the classic works of Western civilization				21
	Teach students tolerance and respect for different beliefs				21
	Help master knowledge in a discipline				21
	Help students develop personal values				21
	Help students evaluate the quality and reliability of information				21
	Instill a basic appreciation of the liberal arts				21
3A CIRP Constructs: Habits of Mind, Academic Self Concept, Social Self Concept, Pluralistic Orientation, Civic Awareness, Likelihood of College Involvement					
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
3B: The organization values and supports effective teaching	That your courses inspired you to think in new ways		4		
	Overall quality of instruction		18	12	
	Applied concepts from courses to everyday life		21		
	Participated in a teaching enhancement workshop				10
	Received incentives to develop new courses				13
	Paid workshops outside of the institution focused on teaching				13
	Mentoring the next generation of scholars				20
	Have you ever received an award for outstanding teaching				23
	My teaching is valued by faculty in my department				29
3B CIRP Constructs: Faculty Interaction					

HLC Criterion Three: Student Learning and Effective Teaching

Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
3C: The organization creates effective learning environments	Academic advisors/counselors		2		
	Close friends at this institution		2		
	Close friends not at this institution		2		
	Faculty during office hours		2		
	Faculty outside of class or office hours		2		
	Graduate students/teaching assistants		2		
	Other college personnel		2		
	Isolated from campus life		4		
	Unsafe on this campus		4		
	Academic advising		6	11	
	General education and core curriculum courses		6	11	
	Orientation for new students		6		
	Develop close friendships with students of a different racial/ethnic group		8		
	Develop close friendships with female students		8		
	Develop close friendships with male students		8		
	Ability to discuss and negotiate controversial issues	30	9	16	
	Ability to see the world from someone else's perspective	30	9	16	
	Openness to having my own views challenged	30	9	16	
	Tolerance of others with different beliefs	30	9	16	
	Ability to work cooperatively with diverse people	30	9	16	
	Studied with other students	28	10	5	
	Asked a professor/teacher for advice after class	28	10	5	
	Been a guest in a professor's (teacher's) home	28	10	5	
	Socialized with someone of another racial/ethnic group	28	10	18	
	Talking with professors (faculty, teachers) outside of class	38	11	9	
	If asked, I would recommend this college to others		12	15	
	Faculty here are strongly interested in the academic problems of undergraduates		12	15	29
	There is a lot of racial tension on this campus		12	15	29
	I am enthusiastic about this college		12	15	
	I feel a sense of belonging to this campus		12	15	
	I feel I am a member of this college		12	15	
	I have felt discriminated against based on my: Gender		12	15	
	I have felt discriminated against based on my: Race/ethnicity		12	15	
	I have felt discriminated against based on my: Religion		12	15	
	I have felt discriminated against based on my: Sexual orientation		12	15	
	I have felt discriminated against based on my: Socio-economic status		12	15	
	I see myself as part of the campus community		12	15	
	In class, I have heard faculty express stereotypes about racial/ethnic groups		12	15	
	The admission/recruitment materials portrayed this campus accurately		12		
	My college experiences have exposed me to diverse opinions, cultures, and values		12		
	Most students here are treated like "numbers in a book"		12		26
	I have been able to find a balance between academics and extracurricular activities		12		
	In class, I have heard faculty express gender stereotypes		12		
	Socialized or partied	43	13	18	
	Had meaningful and honest discussions about race/ethnic relations outside of class		13	18	
	Studied or prepared for class		13	18	
	Dined or shared a meal		13	18	
	Felt insulted or threatened because of your race/ethnicity		13	18	
	Had guarded, cautious interactions		13	18	
	Had intellectual discussions outside of class		13	18	
	Had tense, somewhat hostile interactions		13	18	

HLC Criterion Three: Student Learning and Effective Teaching

Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
(Continued) 3C: Leaning environments	Shared personal feelings and problems		13	18	
	Overall quality of instruction		18	12	
	Relevance of coursework to everyday life		18	12	
	Respect for the expression of diverse beliefs		18	12	
	Amount of contact with faculty		18	12	
	Availability of campus social activities		18	12	
	Class size		18	12	
	Overall college experience		18	12	
	Overall sense of community among students		18	12	
	Racial/ethnic diversity of student body		18	12	
	Relevance of coursework to future career plans		18	12	
	Interaction with other students		18		
	Racial/ethnic diversity of faculty		18		
	Your social life		18		
	Enrolled in a remedial or developmental course		20	6	
	Enrolled in an honors or advanced course		20	6	
	Discuss/discussed course content with students outside of class	43	21	5	
	Discussed course content with students outside of class	43	21	5	
	Received from your professor: Advice or guidance about your educational program		21	20	
	Received from your professor: Emotional support or encouragement		21	20	
	Received from your professor: Negative feedback about your academic		21	20	
	An opportunity to apply classroom learning to "real-life" issues			20	19
	An opportunity to work on a research project			20	10
	An opportunity to publish			20	
	A letter of recommendation			20	
	An opportunity to discuss coursework outside of class			20	
	Feedback on your academic work (outside of grades)			20	
	Help in achieving your professional goals			20	
	Help to improve your study skills			20	
	Intellectual challenge and stimulation			20	
	Advice and guidance about your educational program			20	
	Honest feedback about your skills and abilities			20	
	How important to you is? Service				9
	How important to you is? Research				9
	How important to you is? Teaching				9
	Taught an honors course				10
	Have you been sexually harassed at this institution?				23
	Faculty here respect each other				26
	The administration is open about its policies				26
	The faculty are typically at odds with campus administration				26
	Faculty are rewarded for their efforts to use instructional technology				26
	There is respect for the expression of diverse values and beliefs				26
	Administrators consider faculty concerns when making policy				26
	Faculty are rewarded for being good teachers				26
	It is easy for students to see faculty outside of regular office hours				26
	Departmental leadership				28
	Office/lab space				28
	Opportunity for scholarly pursuits				28
	Autonomy and independence				28
	Competency of colleagues				28
	Freedom to determine course content				28
	Professional relationships with other faculty				28
	Teaching load				28
	Student Affairs staff have the support and respect of faculty				29

HLC Criterion Three: Student Learning and Effective Teaching

Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
(Continued) 3C: Leaning environments	Faculty are interested in students' personal problems				29
	Faculty feel that most students are well-prepared academically				29
	Faculty of color are treated fairly here				29
	Gay and lesbian faculty are treated fairly here				29
	Racial and ethnic diversity should be more strongly reflected in the curriculum				29
	There is a lot of campus racial conflict here				29
	This institution should hire more faculty of color				29
	This institution should hire more women faculty				29
	Women faculty are treated fairly here				29
	This institution takes responsibility for educating underprepared students				29
	To increase the representation of minorities in the faculty and administration				30
	To promote the intellectual development of students				30
	A racially/ethnically diverse student body enhances the educational experience of all students				31
	This institution should not offer remedial/developmental education				31
3C CIRP Constructs: Pluralistic Orientation, Academic Disengagement, Positive Cross Racial Interaction, Negative Cross Racial Interaction, Faculty Interaction, Sense					
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
3D: The organization's learning resources support student learning and effective teaching.	Library facilities		6	11	
	Laboratory facilities and equipment		6	11	
	Computer (computing) assistance		6	11	
	Tutoring or other academic assistance		6	11	
	Classroom facilities		6		
	Computer facilities/labs		6		
	Used the Internet for: Research or homework	28	10	5	
	Accessed your campus' library resources electronically		21	5	
	Had difficulty getting along with your roommate(s)/housemate(s)		21		
	Paid workshops outside of the institution focused on teaching				13
	Received incentives to develop new courses				13
	Training for administrative leadership				13
	Received incentives to integrate technology into your classroom				13
	Office/lab space				28
	Clerical/administrative support				28
	Most of the students I teach lack the basic skills for college level work				29
	There is adequate support for faculty development				29

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NOTES:

HLC Criterion Four: Acquisition, Discovery, and Application of Knowledge

Criterion Four: Acquisition, Discovery, and Application of Knowledge: The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Item	Criteria	Question placement on survey			
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
4A: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning	Participating in a community action program	42	17	19	20
	Becoming an authority in my field	42	17	19	20
	Creating artistic works (painting, sculpture, etc.)	42	17	19	20
	Keeping up to date with political affairs	42	17	19	20
	Becoming accomplished in one of the performing arts (acting, dancing, etc.)	42	17	19	
	Improving my understanding of other countries and cultures	42	17	19	
	Writing original works (poems, novels, etc.)	42	17	19	
	Relevance of coursework to everyday life		18	12	
	Applied concepts from courses to everyday life	21	21		
	Made a presentation in class		21	5	
	To gain a general education and appreciation of ideas	39			
	To learn more about things that interest me	39			
	To make me a more cultured person	39			
	Multiple short papers			5	
	One or more 10+ page papers			5	
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)			6	10
	Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			6	
	An opportunity to apply classroom learning to "real-life" issues			20	19
	An opportunity to work on a research project			20	10
	An opportunity to publish			20	
	Engaged undergraduates on your research project				10
	Supervised an undergraduate thesis				10
	Collaborated with the local community in research/teaching				10
	International/global issues				10
	Published op-ed pieces or editorials				10
	Racial or ethnic minorities				10
	Women and gender issues				10
	Received incentives to develop new courses				13
	Training for administrative leadership				13
	Internal grants for research				13
	Paid sabbatical leave				13
	Travel funds paid by the institution				13
	Chapters in edited volumes				14
	Reviews of books, articles, or creative works				14
	Articles in academic or professional journals				14
	Books, manuals, or monographs				14
	Other, such as patents, or computer software products				14
	How many exhibitions or performances in the fine or applied arts have you presented in the last two years				15
	How many of your professional writings have been published or accepted for publication in the last two years				16
	Mentor new faculty				17
	Using real-life problems				19
	Other creative products/performances				22
	Preparing for teaching (including reading student papers and grading)				22
	Research and scholarly writing				22
	Opportunity for scholarly pursuits				28

HLC Criterion Four: Acquisition, Discovery, and Application of Knowledge

Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
(Continued) 4A: Values of learning	My research is valued by faculty in my department				29
	To promote the intellectual development of students				30
4A CIRP Constructs: Habits of Mind					
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
4B: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs	Knowledge of people from difference races/cultures		1	1	
	Understanding of global issues		1	1	
	Understanding of national issues		1	1	
	Understanding of the problems facing your community		1	1	
	Critical thinking skills		1	1	
	General knowledge		1	1	
	Knowledge of a particular field or discipline		1	1	
	Leadership ability (abilities)		1	1	
	Problem-solving skills		1	1	
	Ability to conduct research		1		
	Ability to work as part of a team		1		
	That your courses inspired you to think in new ways		4		
	Your overall academic experience		6		
	Artistic ability	29	7	14	
	Computer skills	29	7	14	
	Cooperativeness	29	7	14	
	Creativity	29	7	14	
	Drive to achieve	29	7	14	
	Emotional health	29	7	14	
	Leadership ability	29	7	14	
	Mathematical ability	29	7	14	
	Physical health	29	7	14	
	Public speaking ability	29	7	14	
	Self-confidence (intellectual)	29	7	14	
	Self-confidence (social)	29	7	14	
	Self-understanding	29	7	14	
	Spirituality	29	7	14	
	Understanding of others	29	7	14	
	Writing ability	29	7	14	
	Academic ability	29	7	14	
	Competitiveness	29	7		
	Risk-taking		7	14	
	Develop close friendships with students of a different racial/ethnic group		8		
	Develop effective study skills		8		
	Understand what your professors expect of you academically		8		
	Ability to discuss and negotiate controversial issues	30	9	16	
	Ability to see the world from someone else's perspective	30	9	16	
	Openness to having my own views challenged	30	9	16	
	Tolerance of others with different beliefs	30	9	16	
	Ability to work cooperatively with diverse people	30	9	16	
	Studied with other students	28	10	5	
	Performed community service as part of class	28	10	5	
	Come late to class	28	10	5	
	Performed volunteer work	28	10	13	
	Attended a religious service	28	10	13	
	Volunteer work	38	11	9	
	Studying/homework	38	11	9	
	Ask questions in class	32	15	10	18
	Evaluate the quality or reliability of information you received	32	15	10	18
	Explore topics on your own, even though it was not required for a class	32	15	10	18

HLC Criterion Four: Acquisition, Discovery, and Application of Knowledge

Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
(Continued) 4B: Breadth of knowledge	Integrate/integrated skills and knowledge from different sources and experience	32	15	10	18
	Look up scientific research articles and resources	32	15	10	18
	Revise your papers to improve your writing	32	15	10	18
	Seek alternative solutions to a problem	32	15	10	18
	Seek feedback on your academic work	32	15	10	18
	Seek solutions to problems and explain them to others	32	15	10	18
	Support your opinions with a logical argument	32	15	10	18
	Take a risk because you felt you had more to gain	32	15	10	18
	Take notes during class	32	15	10	18
	Accept mistakes as part of the learning process	32	15	10	18
	Participating in a community action program	42	17	19	20
	Becoming an authority in my field	42	17	19	20
	Creating artistic works (painting, sculpture, etc.)	42	17	19	20
	Keeping up to date with political affairs	42	17	19	20
	Becoming accomplished in one of the performing arts (acting, dancing, etc.)	42	17	19	
	Improving my understanding of other countries and cultures	42	17	19	
	Writing original works (poems, novels, etc.)	42	17	19	
	Becoming a community leader	42	17	19	20
	Adopting "green" practices to protect the environment	42	17	19	20
	Becoming involved in programs to clean up the environment	42	17	19	20
	Becoming successful in a business of my own	42	17	19	20
	Being very well off financially	42	17	19	20
	Developing a meaningful philosophy of life	42	17	19	20
	Helping others who are in difficulty	42	17	19	20
	Helping to promote racial understanding	42	17	19	20
	Influencing social values	42	17	19	20
	Influencing the political structure	42	17	19	20
	Making a theoretical contribution to science	42	17	19	20
	Obtaining recognition from my colleagues for contributions to my special field	42	17	19	20
	Raising a family	42	17	19	20
	Engaging with members of my own racial/ethnic group		17		
	Participate in volunteer or community service work	43	20	5	
	Participated in leadership training		20	6	
	Strengthened your religious beliefs/convictions		20		
	Applied concepts from courses to everyday life	21	21		
	Skipped class	28	21		
	Discuss/discussed course content with students outside of class	43	21	5	
	Work/worked on a professor's research project	43	21	5	
	Fell asleep in class		21	5	
	Turned in course assignments that did not reflect your best work		21		
	Popularity	29			
	Foreign language ability			1	
	Interpersonal skills			1	
	Ability to get along with people of different races/cultures			10	
	Integrating spirituality into my life			19	20
	An opportunity to apply classroom learning to "real-life" issues			20	19
	An opportunity to work on a research project			20	10
	Engaged undergraduates on <u>your</u> research project				10
	Supervised an undergraduate thesis				10
	Collaborated with the local community in research/teaching				10
	Taught a women's studies course				10
	Taught an ethnic studies course				10
	Taught an interdisciplinary course				10
	Taught a service learning course				10

HLC Criterion Four: Acquisition, Discovery, and Application of Knowledge

Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
(Continued) 4B: Breadth of knowledge	Worked with undergraduates on a research project				10
	Advised student groups involved in service/volunteer work				10
	Develop ability to think critically				21
	Develop creative capacities				21
	Develop moral character				21
	Encourage students to become agents of social change				21
	Engage students in civil discourse around controversial issues				21
	Enhance students' knowledge of and appreciation for other racial/ethnic groups				21
	Enhance students' self-understanding				21
	Instill in students a commitment to community service				21
	Prepare students for employment after college				21
	Prepare students for graduate or advanced education				21
	Provide for students' emotional development				21
	Teach students the classic works of Western civilization				21
	Teach students tolerance and respect for different beliefs				21
	Help master knowledge in a discipline				21
	Help students develop personal values				21
	Help students evaluate the quality and reliability of information				21
	Instill a basic appreciation of the liberal arts				21
	Promote ability to write effectively				21
	To promote the intellectual development of students				30
	To develop leadership ability among students				30
	To help students learn how to bring about change in society				30
	Colleges should be actively involved in solving social problems				31
4B CIRP Constructs: Civic Awareness, Social Self Concept, Academic Self Concept, Pluralistic Orientation, Social Agency, Academic Disengagement, Leadership					

Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
4C: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society	Knowledge of people from difference races/cultures		1	1	
	Understanding of global issues		1	1	
	Understanding of the problems facing your community		1	1	
	Understanding of national issues		1	1	
	Opportunities for community service		6		
	Your overall academic experience		6		
	Ability to see the world from someone else's perspective	30	9	16	
	Tolerance of others with different beliefs	30	9	16	
	Openness to having my own views challenged	30	9	16	
	Ability to discuss and negotiate controversial issues	30	9	16	
	Ability to work cooperatively with diverse people	30	9	16	
	Socialized with someone of another racial/ethnic group	28	10		
	If asked, I would recommend this college to others		12	15	
	My college experiences have exposed me to diverse opinions, cultures, and		12		
	Had meaningful and honest discussions about race/ethnic relations outside of		13	18	
	Studied or prepared for class		13	18	
	Respect for the expression of diverse beliefs		18	12	
	Be/been satisfied with this college overall	43	20	12	
	Socialize with someone of another racial/ethnic group	43	20		
	Participated in leadership training		20	6	
	Been a leader in an organization		20	6	
	Worked with classmates on group projects: during class		21	5	
	Worked with classmates on group projects: outside of class		21	5	
	Applied concepts from courses to everyday life		21		
	Interpersonal skills			1	
	Foreign language ability			1	
	Preparedness for employment after college			1	

HLC Criterion Four: Acquisition, Discovery, and Application of Knowledge

Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
(Continued) 4C: Curricula	Preparedness for graduate or advanced education			1	
	An opportunity to publish			20	
	Taught an interdisciplinary course				10
	Taught an ethnic studies course				10
	Taught a women's studies course				10
	Received incentives to integrate technology into your classroom				13
	Review/promotion process				27
	Keeping up with technology				27
	Racial and ethnic diversity should be more strongly reflected in the curriculum				29
	This institution should hire more faculty of color				29
	This institution should hire more women faculty				29
	There is a lot of campus racial conflict here				29
	Faculty of color are treated fairly here				29
	Women faculty are treated fairly here				29
	Gay and lesbian faculty are treated fairly here				29
	To increase the representation of minorities in the faculty and administration				30
	To create a diverse multi-cultural campus environment				30
	To promote gender equity among faculty				30
	To increase the representation of women in the faculty and administration				30
	To develop an appreciation for multiculturalism				30
	Colleges should be actively involved in solving social problems				31
	A racially/ethnically diverse student body enhances the educational experience of all students				31
	Promoting diversity leads to the admission of too many underprepared students				31
4C CIRP Constructs: Civic Awareness, Pluralistic Orientation					
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
4D: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly	Computer (computing) assistance		6	11	
	Tutoring or other academic assistance		6	11	
	Develop effective study skills		8		
	Adjust to the academic demands of college		8		
	Manage your time effectively		8		
	Utilize campus services available to students		8		
	Demonstrated for/against a cause	28	10	5	
	Voted in a student election	28	10	5	
	Worked on a local, state, or national political campaign	28	10	13	
	Had a roommate of a different race/ethnicity	43	20	6	
	Participate/participated in student government	43	20	6	
	Participated in an academic support program	43	20	6	
	Participated in student groups/clubs	43	20	6	
	Be/been satisfied with this college overall	43	20	12	
	Needed extra time to complete your degree requirements	43	20		
	Participated in leadership training		20	6	
	Been a leader in an organization		20	6	
	Enrolled in a remedial or developmental course		20	6	
	Enrolled in an honors or advanced course		20	6	
	Taken a course or first-year seminar designed to help first-year students adjust to college		20		10
	Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning cluster, learning community, linked courses)		20		12
	Sought personal counseling		20		
	Taken a course or first-year seminar designed to: connect faculty and students in focused academic inquiry		20		

HLC Criterion Four: Acquisition, Discovery, and Application of Knowledge

Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
(Continued) 4D: Support to ensure knowledge discovery	Applied concepts from courses to everyday life	21	21		
	Work/worked on a professor's research project	43	21	5	
	Made a presentation in class		21	5	
	Received from your professor: Advice or guidance about your educational program		21	20	
	Received from your professor: Emotional support or encouragement		21	20	
	Received tutoring		21		
	Witnessed academic dishonesty/cheating		21		
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)			6	10
	Career planning			9	
	Ability to manage your time effectively			10	
	An opportunity to publish			20	
	An opportunity to apply classroom learning to "real-life" issues			20	19
	An opportunity to work on a research project			20	10
	A letter of recommendation			20	
	An opportunity to discuss coursework outside of class			20	
	Feedback on your academic work (outside of grades)			20	
	Help in achieving your professional goals			20	
	Help to improve your study skills			20	
	Intellectual challenge and stimulation			20	
	Advice and guidance about your educational program			20	
	Honest feedback about your skills and abilities			20	
	Leadership potential			24	
	Working for social change			24	
	Received incentives to integrate technology into your classroom				13
	Engaged undergraduates on <u>your</u> research project				10
	Supervised an undergraduate thesis				10
	Collaborated with the local community in research/teaching				10
	Taught a service learning course				10
	Worked with undergraduates on a research project				10
	Received incentives to develop new courses				13
	Training for administrative leadership				13
	Internal grants for research				13
	Paid sabbatical leave				13
	Using real-life problems				19
	Paid workshops outside of the institution focused on teaching				13
	Taught an honors course				10
	Faculty are rewarded for their efforts to use instructional technology				26
	There is respect for the expression of diverse values and beliefs				26
	Departmental leadership				28
	Taught a capstone course				10
	Taught a seminar for first-year students				10
	Taught in a learning community (e.g. FIG, linked courses)				10
	Experiential learning/field studies				19
	Reflective writing/journaling				19
	Student-selected topics for course content				19
	Using student inquiry to drive learning				19
	My research is valued by faculty in my department				29
	My teaching is valued by faculty in my department				29
	To provide resources for faculty to engage in community-based teaching or research				30
4D CIRP Constructs: Student-Faculty Interaction, Likelihood of College Involvement, Satisfaction with Coursework, Overall Satisfaction, Leadership, Academic Adjustment					

HLC Criterion Four: Acquisition, Discovery, and Application of Knowledge

Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC

TFS = The Freshman Survey; YFCY = Your First College Year; CSS = College Senior Survey; FAC= The HERI Faculty Survey

The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The CSS is administered at

NOTES:

HLC Criterion Five: Engagement and Service

Criterion Five: Engagement and Service As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Item	Criteria	Question placement on survey			
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
5A: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations					
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
5B: The organization has the capacity and the commitment to engage with its identified constituencies and communities	Opportunities for community service		6		
	Performed community service as part of class	28	10	5	
	Performed volunteer work	28	10	13	
	Volunteer work	38	11	9	
	Participating in a community action program	42	17	19	20
	Becoming a community leader	42	17	19	20
	Relevance of coursework to everyday life		18	12	
	Participate in volunteer or community service work	43	20	5	
	Applied concepts from courses to everyday life	21	21		
	Helped raise money for a cause or campaign	28	21	5	
	Publicly communicated your opinion about a cause (e.g., blog, email, petition)	28	21	5	
	Participate/participated in a study abroad program	43		6	
	Participated in an internship program			6	
	An opportunity to apply classroom learning to "real-life" issues			20	19
	Leadership potential			24	
	Working for social change			24	
	Doing volunteer work			25	
	Participating in a community service organization			25	
	Participating in an organization like the Peace Corps, AmeriCorps/VISTA, and Teach for America			25	
	Serving in the Armed Forces			25	
	How important to you is? Service				9
	Collaborated with the local community in research/teaching				10
	Taught a service learning course				10
	Advised student groups involved in service/volunteer work				10
	Using real-life problems				19
	Community service as part of coursework				19
	Community or public service				22
	Do you use your scholarship to address local community needs				23
	Engaged in public service/professional consulting without pay				24
	To provide resources for faculty to engage in community-based teaching or research				30
	To help students learn how to bring about change in society				30
	To create and sustain partnerships with surrounding communities				30
	To facilitate student involvement in community service				30
	Colleges should be actively involved in solving social problems				31
	Colleges should encourage students to be involved in community service activities				31
	Colleges have a responsibility to work with their surrounding communities to address local issues				31
5B CIRP Constructs: Civic Awareness, Social Agency, Pluralistic Orientation					

HLC Criterion Five: Engagement and Service

Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
5C: The organization demonstrates its responsiveness to those constituencies that depend on it for service					
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
5D: Internal and external constituencies value the services the organization provides					

TFS = The Freshman Survey; YFCY = Your First College Year; CSS = College Senior Survey; FAC= The HERI Faculty Survey
The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The CSS is administered at the end of the senior year; The HERI Faculty Survey is administered every three years.

NOTES: