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

Accreditation Guide: New England Association of Schools and Colleges (NEASC)

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 freshman 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 NEASC Accreditation?

NEASC values a culture of independence in its membership and stresses a commitment to helping institutions find an approach to accreditation, rather than imposing an approach or set of practices. As a result, CIRP surveys can be used in several ways in the NEASC 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 related 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 its 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 NEASC accreditation processes and products. A detailed table aligning CIRP survey results with NEASC Standards and examples of how to use CIRP survey results in NEASC accreditation processes are provided.

CIRP in NEASC Timelines

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

- Comprehensive Self-Study
- On-site Peer Evaluation
- Response to a review/ decision by NEASC
- Interim (fifth year) Report
- Annual Report

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 self-study. 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. The table below provides a sample of how CIRP surveys fit in a typical NEASC accreditation cycle.

Reaffirmation From NEASC	TFS	YFCY	FAC	CSS	Interim (Fifth year) Report	Self Study Due
2011	Fall 2011	Spring 2012	2013-14	Grad 2015	2016	2021
2012	Fall 2012	Spring 2013	2013-14	Grad 2016	2017	2022
2013	Fall 2013	Spring 2014	2013-14	Grad 2017	2018	2023

For some institutions an on-site evaluation or response to a decision from NEASC might not allow for a lengthy planning cycle. Results from CIRP surveys can still provide valuable information. Registration and participation in CIRP surveys are flexible and institutional results are available quickly and can be used to demonstrate educational outcomes and supplement institutional evidence for Progress/Monitoring Reports or at the time of an Interim Report. Subsequent administrations of CIRP surveys can be used to establish a longitudinal approach, which will provide the most meaningful evidence of the impact of institutional efforts and strengthen the institution's ability to provide reliable and valid information upon which to make decisions that improve the student experience.

Using CIRP Surveys as Evidence in NEASC Standards

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 NEASC Standards. This document is intended as a guide for aligning CIRP survey results with NEASC Standards.

In preparing this guide, CIRP staff, working in conjunction with colleges and universities in the NEASC region, reviewed NEASC Standards 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 NEASC standards. 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 NEASC standards 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>Specific NEASC Standards</u>

Each of NEASC's eleven dimensions of institutional quality begins with a Statement of the Standard. Within each Standard, Considerations in determining the fulfillment of the standard are numbered and articulated. The final Consideration within each Standard relates specifically to Institutional

Effectiveness providing "a basis for institutions to undertake self-study as well as a basis for institutional evaluation by visiting teams and the Commission". Because the standards are by design interrelated, institutions may find that CIRP results that apply to one Consideration may also be applied in another. For example, which there is a Standard on evaluation (Standard 2), Considerations related to evaluation may also be found in several other Standards, and CIRP results may be applied there as well. CIRP results are particularly applicable within the following two Standards.

Standard 2-Planning and Evaluation- CIRP survey participation and results can be used as evidence of systematic evaluation and assessment in Consideration 2.2 "the institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness". Results from CIRP surveys also map to Considerations 2.4 and 2.6 pertaining to evaluation

Standard 4-The Academic Program- CIRP surveys pay considerable attention to student learning outcomes and the overall learning environment. There are many individual survey items as well as CIRP Constructs (e.g., Habits of Mind, Academic Self-Concept, Faculty Interaction) that provide evidence to support Considerations 4.44-4.50 depending on the specific mission and purposes of the institution.

NEASC Standard 1: Mission and Purposes

The instiutition's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
1.1: The mission of the institution defines its distinctive character, addresses the needs of society and identifies the students the institution seeks to serve, and reflects both the institution's traditions and its vision for the future. The institution's mission provides the basis upon which the institution identifies its priorities, plans its future and evaluates its endeavors; it provides a basis for the evaluation of the institution against the Commission's Standards.	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/professsional schools	39			
	This college's graduates get good jobs	39			
	I was attracted by the religious affiliation/orientation of the college	39			

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 FAC is administered every three years to faculty.

NOTES:

NEASC Standard 2: Planning and Evaluation

The institution undertakes planning and evaluation appropriate to its needs to accomplish and improve the achievement of its mission and purposes. It indentifies its planning and evaluation priorities and pursues them effectively.

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
2.4: The institution regularly and systematically evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide relevant and trustworthy information to support institutional improvement, with an emphasis on the academic program. The institution's evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods.	General knowledge		1	1	
	Knowledge of a particular field or discipline		1	1	
	Knowledge of people from different races/cultures		1	1	
	Understanding of the problems facing your community		1	1	
	Understanding of national issues		1	1	
	Understanding of global issues		1	1	
	Ability to conduct research		1	1	
	Ability to work as part of a team		1	1	
	Critical thinking skills		1	1	
	Problem-solving skills		1	1	
	Leadership ability		1	1	
	That your courses inspired you to think in new ways		4		
	General education and core curriculum courses		6	11	
	Your overall academic experience		6		
	Academic advising		6	11	
	Tutoring or other academic assistance		6	11	
	Opportunities for community service		6		
	First-year programs (e.g., first-year seminar, learning community, linked courses)		6		
	Rate yourself: academic ability	29	7	14	
	Rate yourself: artistic ability	29	7	14	
	Rate yourself: creativity	29	7	14	
	Rate yourself: drive to achieve	29	7	14	
	Rate yourself: leadership ability	29	7	14	
	Rate yourself: mathematical ability	29	7	14	
	Rate yourself: public speaking ability	29	7	14	
	Rate yourself: self-confidence (intellectual)	29	7	14	
	Rate yourself: self-confidence (social)	29	7	14	
	Rate yourself: self-understanding	29	7	14	
	Rate yourself: spirituality	29	7	14	
	Rate yourself: understanding of others	29	7	14	
	Rate yourself: writing ability	29	7	14	
	Understand what your professors expect of you academically		8		
	Develop effective study skills		8		
	Adjust to the academic demands of college		8		
	Manage your time effectively		8		
	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	
	Studied with other students	28	10	5	

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
2.4: Evaluation of mission and purposes (continued)	Asked a professor for advice after class		10	5	
	Worked on a local, state, or national campaign	28	10	13	
	Used the Internet for research or homework	28	10	5	
	Performed community service as part of class	28	10	5	
	Studying/homework	38	11	9	
	Talking with professors/faculty outside of class or office hours		11	9	
	If asked, I would recommend this college to others		12	15	
	Ask questions in class	32	15	10	18
	Support your opinions with a logical argument	32	15	10	18
	Seek solutions to problems and explain them to others	32	15	10	18
	Revise your papers to improve your writing	32	15	10	18
	Evaluate the quality or reliability of information you received	32	15	10	18
	Take a risk because you felt you had more to gain	32	15	10	18
	Seek alternative solutions to a problem	32	15	10	18
	Look up scientific research articles and resources	32	15	10	18
	Explore topics on your own, even though it was not required for a class	32	15	10	18
	Accept mistakes as part of the learning process	32	15	10	18
	Seek feedback on your academic work	32	15	10	18
	Take notes during class	32	15	10	
	Integrate/integrated skills and knowledge from different sources and experiences	32	15	10	18
	Amount of contact with faculty		18	12	
	Racial/ethnic diversity of student body		18	12	
	Relevance of coursework to everyday life		18	12	
	Relevance of coursework to future career plans		18	12	
	Overall quality of instruction		18	12	
	Respect for the expression of diverse beliefs		18	12	
	Overall college experience		18	12	
	Participated in leadership training		20	6	
	Enrolled in an honors or advanced course		20	6	10
	Enrolled in a remedial or developmental course		20	6	
	Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		20		10
	Taken a course or first-year seminar designed to: connect faculty and students in focused academic inquiry		20		
	Taken a course or first-year seminar designed to: help students adjust to college-level academics		20		
	Taken a course or first-year seminar designed to: help students adjust to college life		20		
	Been a leader in an organization		20	6	
	Contributed to class discussions		21	5	
	Discussed course content with students outside of class		21	5	
	Worked on a professor's research project	43	21	5	10
	Received from your professor: advice or guidance about your educational program		21	20	
	Communicated regularly with your professors	43	21	5	
	Worked with classmates on group projects during class		21	5	
	Worked with classmates on group projects outside of class		21	5	
	Made a presentation in class		21	5	

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
2.4: Evaluation of mission and purposes (continued)	Applied concepts from courses to everyday life		21	13	
	If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?		22	29	
	Ability to get along with people of different races/cultures			1	
	Foreign language ability			1	
	Interpersonal skills			1	
	Preparedness for employment after college			1	
	Preparedness for graduate or advanced education			1	
	Worked on independent study projects			5	
	Failed to complete homework on time			5	
	Met with an advisor/counselor about your career plans			5	
	Challenged a professor's ideas in class			5	
	Took a class that required one or more 10+ page papers			5	
	Took a class that required multiple short papers			5	
	Taken an ethnic studies course			6	10
	Taken a women's studies course			6	10
	Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			6	
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)			6	
	Participated in an internship program			6	
	Participated in study-abroad	43		6	
	Science and mathematics courses			11	
	Humanities courses			11	
	Social science courses			11	
	Courses in your major field			12	
	Ability to find a faculty or staff mentor			12	
	Encouragement to pursue graduate/ professional study			20	
	An opportunity to work on a research project			20	
	A letter of recommendation			20	
	Honest feedback about your skills and abilities			20	
	Help to improve your study skills			20	
	Feedback on your academic work (outside of grades)			20	
	Intellectual challenge and stimulation			20	
	An opportunity to discuss course content outside of class			20	
	Help in achieving your professional goals			20	
	An opportunity to apply classroom learning to "real-life" issues			20	
	An opportunity to publish			20	
	Work with other students on group projects	32			
	To be able to get a better job	37			
	To gain a general education and appreciation of ideas	37			
	To make me a more cultured person	37			
	To learn more about things that interest me	37			
	To prepare myself for graduate or professional school	37			
	This college has a very good academic reputation	39			
	This college's graduates gain admission to top graduate/professional schools	39			

NEASC Standard 2: Planning and Evaluation

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
2.4: Evaluation of mission and purposes (continued)	This college's graduates get good jobs	39			
	Discuss course content with students outside of class	43			
	Taught an interdisciplinary course				10
	Taught a service learning course				10
	Taught an exclusively web-based course at this institution				10
	Worked with undergraduates on a research project				10
	Taught a seminar for first-year students				10
	Taught a capstone course				10
	Supervised an undergraduate thesis				10
	Teach remedial/developmental: reading				12
	Teach remedial/developmental: writing				12
	Teach remedial/developmental: mathematics				12
	Teach remedial/developmental: ESL				12
	General academic skills				12
	Other subject areas				12
	Develop ability to think critically				21
	Prepare students for employment after college				21
	Prepare students for graduate or advanced education				21
	Develop moral character				21
	Provide for students' emotional development				21
	Teach students the classic works of Western civilization				21
	Help students develop personal values				21
	Enhance students' self-understanding				21
	Instill in students a commitment to community service				21
	Enhance students' knowledge of and appreciation for other racial/ethnic groups				21
	Help master knowledge in a discipline				21
	Develop creative capacities				21
	Instill a basic appreciation of the liberal arts				21
	Promote ability to write effectively				21
	Help students evaluate the quality and reliability of information				21
	Engage students in civil discourse around controversial issues				21
	Teach students tolerance and respect for different beliefs				21
	Encourage students to become agents of social change				21
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
2.6: Evaluation enables the institution to demonstrate through verifiable means its attainment of purposes and objectives both inside and outside the classroom. The results of evaluation are used systematically for improvement and to inform institutional planning, especially as it relates to student achievement and resource allocation.	General knowledge		1	1	
	Knowledge of a particular field or discipline		1	1	
	Knowledge of people from different races/cultures		1	1	
	Understanding of the problems facing your community		1	1	
	Understanding of national issues		1	1	
	Understanding of global issues		1	1	
	Ability to conduct research		1	1	
	Ability to work as part of a team		1	1	
	Critical thinking skills		1	1	
	Problem-solving skills		1	1	
	Leadership ability		1	1	

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
2.6: Evaluation (continued)	That your courses inspired you to think in new ways		4		
	General education and core curriculum courses		6	11	
	Your overall academic experience		6		
	Academic advising		6	11	
	Tutoring or other academic assistance		6	11	
	Opportunities for community service		6		
	First-year programs (e.g., first-year seminar, learning community, linked courses)		6		
	Rate yourself: academic ability	29	7	14	
	Rate yourself: artistic ability	29	7	14	
	Rate yourself: creativity	29	7	14	
	Rate yourself: drive to achieve	29	7	14	
	Rate yourself: leadership ability	29	7	14	
	Rate yourself: mathematical ability	29	7	14	
	Rate yourself: public speaking ability	29	7	14	
	Rate yourself: self-confidence (intellectual)	29	7	14	
	Rate yourself: self-confidence (social)	29	7	14	
	Rate yourself: self-understanding	29	7	14	
	Rate yourself: spirituality	29	7	14	
	Rate yourself: understanding of others	29	7	14	
	Rate yourself: writing ability	29	7	14	
	Understand what your professors expect of you academically		8		
	Develop effective study skills		8		
	Adjust to the academic demands of college		8		
	Manage your time effectively		8		
	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	
	Attended a religious service	28	10	13	
	Tutored another (college) student	28	10	5	
	Studied with other students	28	10	5	
	Performed volunteer or community service work	28	10	13	
	Asked a professor for advice after class		10	5	
	Worked on a local, state, or national campaign	28	10	13	
	Used the Internet for research or homework	28	10	5	
	Performed community service as part of class	28	10	5	19
	Discussed religion	28	10	13	
	Discussed politics	28	10	13	
	Helped raise money for a cause or campaign	28	10	5	
	Publicly communicated your opinion about a cause (e.g., blog, email, petition)	28	10	5	
	Studying/homework	38	11	9	
	Socializing with friends	38	11	9	
	Talking with professors/faculty outside of class or office hours		11	9	
	Exercising/Exercise or sports	38	11	9	

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
2.6: Evaluation (continued)	Partying	38	11	9	
	Working (for pay) on campus		11	9	
	Working (for pay) off campus		11	9	
	Volunteer work	38	11	9	
	Student clubs and groups	38	11	9	
	Watching TV	38	11	9	
	Household/childcare duties	38	11	9	
	Commuting		11	9	
	Online social networks (MySpace, Facebook, etc.)	38	11	9	
	Faculty here are interested in students' academic problems		12	15	
	If asked, I would recommend this college to others		12	15	
	Ask questions in class	32	15	10	18
	Support your opinions with a logical argument	32	15	10	18
	Seek solutions to problems and explain them to others	32	15	10	18
	Revise your papers to improve your writing	32	15	10	18
	Evaluate the quality or reliability of information you received	32	15	10	18
	Take a risk because you felt you had more to gain	32	15	10	18
	Seek alternative solutions to a problem	32	15	10	18
	Look up scientific research articles and resources	32	15	10	18
	Explore topics on your own, even though it was not required for a class	32	15	10	18
	Accept mistakes as part of the learning process	32	15	10	18
	Seek feedback on your academic work	32	15	10	18
	Take notes during class	32	15	10	
	Integrate/integrated skills and knowledge from different sources and experiences	32	15	10	18
	Amount of contact with faculty		18	12	
	Racial/ethnic diversity of student body		18	12	
	Relevance of coursework to everyday life		18	12	
	Relevance of coursework to future career plans		18	12	
	Overall quality of instruction		18	12	
	Respect for the expression of diverse beliefs		18	12	
	Availability of campus social activities		18	12	
	Your social life		18		
	Overall sense of community among students		18	12	
	Overall college experience		18	12	
	Participated in student government	43	20	6	
	Held a full-time job during an academic term		20	6	
	Joined a social fraternity or sorority	43	20	6	
	Played club, intramural, or recreational sports		20	6	
	Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	43	20	6	
	Participated in volunteer or community service work	43	20		
	Participated in student groups/clubs	43	20	6	
	Strengthened your religious beliefs/convictions		20		
	Participated in leadership training		20	6	
	Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		20		10

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
2.6: Evaluation (continued)	Taken a course or first-year seminar designed to: connect faculty and students in focused academic inquiry		20		
	Taken a course or first-year seminar designed to: help students adjust to college-level academics		20		
	Taken a course or first-year seminar designed to: help students adjust to college life		20		
	Been a leader in an organization		20		
	Contributed to class discussions		21	5	
	Discussed course content with students outside of class		21	5	
	Worked on a professor's research project	43	21	5	10
	Received from your professor: advice or guidance about your educational program		21	20	
	Received from your professor: emotional support or encouragement		21	20	
	Communicated regularly with your professors		21	5	
	Worked with classmates on group projects during class		21	5	
	Worked with classmates on group projects outside of class		21	5	
	Made a presentation in class		21	5	
	Applied concepts from courses to everyday life		21	13	
	If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?		22	29	
	Ability to get along with people of different races/cultures			1	
	Foreign language ability			1	
	Interpersonal skills			1	
	Preparedness for employment after college			1	
	Preparedness for graduate or advanced education			1	
	Worked on independent study projects			5	
	Failed to complete homework on time			5	
	Met with an advisor/counselor about your career plans			5	
	Challenged a professor's ideas in class			5	
	Took a class that required one or more 10+ page papers			5	
	Took a class that required multiple short papers			5	
	Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			6	
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)			6	
	Participated in an internship program			6	
	Participated in study-abroad	43		6	
	Participated in an ethnic/racial student organization			6	
	Prayer/meditation			9	
	Science and mathematics courses			11	
	Humanities courses			11	
	Social science courses			11	
	Courses in your major field			12	
	Ability to find a faculty or staff mentor			12	
	Encouragement to pursue graduate/ professional study			20	
	An opportunity to work on a research project			20	
	A letter of recommendation			20	
	Honest feedback about your skills and abilities			20	
	Help to improve your study skills			20	

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
2.6: Evaluation (continued)	Feedback on your academic work (outside of grades)			20	
	Intellectual challenge and stimulation			20	
	An opportunity to discuss course content outside of class			20	
	Help in achieving your professional goals			20	
	An opportunity to apply classroom learning to "real-life" issues			20	
	An opportunity to publish			20	
	Work with other students on group projects	32			
	To be able to get a better job	37			
	To gain a general education and appreciation of ideas	37			
	To make me a more cultured person	37			
	To learn more about things that interest me	37			
	To prepare myself for graduate or professional school	37			
	Working (for pay)	38			
	Reading for pleasure	38			
	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			
	Work full-time while attending college	43			
	Play club, intramural, or recreational sports	43			
	Communicate regularly with your professors	43			
	Discuss course content with students outside of class	43			
	Taught an interdisciplinary course				10
	Taught a service learning course				10
	Worked with undergraduates on a research project				10
	Taught a seminar for first-year students				10
	Taught a capstone course				10
	Supervised an undergraduate thesis				10
	Teach remedial/developmental: reading				12
	Teach remedial/developmental: writing				12
	Teach remedial/developmental: mathematics				12
	Teach remedial/developmental: ESL				12
	General academic skills				12
	Other subject areas				12
	Develop ability to think critically				21
	Prepare students for employment after college				21
	Prepare students for graduate or advanced education				21
	Develop moral character				21
	Provide for students' emotional development				21
	Teach students the classic works of Western civilization				21
	Help students develop personal values				21
	Enhance students' self-understanding				21
	Instill in students a commitment to community service				21
	Enhance students' knowledge of and appreciation for other racial/ethnic groups				21
	Help master knowledge in a discipline				21
	Develop creative capacities				21

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
2.6: Evaluation (continued)	Instill a basic appreciation of the liberal arts				21
	Promote ability to write effectively				21
	Help students evaluate the quality and reliability of information				21
	Engage students in civil discourse around controversial issues				21
	Teach students tolerance and respect for different beliefs				21
	Encourage students to become agents of social change				21

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 FAC is administered every three years to faculty.

NOTES:

NEASC Standard 3: Organization and Governance

The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate research and creative activity. It assures provision of support adequate for the appropriate functioning of each organizational component.

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
3.10: Faculty exercise an important role in assuring the academic integrity of the institution's educational programs. Faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise.	Part-time instructors at this institution: have good working relationships with the administration				2
	Part-time instructors at this institution: are respected by full-time faculty				2
	The faculty are typically at odds with campus administration				26
	Administrators consider faculty concerns when making policy				26
	The administration is open about its policies				26
	Faculty are sufficiently involved in campus decision making				29

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 FAC is administered every three years to faculty.

NOTES:

NEASC Standard 4: The Academic Program

The institution's academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.6: The institution ensures that students use information resources and information technology as an integral part of their education. The institution provides appropriate orientation and training for use of these resources, as well as instruction and support in information literacy and information technology appropriate to the degree level and field of study.	Computer facilities/labs		6		
	Library facilities		6	11	
	Computer/ing assistance		6	11	
	Rate yourself: computer skills	29	7	14	
	Used the Internet for research or homework	28	10	5	
	Evaluate the quality or reliability of information you received	32	15	10	18
	Look up scientific research articles and resources	32	15	10	
	Accessed your campus' library resources electronically		21	5	
	Used the library for research or homework			5	
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.7: Students completing an undergraduate or graduate degree program demonstrate collegiate-level skills in the English language.	Rate yourself: public speaking ability	29	7	14	
	Rate yourself: writing ability	29	7	14	
	Revise your papers to improve your writing	32	15	10	18
	Took a class that required one or more 10+ page papers			5	
	Took a class that required multiple short papers			5	
	Is English your native language?	3			
	English	19			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.11: When programs are eliminated or program requirements are changed, the institution makes appropriate arrangements for enrolled students so that they may complete their education with a minimum of disruption.	Academic advising		6	11	
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.15: The general education requirement is coherent and substantive. It embodies the institution's definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn.	General knowledge		1	1	
	Knowledge of a particular field or discipline		1	1	
	Critical thinking skills		1	1	
	Problem-solving skills		1	1	
	General education and core curriculum courses		6	11	
	Rate yourself: mathematical ability	29	7	14	
	Rate yourself: public speaking ability	29	7	14	
	Rate yourself: Sslf-confidence (intellectual)	29	7	14	
	Rate yourself: self-confidence (social)	29	7	14	
	Rate yourself: self-understanding	29	7	14	
	Rate yourself: writing ability	29	7	14	
	Worked on a local, state, or national campaign	28	10	13	
	Ask questions in class	32	15	10	18
	Support your opinions with a logical argument	32	15	10	18
	Seek solutions to problems and explain them to others	32	15	10	18

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.15: General education (cont.)	Revise your papers to improve your writing	32	15	10	18
	Evaluate the quality or reliability of information you received	32	15	10	18
	Take a risk because you felt you had more to gain	32	15	10	18
	Seek alternative solutions to a problem	32	15	10	18
	Look up scientific research articles and resources	32	15	10	18
	Explore topics on your own, even though it was not required for a class	32	15	10	18
	Accept mistakes as part of the learning process	32	15	10	18
	Seek feedback on your academic work	32	15	10	18
	Take notes during class	32	15	10	
	Integrate/integrated skills and knowledge from different sources and experiences	32	15	10	18
	Ability to get along with people of different races/cultures			1	
	Preparedness for employment after college			1	
	Preparedness for graduate or advanced education			1	
	Work with other students on group projects			10	
	To be able to get a better job	37			
	To gain a general education and appreciation of ideas	37			
	To make me a more cultured person	37			
	Develop ability to think critically				21
	Prepare students for employment after college				21
	Prepare students for graduate or advanced education				21
	Develop moral character				21
	Provide for students' emotional development				21
	Teach students the classic works of Western civilization				21
	Help students develop personal values				21
	Enhance students' self-understanding				21
	Instill in students a commitment to community service				21
	Enhance students' knowledge of and appreciation for other racial/ethnic groups				21
	Help master knowledge in a discipline				21
	Develop creative capacities				21
	Instill a basic appreciation of the liberal arts				21
	Promote ability to write effectively				21
	Help students evaluate the quality and reliability of information				21
	Engage students in civil discourse around controversial issues				21
	Teach students tolerance and respect for different beliefs				21
	Encourage students to become agents of social change				21

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.18: Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind.	General knowledge		1	1	
	Knowledge of a particular field or discipline		1	1	
	Understanding of the problems facing your community		1	1	
	Understanding of national issues		1	1	
	Understanding of global issues		1	1	
	Ability to conduct research		1		
	Critical thinking skills		1	1	
	Problem-solving skills		1	1	
	Rate yourself: computer skills	29	7	14	
	Rate yourself: mathematical ability	29	7	14	
	Rate yourself: public speaking ability	29	7	14	
	Rate yourself: self-confidence (intellectual)	29	7	14	
	Rate yourself: self-confidence (social)	29	7	14	
	Rate yourself: self-understanding	29	7	14	
	Rate yourself: writing ability	29	7	14	
	Worked on a local, state, or national campaign	28	10	13	
	Ask questions in class	32	15	10	18
	Support your opinions with a logical argument	32	15	10	18
	Seek solutions to problems and explain them to others	32	15	10	18
	Revise your papers to improve your writing	32	15	10	18
	Evaluate the quality or reliability of information you received	32	15	10	18
	Take a risk because you felt you had more to gain	32	15	10	18
	Seek alternative solutions to a problem	32	15	10	18
	Look up scientific research articles and resources	32	15	10	18
	Explore topics on your own, even though it was not required for a class	32	15	10	18
	Accept mistakes as part of the learning process	32	15	10	18
	Seek feedback on your academic work	32	15	10	18
	Take notes during class	32	15	10	
	Integrate/integrated skills and knowledge from different sources and experiences	32	15	10	18
	Ability to get along with people of different races/cultures			1	
	Work with other students on group projects			10	
	To gain a general education and appreciation of ideas	37			
	Develop ability to think critically				21
	Prepare students for employment after college				21
	Prepare students for graduate or advanced education				21
	Develop moral character				21
	Provide for students' emotional development				21
	Teach students the classic works of Western civilization				21
	Help students develop personal values				21
	Enhance students' self-understanding				21
	Instill in students a commitment to community service				21
	Enhance students' knowledge of and appreciation for other racial/ethnic groups				21
	Help master knowledge in a discipline				21
	Develop creative capacities				21
	Instill a basic appreciation of the liberal arts				21

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.18: Competence in written and oral communication in English (cont.)	Promote ability to write effectively				21
	Help students evaluate the quality and reliability of information				21
	Engage students in civil discourse around controversial issues				21
	Teach students tolerance and respect for different beliefs				21
	Encourage students to become agents of social change				21
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.36: Faculty, with administrative support, ensure the academic integrity of the award of grades, where applicable, and credits for individual courses. The institution works to prevent cheating and plagiarism as well as to deal forthrightly with any instances in which they occur.	Witnessed academic dishonesty/cheating		21		
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.44: The institution implements and supports a systematic and broad-based approach to the assessment of student learning focused on educational improvement through understanding what and how students are learning through their academic program and, as appropriate, through experiences outside the classroom. This approach is based on a clear statement or statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The approach provides useful information to help the institution understand what and how students are learning, improve the experiences provided for students, and assure that the level of student achievement is appropriate for the degree awarded. Institutional support is provided for these activities.	General knowledge		1	1	
	Knowledge of a particular field or discipline		1	1	
	Knowledge of people from different races/cultures		1	1	
	Understanding of the problems facing your community		1	1	
	Understanding of national issues		1	1	
	Understanding of global issues		1	1	
	Ability to conduct research		1		
	Ability to work as part of a team		1		
	Critical thinking skills		1	1	
	Problem-solving skills		1	1	
	That your courses inspired you to think in new ways		4		
	Your overall academic experience		6		
	Rate yourself: academic ability	29	7	14	
	Rate yourself: artistic ability	29	7	14	
	Rate yourself: creativity	29	7	14	
	Rate yourself: drive to achieve	29	7	14	
	Rate yourself: mathematical ability	29	7	14	
	Rate yourself: public speaking ability	29	7	14	
	Rate yourself: self-confidence (intellectual)	29	7	14	
	Rate yourself: self-confidence (social)	29	7	14	
	Rate yourself: self-understanding	29	7	14	
	Rate yourself: understanding of others	29	7	14	
	Rate yourself: writing ability	29	7	14	
	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	
	Studied with other students	28	10	5	
	Asked a professor for advice after class		10	5	

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.44: Assessment of student learning (cont.)	Worked on a local, state, or national campaign	28	10	13	
	Used the Internet for research or homework	28	10	5	
	Performed community service as part of class	28	10	5	
	Studying/homework	38	11	9	
	Talking with professors/faculty outside of class or office hours		11	9	
	If asked, I would recommend this college to others		12	15	
	Ask questions in class	32	15	10	18
	Support your opinions with a logical argument	32	15	10	18
	Seek solutions to problems and explain them to others	32	15	10	18
	Revise your papers to improve your writing	32	15	10	18
	Evaluate the quality or reliability of information you received	32	15	10	18
	Take a risk because you felt you had more to gain	32	15	10	18
	Seek alternative solutions to a problem	32	15	10	18
	Look up scientific research articles and resources	32	15	10	18
	Explore topics on your own, even though it was not required for a class	32	15	10	18
	Accept mistakes as part of the learning process	32	15	10	18
	Seek feedback on your academic work	32	15	10	18
	Take notes during class	32	15	10	
	Integrate/integrated skills and knowledge from different sources and experiences	32	15	10	18
	Racial/ethnic diversity of student body		18	12	
	Relevance of coursework to everyday life		18	12	
	Relevance of coursework to future career plans		18	12	
	Overall quality of instruction		18	12	
	Respect for the expression of diverse beliefs		18	12	
	Overall college experience		18	12	
	Contributed to class discussions		21	5	
	Discussed course content with students outside of class	43	21	5	
	Communicated regularly with your professors	43	21	5	
	Worked with classmates on group projects during class		21	5	
	Worked with classmates on group projects outside of class		21	5	
	Made a presentation in class		21	5	
	Applied concepts from courses to everyday life		21	13	
	If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?		22	29	
	Ability to get along with people of different races/cultures			1	
	Interpersonal skills			1	
	Preparedness for employment after college			1	
	Preparedness for graduate or advanced education			1	
	Failed to complete homework on time			5	
	Challenged a professor's ideas in class			5	
	Took a class that required one or more 10+ page papers			5	
	Took a class that required multiple short papers			5	
	Honest feedback about your skills and abilities			20	
	Feedback on your academic work (outside of grades)			20	
	Intellectual challenge and stimulation			20	

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.44: Assessment of student learning (cont.)	An opportunity to discuss course content outside of class			20	
	An opportunity to apply classroom learning to "real-life" issues			20	
	Work with other students on group projects	32			
	To be able to get a better job	37			
	To gain a general education and appreciation of ideas	37			
	To prepare myself for graduate or professional school	37			
	Reading for pleasure	38			
	Develop ability to think critically				21
	Prepare students for employment after college				21
	Prepare students for graduate or advanced education				21
	Develop moral character				21
	Provide for students' emotional development				21
	Teach students the classic works of Western civilization				21
	Help students develop personal values				21
	Enhance students' self-understanding				21
	Instill in students a commitment to community service				21
	Enhance students' knowledge of and appreciation for other racial/ethnic groups				21
	Help master knowledge in a discipline				21
	Develop creative capacities				21
	Instill a basic appreciation of the liberal arts				21
	Promote ability to write effectively				21
	Help students evaluate the quality and reliability of information				21
	Engage students in civil discourse around controversial issues				21
	Teach students tolerance and respect for different beliefs				21
	Encourage students to become agents of social change				21
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.45: The institution's approach to understanding student learning focuses on the course, program, and institutional level. Data and other evidence generated through this approach are considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students.	General knowledge		1	1	
	Knowledge of a particular field or discipline		1	1	
	Knowledge of people from different races/cultures		1	1	
	Understanding of the problems facing your community		1	1	
	Understanding of national issues		1	1	
	Understanding of global issues		1	1	
	Ability to conduct research		1		
	Ability to work as part of a team		1		
	Critical thinking skills		1	1	
	Problem-solving skills		1	1	
	That your courses inspired you to think in new ways		4		
	Your overall academic experience		6		
	Rate yourself: academic ability	29	7	14	
	Rate yourself: artistic ability	29	7	14	
	Rate yourself: creativity	29	7	14	
	Rate yourself: drive to achieve	29	7	14	
	Rate yourself: mathematical ability	29	7	14	
	Rate yourself: public speaking ability	29	7	14	
	Rate yourself: self-confidence (intellectual)	29	7	14	

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.45: Understanding student learning (cont.)	Rate yourself: self-confidence (social)	29	7	14	
	Rate yourself: self-understanding	29	7	14	
	Rate yourself: understanding of others	29	7	14	
	Rate yourself: writing ability	29	7	14	
	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	
	Studied with other students	28	10	5	
	Asked a professor for advice after class		10	5	
	Worked on a local, state, or national campaign	28	10	13	
	Used the Internet for research or homework	28	10	5	
	Performed community service as part of class	28	10	5	
	Studying/homework	38	11	9	
	Talking with professors/faculty outside of class or office hours		11	9	
	If asked, I would recommend this college to others		12	15	
	Ask questions in class	32	15	10	18
	Support your opinions with a logical argument	32	15	10	18
	Seek solutions to problems and explain them to others	32	15	10	18
	Revise your papers to improve your writing	32	15	10	18
	Evaluate the quality or reliability of information you received	32	15	10	18
	Take a risk because you felt you had more to gain	32	15	10	18
	Seek alternative solutions to a problem	32	15	10	18
	Look up scientific research articles and resources	32	15	10	18
	Explore topics on your own, even though it was not required for a class	32	15	10	18
	Accept mistakes as part of the learning process	32	15	10	18
	Seek feedback on your academic work	32	15	10	18
	Take notes during class	32	15	10	
	Integrate/integrated skills and knowledge from different sources and experiences	32	15	10	18
	Racial/ethnic diversity of student body		18	12	
	Relevance of coursework to everyday life		18	12	
	Relevance of coursework to future career plans		18	12	
	Overall quality of instruction		18	12	
	Respect for the expression of diverse beliefs		18	12	
	Overall college experience		18	12	
	Contributed to class discussions		21	5	
	Discussed course content with students outside of class	43	21	5	
	Communicated regularly with your professors	43	21	5	
	Worked with classmates on group projects during class		21	5	
	Worked with classmates on group projects outside of class		21	5	
	Made a presentation in class		21	5	
	Applied concepts from courses to everyday life		21	13	
	If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?		22	29	

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.45: Understanding student learning (cont.)	Ability to get along with people of different races/cultures			1	
	Interpersonal skills			1	
	Preparedness for employment after college			1	
	Preparedness for graduate or advanced education			1	
	Failed to complete homework on time			5	
	Challenged a professor's ideas in class			5	
	Took a class that required one or more 10+ page papers			5	
	Took a class that required multiple short papers			5	
	Honest feedback about your skills and abilities			20	
	Feedback on your academic work (outside of grades)			20	
	Intellectual challenge and stimulation			20	
	An opportunity to discuss course content outside of class			20	
	An opportunity to apply classroom learning to "real-life" issues			20	
	Work with other students on group projects	32			
	To be able to get a better job	37			
	To gain a general education and appreciation of ideas	37			
	To prepare myself for graduate or professional school	37			
	Reading for pleasure	38			
	Develop ability to think critically				21
	Prepare students for employment after college				21
	Prepare students for graduate or advanced education				21
	Develop moral character				21
	Provide for students' emotional development				21
	Teach students the classic works of Western civilization				21
	Help students develop personal values				21
	Enhance students' self-understanding				21
	Instill in students a commitment to community service				21
	Enhance students' knowledge of and appreciation for other racial/ethnic groups				21
	Help master knowledge in a discipline				21
	Develop creative capacities				21
	Instill a basic appreciation of the liberal arts				21
	Promote ability to write effectively				21
	Help students evaluate the quality and reliability of information				21
	Engage students in civil discourse around controversial issues				21
	Teach students tolerance and respect for different beliefs				21
	Encourage students to become agents of social change				21

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.46: Expectations for student learning reflect both the mission and character of the institution and general expectations of the larger academic community for the level of degree awarded and the field of study. These expectations include statements that are consistent with the institution's mission in preparing students for further study and employment, as appropriate.	General knowledge		1	1	
	Knowledge of a particular field or discipline		1	1	
	Knowledge of people from different races/cultures		1	1	
	Understanding of the problems facing your community		1	1	
	Understanding of national issues		1	1	
	Understanding of global issues		1	1	
	Ability to conduct research		1		
	Ability to work as part of a team		1		
	Critical thinking skills		1	1	
	Problem-solving skills		1	1	
	That your courses inspired you to think in new ways		4		
	Your overall academic experience		6		
	Rate yourself: academic ability	29	7	14	
	Rate yourself: artistic ability	29	7	14	
	Rate yourself: creativity	29	7	14	
	Rate yourself: drive to achieve	29	7	14	
	Rate yourself: mathematical ability	29	7	14	
	Rate yourself: public speaking ability	29	7	14	
	Rate yourself: self-confidence (intellectual)	29	7	14	
	Rate yourself: self-confidence (social)	29	7	14	
	Rate yourself: self-understanding	29	7	14	
	Rate yourself: understanding of others	29	7	14	
	Rate yourself: writing ability	29	7	14	
	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	
	Studied with other students	28	10	5	
	Asked a professor for advice after class		10	5	
	Worked on a local, state, or national campaign	28	10	13	
	Used the Internet for research or homework	28	10	5	
	Performed community service as part of class	28	10	5	
	Studying/homework	38	11	9	
	Talking with professors/faculty outside of class or office hours		11	9	
	If asked, I would recommend this college to others		12	15	
	Ask questions in class	32	15	10	18
	Support your opinions with a logical argument	32	15	10	18
	Seek solutions to problems and explain them to others	32	15	10	18
	Revise your papers to improve your writing	32	15	10	18
	Evaluate the quality or reliability of information you received	32	15	10	18
	Take a risk because you felt you had more to gain	32	15	10	18
	Seek alternative solutions to a problem	32	15	10	18
	Look up scientific research articles and resources	32	15	10	18
	Explore topics on your own, even though it was not required for a class	32	15	10	18

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.46: Expectations for student learning (cont.)	Accept mistakes as part of the learning process	32	15	10	18
	Seek feedback on your academic work	32	15	10	18
	Take notes during class	32	15	10	
	Integrate/integrated skills and knowledge from different sources and experiences	32	15	10	18
	Racial/ethnic diversity of student body		18	12	
	Relevance of coursework to everyday life		18	12	
	Relevance of coursework to future career plans		18	12	
	Overall quality of instruction		18	12	
	Respect for the expression of diverse beliefs		18	12	
	Overall college experience		18	12	
	Contributed to class discussions		21	5	
	Discussed course content with students outside of class	43	21	5	
	Communicated regularly with your professors	43	21	5	
	Worked with classmates on group projects during class		21	5	
	Worked with classmates on group projects outside of class		21	5	
	Made a presentation in class		21	5	
	Applied concepts from courses to everyday life		21	13	
	If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?		22	29	
	Ability to get along with people of different races/cultures			1	
	Interpersonal skills			1	
	Preparedness for employment after college			1	
	Preparedness for graduate or advanced education			1	
	Failed to complete homework on time			5	
	Challenged a professor's ideas in class			5	
	Took a class that required one or more 10+ page papers			5	
	Took a class that required multiple short papers			5	
	Honest feedback about your skills and abilities			20	
	Feedback on your academic work (outside of grades)			20	
	Intellectual challenge and stimulation			20	
	An opportunity to discuss course content outside of class			20	
	An opportunity to apply classroom learning to "real-life" issues			20	
	Work with other students on group projects	32			
	To be able to get a better job	37			
	To gain a general education and appreciation of ideas	37			
	To prepare myself for graduate or professional school	37			
	Reading for pleasure	38			
	Develop ability to think critically				21
	Prepare students for employment after college				21
	Prepare students for graduate or advanced education				21
	Develop moral character				21
	Provide for students' emotional development				21
	Teach students the classic works of Western civilization				21
	Help students develop personal values				21
	Enhance students' self-understanding				21

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.46: Expectations for student learning (cont.)	Instill in students a commitment to community service				21
	Enhance students' knowledge of and appreciation for other racial/ethnic groups				21
	Help master knowledge in a discipline				21
	Develop creative capacities				21
	Instill a basic appreciation of the liberal arts				21
	Promote ability to write effectively				21
	Help students evaluate the quality and reliability of information				21
	Engage students in civil discourse around controversial issues				21
	Teach students tolerance and respect for different beliefs				21
	Encourage students to become agents of social change				21
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.47: The institution's approach to understanding what and how students are learning and using the results for improvement has the support of the institution's academic and institutional leadership and the systematic involvement of faculty.	General knowledge		1	1	
	Knowledge of a particular field or discipline		1	1	
	Knowledge of people from different races/cultures		1	1	
	Understanding of the problems facing your community		1	1	
	Understanding of national issues		1	1	
	Understanding of global issues		1	1	
	Ability to conduct research		1		
	Ability to work as part of a team		1		
	Critical thinking skills		1	1	
	Problem-solving skills		1	1	
	That your courses inspired you to think in new ways		4		
	Your overall academic experience		6		
	Rate yourself: academic ability	29	7	14	
	Rate yourself: artistic ability	29	7	14	
	Rate yourself: creativity	29	7	14	
	Rate yourself: drive to achieve	29	7	14	
	Rate yourself: mathematical ability	29	7	14	
	Rate yourself: public speaking ability	29	7	14	
	Rate yourself: self-confidence (intellectual)	29	7	14	
	Rate yourself: self-confidence (social)	29	7	14	
	Rate yourself: self-understanding	29	7	14	
	Rate yourself: understanding of others	29	7	14	
	Rate yourself: writing ability	29	7	14	
	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	
	Studied with other students	28	10	5	
	Asked a professor for advice after class		10	5	
	Worked on a local, state, or national campaign	28	10	13	
	Used the Internet for research or homework	28	10	5	
	Performed community service as part of class	28	10	5	
	Studying/homework	38	11	9	

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.47: The institution's understanding what and how students are learning (cont.)	Talking with professors/faculty outside of class or office hours		11	9	
	If asked, I would recommend this college to others		12	15	
	Ask questions in class	32	15	10	18
	Support your opinions with a logical argument	32	15	10	18
	Seek solutions to problems and explain them to others	32	15	10	18
	Revise your papers to improve your writing	32	15	10	18
	Evaluate the quality or reliability of information you received	32	15	10	18
	Take a risk because you felt you had more to gain	32	15	10	18
	Seek alternative solutions to a problem	32	15	10	18
	Look up scientific research articles and resources	32	15	10	18
	Explore topics on your own, even though it was not required for a class	32	15	10	18
	Accept mistakes as part of the learning process	32	15	10	18
	Seek feedback on your academic work	32	15	10	18
	Take notes during class	32	15	10	
	Integrate/integrated skills and knowledge from different sources and experiences	32	15	10	18
	Racial/ethnic diversity of student body		18	12	
	Relevance of coursework to everyday life		18	12	
	Relevance of coursework to future career plans		18	12	
	Overall quality of instruction		18	12	
	Respect for the expression of diverse beliefs		18	12	
	Overall college experience		18	12	
	Contributed to class discussions		21	5	
	Discussed course content with students outside of class	43	21	5	
	Communicated regularly with your professors	43	21	5	
	Worked with classmates on group projects during class		21	5	
	Worked with classmates on group projects outside of class		21	5	
	Made a presentation in class		21	5	
	Applied concepts from courses to everyday life		21	13	
	If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?		22	29	
	Ability to get along with people of different races/cultures			1	
	Interpersonal skills			1	
	Preparedness for employment after college			1	
	Preparedness for graduate or advanced education			1	
	Failed to complete homework on time			5	
	Challenged a professor's ideas in class			5	
	Took a class that required one or more 10+ page papers			5	
	Took a class that required multiple short papers			5	
	Honest feedback about your skills and abilities			20	
	Feedback on your academic work (outside of grades)			20	
	Intellectual challenge and stimulation			20	
	An opportunity to discuss course content outside of class			20	
	An opportunity to apply classroom learning to "real-life" issues			20	
	Work with other students on group projects	32			
	To be able to get a better job	37			

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.47: The institution's understanding what and how students are learning (cont.)	To gain a general education and appreciation of ideas	37			
	To prepare myself for graduate or professional school	37			
	Reading for pleasure	38			
	Develop ability to think critically				21
	Prepare students for employment after college				21
	Prepare students for graduate or advanced education				21
	Develop moral character				21
	Provide for students' emotional development				21
	Teach students the classic works of Western civilization				21
	Help students develop personal values				21
	Enhance students' self-understanding				21
	Instill in students a commitment to community service				21
	Enhance students' knowledge of and appreciation for other racial/ethnic groups				21
	Help master knowledge in a discipline				21
	Develop creative capacities				21
	Instill a basic appreciation of the liberal arts				21
	Promote ability to write effectively				21
	Help students evaluate the quality and reliability of information				21
	Engage students in civil discourse around controversial issues				21
	Teach students tolerance and respect for different beliefs				21
	Encourage students to become agents of social change				21
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.48: The institution's system of periodic review of academic programs includes a focus on understanding what and how students learn as a result of the program.	General knowledge		1	1	
	Knowledge of a particular field or discipline		1	1	
	Knowledge of people from different races/cultures		1	1	
	Understanding of the problems facing your community		1	1	
	Understanding of national issues		1	1	
	Understanding of global issues		1	1	
	Ability to conduct research		1		
	Ability to work as part of a team		1		
	Critical thinking skills		1	1	
	Problem-solving skills		1	1	
	That your courses inspired you to think in new ways		4		
	Your overall academic experience		6		
	Rate yourself: academic ability	29	7	14	
	Rate yourself: artistic ability	29	7	14	
	Rate yourself: creativity	29	7	14	
	Rate yourself: drive to achieve	29	7	14	
	Rate yourself: mathematical ability	29	7	14	
	Rate yourself: public speaking ability	29	7	14	
	Rate yourself: self-confidence (intellectual)	29	7	14	
	Rate yourself: self-confidence (social)	29	7	14	
	Rate yourself: self-understanding	29	7	14	
	Rate yourself: understanding of others	29	7	14	
	Rate yourself: writing ability	29	7	14	

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.48: Review of academic programs (cont.)	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	
	Studied with other students	28	10	5	
	Asked a professor for advice after class		10	5	
	Worked on a local, state, or national campaign	28	10	13	
	Used the Internet for research or homework	28	10	5	
	Performed community service as part of class	28	10	5	
	Studying/homework	38	11	9	
	Talking with professors/faculty outside of class or office hours		11	9	
	If asked, I would recommend this college to others		12	15	
	Ask questions in class	32	15	10	18
	Support your opinions with a logical argument	32	15	10	18
	Seek solutions to problems and explain them to others	32	15	10	18
	Revise your papers to improve your writing	32	15	10	18
	Evaluate the quality or reliability of information you received	32	15	10	18
	Take a risk because you felt you had more to gain	32	15	10	18
	Seek alternative solutions to a problem	32	15	10	18
	Look up scientific research articles and resources	32	15	10	18
	Explore topics on your own, even though it was not required for a class	32	15	10	18
	Accept mistakes as part of the learning process	32	15	10	18
	Seek feedback on your academic work	32	15	10	18
	Take notes during class	32	15	10	
	Integrate/integrated skills and knowledge from different sources and experiences	32	15	10	18
	Racial/ethnic diversity of student body		18	12	
	Relevance of coursework to everyday life		18	12	
	Relevance of coursework to future career plans		18	12	
	Overall quality of instruction		18	12	
	Respect for the expression of diverse beliefs		18	12	
	Overall college experience		18	12	
	Contributed to class discussions		21	5	
	Discussed course content with students outside of class	43	21	5	
	Communicated regularly with your professors	43	21	5	
	Worked with classmates on group projects during class		21	5	
	Worked with classmates on group projects outside of class		21	5	
	Made a presentation in class		21	5	
	Applied concepts from courses to everyday life		21	13	
	If you could make your college choice over, would you still choose to enroll at your		22	29	
	Ability to get along with people of different races/cultures			1	
	Interpersonal skills			1	
	Preparedness for employment after college			1	
	Preparedness for graduate or advanced education			1	
	Failed to complete homework on time			5	

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.48: Review of academic programs (cont.)	Challenged a professor's ideas in class			5	
	Took a class that required one or more 10+ page papers			5	
	Took a class that required multiple short papers			5	
	Honest feedback about your skills and abilities			20	
	Feedback on your academic work (outside of grades)			20	
	Intellectual challenge and stimulation			20	
	An opportunity to discuss course content outside of class			20	
	An opportunity to apply classroom learning to "real-life" issues			20	
	Work with other students on group projects	32			
	To be able to get a better job	37			
	To gain a general education and appreciation of ideas	37			
	To prepare myself for graduate or professional school	37			
	Reading for pleasure	38			
	Develop ability to think critically				21
	Prepare students for employment after college				21
	Prepare students for graduate or advanced education				21
	Develop moral character				21
	Provide for students' emotional development				21
	Teach students the classic works of Western civilization				21
	Help students develop personal values				21
	Enhance students' self-understanding				21
	Instill in students a commitment to community service				21
	Enhance students' knowledge of and appreciation for other racial/ethnic groups				21
	Help master knowledge in a discipline				21
	Develop creative capacities				21
	Instill a basic appreciation of the liberal arts				21
	Promote ability to write effectively				21
	Help students evaluate the quality and reliability of information				21
	Engage students in civil discourse around controversial issues				21
	Teach students tolerance and respect for different beliefs				21
	Encourage students to become agents of social change				21
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.49: The institution ensures that students have systematic, substantial, and sequential opportunities to learn important skills and understandings and actively engage in important problems of their discipline or profession and that they are provided with regular and constructive feedback designed to help them improve their achievement.	General knowledge		1	1	
	Knowledge of a particular field or discipline		1	1	
	Knowledge of people from different races/cultures		1	1	
	Understanding of the problems facing your community		1	1	
	Understanding of national issues		1	1	
	Understanding of global issues		1	1	
	Ability to conduct research		1		
	Ability to work as part of a team		1		
	Critical thinking skills		1	1	
	Problem-solving skills		1	1	
	That your courses inspired you to think in new ways		4		
	Your overall academic experience		6		
	Rate yourself: academic ability	29	7	14	

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.49: Learning skills (cont.)	Rate yourself: artistic ability	29	7	14	
	Rate yourself: creativity	29	7	14	
	Rate yourself: drive to achieve	29	7	14	
	Rate yourself: mathematical ability	29	7	14	
	Rate yourself: public speaking ability	29	7	14	
	Rate yourself: self-confidence (intellectual)	29	7	14	
	Rate yourself: self-confidence (social)	29	7	14	
	Rate yourself: self-understanding	29	7	14	
	Rate yourself: understanding of others	29	7	14	
	Rate yourself: writing ability	29	7	14	
	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	
	Studied with other students	28	10	5	
	Asked a professor for advice after class		10	5	
	Worked on a local, state, or national campaign	28	10	13	
	Used the Internet for research or homework	28	10	5	
	Performed community service as part of class	28	10	5	
	Studying/homework	38	11	9	
	Talking with professors/faculty outside of class or office hours		11	9	
	If asked, I would recommend this college to others		12	15	
	Ask questions in class	32	15	10	18
	Support your opinions with a logical argument	32	15	10	18
	Seek solutions to problems and explain them to others	32	15	10	18
	Revise your papers to improve your writing	32	15	10	18
	Evaluate the quality or reliability of information you received	32	15	10	18
	Take a risk because you felt you had more to gain	32	15	10	18
	Seek alternative solutions to a problem	32	15	10	18
	Look up scientific research articles and resources	32	15	10	18
	Explore topics on your own, even though it was not required for a class	32	15	10	18
	Accept mistakes as part of the learning process	32	15	10	18
	Seek feedback on your academic work	32	15	10	18
	Take notes during class	32	15	10	
	Integrate/integrated skills and knowledge from different sources and experiences	32	15	10	18
	Racial/ethnic diversity of student body		18	12	
	Relevance of coursework to everyday life		18	12	
	Relevance of coursework to future career plans		18	12	
	Overall quality of instruction		18	12	
	Respect for the expression of diverse beliefs		18	12	
	Overall college experience		18	12	
	Contributed to class discussions		21	5	
	Discussed course content with students outside of class	43	21	5	
	Communicated regularly with your professors	43	21	5	

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.49: Learning skills (cont.)	Worked with classmates on group projects during class		21	5	
	Worked with classmates on group projects outside of class		21	5	
	Made a presentation in class		21	5	
	Applied concepts from courses to everyday life		21	13	
	If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?		22	29	
	Ability to get along with people of different races/cultures			1	
	Interpersonal skills			1	
	Preparedness for employment after college			1	
	Preparedness for graduate or advanced education			1	
	Failed to complete homework on time			5	
	Challenged a professor's ideas in class			5	
	Took a class that required one or more 10+ page papers			5	
	Took a class that required multiple short papers			5	
	Honest feedback about your skills and abilities			20	
	Feedback on your academic work (outside of grades)			20	
	Intellectual challenge and stimulation			20	
	An opportunity to discuss course content outside of class			20	
	An opportunity to apply classroom learning to "real-life" issues			20	
	Work with other students on group projects	32			
	To be able to get a better job	37			
	To gain a general education and appreciation of ideas	37			
	To prepare myself for graduate or professional school	37			
	Reading for pleasure	38			
	Develop ability to think critically				21
	Prepare students for employment after college				21
	Prepare students for graduate or advanced education				21
	Develop moral character				21
	Provide for students' emotional development				21
	Teach students the classic works of Western civilization				21
	Help students develop personal values				21
	Enhance students' self-understanding				21
	Instill in students a commitment to community service				21
	Enhance students' knowledge of and appreciation for other racial/ethnic groups				21
	Help master knowledge in a discipline				21
	Develop creative capacities				21
	Instill a basic appreciation of the liberal arts				21
	Promote ability to write effectively				21
	Help students evaluate the quality and reliability of information				21
	Engage students in civil discourse around controversial issues				21
	Teach students tolerance and respect for different beliefs				21
	Encourage students to become agents of social change				21

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.50: The institution uses a variety of quantitative and qualitative methods to understand the experiences and learning outcomes of its students. Inquiry may focus on a variety of perspectives, including understanding the process of learning, being able to describe student experiences and learning outcomes in normative terms, and gaining feedback from alumni, employers, and others situated to help in the description and assessment of student learning. The institution devotes appropriate attention to ensuring that its methods of understanding student learning are trustworthy and provide information useful in the continuing improvement of programs and services for students.	General knowledge		1	1	
	Knowledge of a particular field or discipline		1	1	
	Knowledge of people from different races/cultures		1	1	
	Understanding of the problems facing your community		1	1	
	Understanding of national issues		1	1	
	Understanding of global issues		1	1	
	Ability to conduct research		1		
	Ability to work as part of a team		1		
	Critical thinking skills		1	1	
	Problem-solving skills		1	1	
	That your courses inspired you to think in new ways		4		
	Your overall academic experience		6		
	Rate yourself: academic ability	29	7	14	
	Rate yourself: artistic ability	29	7	14	
	Rate yourself: creativity	29	7	14	
	Rate yourself: drive to achieve	29	7	14	
	Rate yourself: mathematical ability	29	7	14	
	Rate yourself: public speaking ability	29	7	14	
	Rate yourself: self-confidence (intellectual)	29	7	14	
	Rate yourself: self-confidence (social)	29	7	14	
	Rate yourself: self-understanding	29	7	14	
	Rate yourself: understanding of others	29	7	14	
	Rate yourself: writing ability	29	7	14	
	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	
	Studied with other students	28	10	5	
	Asked a professor for advice after class		10	5	
	Worked on a local, state, or national campaign	28	10	13	
	Used the Internet for research or homework	28	10	5	
	Performed community service as part of class	28	10	5	
	Studying/homework	38	11	9	
	Talking with professors/faculty outside of class or office hours		11	9	
	If asked, I would recommend this college to others		12	15	
	Ask questions in class	32	15	10	18
	Support your opinions with a logical argument	32	15	10	18
	Seek solutions to problems and explain them to others	32	15	10	18
	Revise your papers to improve your writing	32	15	10	18
	Evaluate the quality or reliability of information you received	32	15	10	18
	Take a risk because you felt you had more to gain	32	15	10	18
	Seek alternative solutions to a problem	32	15	10	18
	Look up scientific research articles and resources	32	15	10	18
	Explore topics on your own, even though it was not required for a class	32	15	10	18

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.50: Learning outcomes (cont.)	Accept mistakes as part of the learning process	32	15	10	18
	Seek feedback on your academic work	32	15	10	18
	Take notes during class	32	15	10	
	Integrate/integrated skills and knowledge from different sources and experiences	32	15	10	18
	Racial/ethnic diversity of student body		18	12	
	Relevance of coursework to everyday life		18	12	
	Relevance of coursework to future career plans		18	12	
	Overall quality of instruction		18	12	
	Respect for the expression of diverse beliefs		18	12	
	Overall college experience		18	12	
	Contributed to class discussions		21	5	
	Discussed course content with students outside of class	43	21	5	
	Communicated regularly with your professors	43	21	5	
	Worked with classmates on group projects during class		21	5	
	Worked with classmates on group projects outside of class		21	5	
	Made a presentation in class		21	5	
	Applied concepts from courses to everyday life		21	13	
	If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?		22	29	
	Ability to get along with people of different races/cultures			1	
	Interpersonal skills			1	
	Preparedness for employment after college			1	
	Preparedness for graduate or advanced education			1	
	Failed to complete homework on time			5	
	Challenged a professor's ideas in class			5	
	Took a class that required one or more 10+ page papers			5	
	Took a class that required multiple short papers			5	
	Honest feedback about your skills and abilities			20	
	Feedback on your academic work (outside of grades)			20	
	Intellectual challenge and stimulation			20	
	An opportunity to discuss course content outside of class			20	
	An opportunity to apply classroom learning to "real-life" issues			20	
	Work with other students on group projects	32			
	To be able to get a better job	37			
	To gain a general education and appreciation of ideas	37			
	To prepare myself for graduate or professional school	37			
	Reading for pleasure	38			
	Develop ability to think critically				21
	Prepare students for employment after college				21
	Prepare students for graduate or advanced education				21
	Develop moral character				21
	Provide for students' emotional development				21
	Teach students the classic works of Western civilization				21
	Help students develop personal values				21
	Enhance students' self-understanding				21

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
4.50: Learning outcomes (cont.)	Instill in students a commitment to community service				21
	Enhance students' knowledge of and appreciation for other racial/ethnic groups				21
	Help master knowledge in a discipline				21
	Develop creative capacities				21
	Instill a basic appreciation of the liberal arts				21
	Promote ability to write effectively				21
	Help students evaluate the quality and reliability of information				21
	Engage students in civil discourse around controversial issues				21
	Teach students tolerance and respect for different beliefs				21
	Encourage students to become agents of social change				21

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 FAC is administered every three years to faculty.

NOTES:

NEASC Standard 5: Faculty

The institution develops a faculty that is suited to the fulfillment of the institution's mission. Faculty qualifications, numbers, and performance are sufficient to accomplish the institution's mission and purposes. Faculty competently offer the institution's academic programs and fulfill those tasks appropriately assigned to them.

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
5.3: There are an adequate number of faculty whose time commitment to the institution is sufficient to assure the accomplishment of class and out-of-class responsibilities essential for the fulfillment of institutional mission and purposes. Responsibilities of teaching faculty include instruction and the systematic understanding of effective teaching/learning processes and outcomes in courses and programs for which they share responsibility; additional duties may include such functions as student advisement, academic planning, and participation in policy-making, course and curricular development, research, and institutional governance.	Faculty during office hours		2		
	Faculty outside of class or office hours		2		
	Asked a professor for advice after class		10	5	
	Talking with professors/faculty outside of class or office hours		11	9	
	Faculty here are interested in students' academic problems		12	15	
	Amount of contact with faculty		18	12	
	Received from your professor: advice or guidance about your educational program		21	20	
	Received from your professor: emotional support or encouragement		21	20	
	Met with an advisor/counselor about your career plans			5	
	Encouragement to pursue graduate/ professional study			20	
	An opportunity to work on a research project			20	
	A letter of recommendation			20	
	Honest feedback about your skills and abilities			20	
	Help to improve your study skills			20	
	An opportunity to discuss course content outside of class			20	
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
5.4: The institution employs an open and orderly process for recruiting and appointing its faculty. Faculty participate in the search process for new members of the instructional staff. The institution ensures equal employment opportunity consistent with legal requirements and any other dimensions of its own choosing; compatible with its mission and purposes, it addresses its own goals for the achievement of diversity of race, gender, and ethnicity. Faculty selection reflects the effectiveness of this process and results in a variety of intellectual backgrounds and training. Each prospective faculty member is provided with a written contract that states explicitly the nature and term of the initial appointment and, when applicable, institutional considerations that might preclude or limit future appointments.	This institution should hire more faculty of color				29
	This institution should hire more women faculty				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 create a diverse mulit-cultural campus environment				30
	To promote gender equity among faculty				30
	To increase the representation of minorites in the faculty and administration				30
	To increase the representation of women in the faculty and administration				30

NEASC Standard 5: Faculty

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
5.7: Faculty assignments and workloads are consistent with the institution's mission and purposes. They are equitably determined to allow faculty adequate time to provide effective instruction, advise and evaluate students, contribute to program and institutional assessment and improvement, continue professional growth, and participate in scholarship, research, creative activities and service compatible with the mission and purposes of the institution. Faculty workloads are reappraised periodically and adjusted as institutional conditions change.	Importance of: research				9
	Importance of: teaching				9
	Importance of: service				9
	Scheduled teaching (give actual, not credit hours)				22
	Preparing for teaching (including reading student papers and grading)				22
	Advising and counseling of students				22
	Committee work and meetings				22
	Other administration				22
	Research and scholarly writing				22
	Other creative products/performances				22
	Consultation with clients/patients				22
	Community or public service				22
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
5.8: The institution avoids undue dependence on part-time faculty, adjuncts, and graduate assistants to conduct classroom instruction. Institutions that employ a significant proportion of part-time, adjunct, clinical or temporary faculty assure their appropriate integration into the department and institution and provide opportunities for faculty development.	Part-time instructors at this institution: are given specific training before teaching				2
	Part-time instructors at this institution: rarely get hired into full-time positions				2
	Part-time instructors at this institution: receive respect from students				2
	Part-time instructors at this institution: are primarily responsible for introductory classes				2
	Part-time instructors at this institution: have no guarantee of employment security				2
	Part-time instructors at this institution: have access to support services				2
	Part-time instructors at this institution: are compensated for advising/counseling students				2
	Part-time instructors at this institution: are required to attend meetings				2
	Part-time instructors at this institution: have good working relationships with the administration				2
	Part-time instructors at this institution: are respected by full-time faculty				2
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
5.9: In a faculty handbook or in other written documents that are current and readily available, the institution clearly defines the responsibilities of faculty and the criteria for their recruitment, appointment, evaluation, promotion, and, if applicable, tenure. Such policies are equitable and compatible with the mission and purposes of the institution; they provide for the fair redress of grievances, and they are consistently applied and periodically reviewed.	The criteria for advancement and promotion decisions are clear				29

NEASC Standard 5: Faculty

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
5.10: Faculty are demonstrably effective in carrying out their assigned responsibilities. The institution employs effective procedures for the regular evaluation of faculty appointments, performance, and retention. The evaluative criteria reflect the mission and purposes of the institution and the importance it attaches to the various responsibilities of faculty, e.g., teaching, advising, assessment, scholarship, creative activities, research, and professional and community service. The institution has equitable and broad-based procedures for such evaluation applying to both full- and part-time faculty, in which its expectations are stated clearly and weighted appropriately for use in the evaluative process.	The criteria for advancement and promotion decisions are clear				29
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
5.12: The institution provides its faculty with substantial and equitable opportunities for continued professional development throughout their careers. Such opportunities are consistent with and enhance the achievement of the institution's mission and purposes. Faculty accept the obligation to take advantage of these opportunities and otherwise take the initiative in ensuring their continued competence and growth as teachers, scholars, and practitioners.	Part-time instructors at this institution: are given specific training before teaching				2
	Participated in a teaching enhancement workshop				10
	Paid workshops outside the institution focused on teaching				13
	Paid sabbatical leave				13
	Travel funds paid by the institution				13
	Internal grants for research				13
	Training for administrative leadership				13
	Received incentives to develop new courses				13
	Received incentives to integrate new technology into your classroom				13
	Have you ever received an award for outstanding teaching				23
	Faculty are rewarded for being good teachers				26
	There is adequate support for faculty development				29
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
5.13: The institution protects and fosters academic freedom of all faculty regardless of rank or term of appointment.	Autonomy and independence				28
	Freedom to determine course content				28

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
5.15: Instructional techniques and delivery systems, including technology, are compatible with and serve to further the mission and purposes of the institution as well as the learning goals of academic programs and objectives of individual courses. Methods of instruction are appropriate to the students' capabilities and learning needs. Scholarly and creative achievement by students is encouraged and appropriately assessed. Students in each program are taught by a variety of faculty in order to ensure experience in different methods of instruction and exposure to different viewpoints.	An opportunity to publish			20	
	Evaluation methods: multiple-choice exams				19
	Evaluation methods: essay exams				19
	Evaluation methods: short-answer exams				19
	Evaluation methods: quizzes				19
	Evaluation methods: weekly essay assignments				19
	Evaluation methods: student presentations				19
	Evaluation methods: term/research papers				19
	Evaluation methods: student evaluations of each others' work				19
	Evaluation methods: grading on a curve				19
	Evaluation methods: competency-based grading				19
	Instructional techniques/methods: class discussions				19
	Instructional techniques/methods: cooperative learning (small groups)				19
	Instructional techniques/methods: experiential learning/field studies				19
	Instructional techniques/methods: teaching assistants				19
	Instructional techniques/methods: recitals/demonstrations				19
	Instructional techniques/methods: group projects				19
	Instructional techniques/methods: extensive lecturing				19
	Instructional techniques/methods: multiple drafts of written work				19
	Instructional techniques/methods: student-selected topics for course content				19
	Instructional techniques/methods: reflective writing/jounaling				19
	Instructional techniques/methods: community service as part of coursework				19
	Instructional techniques/methods: electronic quizzes with immediate feedback in class				19
	Instructional techniques/methods: using real-life problems				19
	Instructional techniques/methods: using student inquiry to drive learning				19
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
5.16: The institution endeavors to enhance the quality of teaching and learning wherever and however courses and programs are offered. It encourages experimentation with methods to improve instruction. The effectiveness of instruction is periodically and systematically assessed using adequate and reliable procedures; the results are used to improve instruction. Faculty collectively and individually endeavor to fulfill their responsibility to improve instructional effectiveness. Adequate support is provided to accomplish this task.	Ask questions in class	32	15	10	18
	Support your opinions with a logical argument	32	15	10	18
	Seek solutions to problems and explain them to others	32	15	10	18
	Revise your papers to improve your writing	32	15	10	18
	Evaluate the quality or reliability of information you received	32	15	10	18
	Take a risk because you felt you had more to gain	32	15	10	18
	Seek alternative solutions to a problem	32	15	10	18
	Look up scientific research articles and resources	32	15	10	18
	Explore topics on your own, even though it was not required for a class	32	15	10	18
	Accept mistakes as part of the learning process	32	15	10	18
	Seek feedback on your academic work	32	15	10	18
	Take notes during class	32	15	10	
	Integrate/integrated skills and knowledge from different sources and experiences	32	15	10	18
	Applied concepts from courses to everyday life		21	13	
	Work with other students on group projects	32			
	Participated in a teaching enhancement workshop				10
	Paid workshops outside the institution focused on teaching				13
	Received incentives to integrate new technology into your classroom				13

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
5.16: Quality of teaching and learning (cont.)	Develop ability to think critically				21
	Prepare students for employment after college				21
	Prepare students for graduate or advanced education				21
	Develop moral character				21
	Provide for students' emotional development				21
	Teach students the classic works of Western civilization				21
	Help students develop personal values				21
	Enhance students' self-understanding				21
	Instill in students a commitment to community service				21
	Enhance students' knowledge of and appreciation for other racial/ethnic groups				21
	Help master knowledge in a discipline				21
	Develop creative capacities				21
	Instill a basic appreciation of the liberal arts				21
	Promote ability to write effectively				21
	Help students evaluate the quality and reliability of information				21
	Engage students in civil discourse around controversial issues				21
	Teach students tolerance and respect for different beliefs				21
	Encourage students to become agents of social change				21
	Faculty are rewarded for being good teachers				26
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
5.17: The institution has in place an effective system of academic advising that meets student needs for information and advice and is compatible with its educational objectives. Faculty and other personnel responsible for academic advising are adequately informed and prepared to discharge their advising functions. Resources are adequate to ensure the quality of advising for students regardless of the location of instruction or the mode of delivery.	Academic advisors/counselors		2		
	Academic advising		6	11	
	Received from your professor: advice or guidance about your educational program		21	20	
	Met with academic advisors to select courses		21		
	Met with an advisor/counselor about your career plans			5	
	Encouragement to pursue graduate/ professional study			20	
	Help in achieving your professional goals			20	
	Part-time instructors at this institution: are compensated for advising/counseling students				2
	Advised student groups involved in service/volunteer work				10
	Advising and counseling of students				22
	Most students are treated like "numbers in a book"				26
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
5.18: With the administration, the faculty work systematically to ensure an environment supportive of academic integrity.	Witnessed academic dishonesty/cheating		21		

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
5.20: Where compatible with the institution's purposes and reflective of the level of degrees offered, research is undertaken by faculty and students directed toward the creation, revision, or application of knowledge. Physical, technological, and administrative resources together with academic services are adequate to support the institution's commitment to research and creative activity. Faculty workloads reflect this commitment. Policies and procedures related to research, including ethical considerations, are established and clearly communicated throughout the institution. Faculty exercise a substantive role in the development and administration of research policies and practices.	Worked on a professor's research project	43	21	5	10
	Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			6	
	An opportunity to work on a research project			20	
	Importance of: research				9
	Worked with undergraduates on a research project				10
	Engaged in academic research that spans multiple disciplines				10
	Received funding for your work from: foundations				10
	Received funding for your work from: state or federal government				10
	Received funding for your work from: business or industry				10
	Internal grants for research				13
	Making a theoretical contribution to science				20
	Research and scholarly writing				22
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
5.21: Scholarship, research, and creative activities receive encouragement and support appropriate to the institution's purposes and objectives. Faculty and students are accorded academic freedom in these activities.	An opportunity to publish			20	
	My research is valued by faculty in my department				29

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 FAC is administered every three years to faculty.

NOTES:

NEASC Standard 6: Students

Consistent with its mission, the institution defines the characteristics of the students it seeks to serve and provides an environment that fosters the intellectual and personal development of its students. It recruits, admits, enrolls, and endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
6.2: Standards for admission ensure that student qualifications and expectations are compatible with institutional objectives. Individuals admitted demonstrate through their intellectual and personal qualifications a reasonable potential for success in the programs to which they are admitted. If the institution recruits and admits individuals with identified needs that must be addressed to assure their likely academic success, it applies appropriate mechanisms to address those needs so as to provide reasonable opportunities for that success. Such mechanisms receive sufficient support and are adequate to the needs of those admitted. The institution endeavors to integrate specifically recruited populations into the larger student body and to assure that they have comparable academic experiences.	Received tutoring		21		
	Learning disability (dyslexia, etc.)	20			
	Attention-deficit/hyperactivity disorder (ADHD)	20			
	Physical disability (speech, sight, mobility, hearing, etc.)	20			
	Chronic illness (cancer, diabetes, autoimmune disorders, etc.)	20			
	Psychological disorder (depression, etc.)	20			
	Other	20			
	Need extra time to complete your degree requirements	43			
	Get tutoring help in specific courses	43			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
6.3: The institution utilizes appropriate methods of evaluation to identify deficiencies and offers appropriate developmental or remedial support where necessary to prepare students for collegiate study. Such testing and remediation receive sufficient support and are adequate to serve the needs of students admitted.	Teach remedial/developmental: reading				12
	Teach remedial/developmental: writing				12
	Teach remedial/developmental: mathematics				12
	Teach remedial/developmental: ESL				12
	General academic skills				12
	Other subject areas				12
	Faculty feel that most students are well-prepared academically				29
	Faculty here are strongly interested in the academic problems of undergraduates				29
	This institution takes responsibility for educating underprepared students				29
	Most of the students I teach lack the basic skills for college level work				29
	Promoting diversity leads to the admission of too many underprepared students				31
	This institution should not offer remedial/developmental education				31

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
6.4: The institution demonstrates its ability to admit students who can be successful in the institution's academic program, including specifically recruited populations. It ensures a systematic approach to providing accessible and effective programs and services designed to provide opportunities for enrolled students to be successful in achieving their academic goals. The institution provides students with information and guidance regarding opportunities and experiences that may help ensure their academic success.	Tutoring or other academic assistance		6	11	
	Understand what your professors expect of you academically		8		
	Develop effective study skills		8		
	Adjust to the academic demands of college		8		
	Manage your time effectively		8		
	Received from your professor: advice or guidance about your educational program		21	20	
	Received from your professor: emotional support or encouragement		21	20	
	Encouragement to pursue graduate/ professional study			20	
	An opportunity to work on a research project			20	
	A letter of recommendation			20	
	Honest feedback about your skills and abilities			20	
	Help to improve your study skills			20	
	Feedback on your academic work (outside of grades)			20	
	Intellectual challenge and stimulation			20	
	An opportunity to discuss course content outside of class			20	
	Help in achieving your professional goals			20	
	An opportunity to apply classroom learning to "real-life" issues			20	
	An opportunity to publish			20	
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
6.6: The institution measures student success, including rates of retention and graduation and other measures of success appropriate to institutional mission. The institution's goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services. Rates of retention and graduation are separately determined for any group that the institution specifically recruits, and those rates are used in evaluating the success of specialized recruitment and the services and opportunities provided for the recruited students.	General knowledge		1	1	
	Knowledge of a particular field or discipline		1	1	
	Knowledge of people from different races/cultures		1	1	
	Ability to conduct research		1		
	Ability to work as part of a team		1		
	Critical thinking skills		1	1	
	Problem-solving skills		1	1	
	Rate yourself: mathematical ability	29	7	14	
	Rate yourself: public speaking ability	29	7	14	
	Rate yourself: self-confidence (intellectual)	29	7	14	
	Rate yourself: self-confidence (social)	29	7	14	
	Rate yourself: self-understanding	29	7	14	
	Rate yourself: writing ability	29	7	14	
	Ability to get along with people of different races/cultures			1	
	Preparedness for employment after college			1	
	Preparedness for graduate or advanced education			1	
	To be able to get a better job	37			
	To gain a general education and appreciation of ideas	37			
	To prepare myself for graduate or professional school	37			
	Develop ability to think critically				21
	Prepare students for employment after college				21
	Prepare students for graduate or advanced education				21
	Develop moral character				21
	Provide for students' emotional development				21
	Teach students the classic works of Western civilization				21
	Help students develop personal values				21

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
6.6: Sudent success (cont.)	Enhance students' self-understanding				21
	Instill in students a commitment to community service				21
	Enhance students' knowledge of and appreciation for other racial/ethnic groups				21
	Help master knowledge in a discipline				21
	Develop creative capacities				21
	Instill a basic appreciation of the liberal arts				21
	Promote ability to write effectively				21
	Help students evaluate the quality and reliability of information				21
	Engage students in civil discourse around controversial issues				21
	Teach students tolerance and respect for different beliefs				21
	Encourage students to become agents of social change				21
	Faculty are rewarded for being good teachers				26
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
6.7: The institution systematically identifies the characteristics and learning needs of its student population and then makes provision for responding to them. The institution's student services are guided by a philosophy that reflects the institution's mission and special character, is circulated widely and reviewed periodically, and provides the basis on which services to students can be evaluated.	Most students here are treated like "numbers in a book"		12		
	Class size		18	12	
	Enrolled in an honors or advanced course		20	6	
	Enrolled in a remedial or developmental course		20		
	Had difficulty getting the courses you need		21	5	
	Taken a remedial course			6	
	Taken an ethnic studies course			6	
	Taken a women's studies course			6	
	Taught a capstone course				10
	Advising and counseling of students				22
	To promote the intellectual development of students				30
	To help students learn how to bring about change in society				30

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
6.8: The institution offers an array of student services appropriate to its mission and the needs and goals of its students. The Commission recognizes the variations in services that are appropriate at branch campuses, remote instructional locations, and for programs delivered electronically. The Commission also recognizes the differences in circumstances and goals of students pursuing degrees. In all cases, the institution provides academic support services appropriate to the student body, takes reasonable steps to ensure the safety of students while on campus or at another physical instructional location, and provides available and responsive information resources and services, information technology, academic advising and career services and complaint and appeal mechanisms. It assists students to resolve educational and technological problems in using institutional software. Where appropriate, it assists students regarding their personal and physical problems. In providing services, in accordance with its mission and purposes, the institution adheres to both the spirit and intent of equal opportunity and its own goals for diversity.	Knowledge of people from different races/cultures		1	1	
	Academic advisors/counselors		2		
	Other college personnel		2		
	Graduate students/teaching assistants		2		
	Lonely or homesick		4		
	Isolated from campus life		4		
	Unsafe on this campus		4		
	Worried about your health		4		
	Academic advising		6	11	
	Tutoring or other academic assistance		6	11	
	Student housing office		6		
	Financial aid package		6	11	
	Student health services		6	11	
	Psychological counseling services		6	11	
	Orientation for new students		6		
	Registrar's office		6		
	Rate yourself: understanding of others	29	7	14	
	Understand what your professors expect of you academically		8		
	Develop effective study skills		8		
	Adjust to the academic demands of college		8		
	Manage your time effectively		8		
	Develop close friendships with: male students		8		
	Develop close friendships with: female students		8		
	Develop close friendships with: students of a different race/ethnic group		8		
	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	
	Tutored another (college) student	28	10	5	
	Socialized with someone of another racial/ethnic group	28	10		
	I have felt discriminated against based on my: race/ethnicity		12		
	I have felt discriminated against based on my: socio-economic status		12		
	I have felt discriminated against based on my: gender		12		
	I have felt discriminated against based on my: religion		12		
	I have felt discriminated against based on my: sexual orientation		12		
	In class, I have heard faculty express stereotypes about racial/ethnic groups		12	15	
	I see myself as part of the campus community		12	15	
	Faculty here are interested in students' academic problems		12	15	
	There is a lot of racial tension on this campus		12	15	
	In class, I have heard faculty express gender stereotypes		12		
	I feel I am a member of this college		12	15	
	My college experiences have exposed me to diverse opinions, cultures, and values		12		
	I feel a sense of belonging to this campus		12	15	
	Dined or shared a meal		13	18	

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
6.8: Student services (cont.)	Had meaningful and honest discussions about race/ethnic relations outside of class		13	18	
	Had guarded, cautious interations		13	18	
	Shared personal feelings and problems		13	18	
	Had tense, somewhat hostile interactions		13	18	
	Had intellectual discussions outside of class		13	18	
	Felt insulted or threatened because of your race/ethnicity		13	18	
	Studied or prepared for class		13	18	
	Socialized or partied		13	18	
	Racial/ethnic diversity with faculty		18		
	Racial/ethnic diversity of student body		18	12	
	Interaction with other students		18		
	Respect for the expression of diverse beliefs		18	12	
	Availability of campus social activities		18	12	
	Overall sense of community among students		18	12	
	Sought personal counseling	43	20	13	
	Enrolled in a remedial or developmental course		20		
	Participated in an academic support program		20	6	
	Had a roommate of a different race/ethnicity	43	20	6	
	Received from your professor: advice or guidance about your educational program		21	20	
	Received from your professor: emotional support or encouragement		21	20	
	Met with an advisor/counselor about your career plans			5	
	Taken a remedial course			6	
	Attended a racial/cultural awareness workshop			6	
	Career planning (job searches, internships, etc.)			9	
	Career counseling and advising			11	
	Job placement services for students			11	
	I have been singled out because of my race/ethnicity, gender, religious affiliation, or sexual orientation			15	
	Encouragement to pursue graduate/ professional study			20	
	An opportunity to work on a research project			20	
	A letter of recommendation			20	
	Honest feedback about your skills and abilities			20	
	Help to improve your study skills			20	
	Feedback on your academic work (outside of grades)			20	
	Intellectual challenge and stimulation			20	
	An opportunity to discuss course content outside of class			20	
	Help in achieving your professional goals			20	
	An opportunity to apply classroom learning to "real-life" issues			20	
	An opportunity to publish			20	
	Socialize with someone of another racial/ethnic group	43			
	Use of a private office				2
	Shared office space				2
	A personal computer				2
	An email account				2
	A phone/voicemail				2

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
6.8: Student services (cont.)	Taught an honors course				10
	Taught an interdisciplinary course				10
	Taught an ethnic studies course				10
	Taught a women's studies course				10
	Taught a service learning course				10
	Taught an exclusively web-based course at this institution				10
	Advised student groups involved in service/volunteer work				10
	Collaborated with the local community in research/teaching				10
	Worked with undergraduates on a research project				10
	Taught a seminar for first-year students				10
	Taught a capstone course				10
	Taught in a learning community (e.g. FIG, linked courses)				10
	Supervised an undergraduate thesis				10
	Instructional techniques/methods: community service as part of coursework				19
	Community or public service				22
	Do you use your scholarship to address local community needs				23
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
6.9: Institutions with full time or residential student bodies provide an array of services that includes access to health services and co-curricular activities consistent with the mission of the institution.	Worried about your health		4		
	Student health services		6	11	
	Psychological counseling services		6	11	
	Rate yourself: physical health	29	7	14	
	Felt overwhelmed by all I had to do		10		
	Felt depressed		10		
	Maintained a healthy diet		10		
	Had adequate sleep		10		
	Participated in student government	43	20	6	
	Participated in student groups/clubs	43	20	6	
	Sought personal counseling		20	13	
	Participated in an internship program			6	
	Participated in an ethnic/racial student organization			6	
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
6.10: A clear description of the nature, extent, and availability of student services is easily available to students and prospective students. Newly enrolled students are provided with an orientation that includes information on student services as well as a focus on academic opportunities, expectations, and support services.	Orientation for new students		6	11	
	Utilize campus services available to students		8		

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
6.11: Student financial aid is provided through a well-organized program. Awards are based on the equitable application of clear and publicized criteria.	Financial aid office		6		
	Financial aid package		6	11	
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
6.12: As appropriate, the institution supports opportunities for student leadership and participation in campus organizations and governance.	Leadership ability		1	1	
	Rate yourself: leadership ability	29	7	14	
	Student clubs/groups	38	11	9	
	Availability of campus social activities		18	12	
	Your social life		18		
	Joined a social fraternity or sorority	43	20	6	
	Played club, intramural, or recreational sports	43	20	6	
	Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	43	20	6	
	Participated in leadership training		20	6	
	Been a leader in an organization		20	6	
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)			6	
	To develop leadership among students				30
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
6.13: If the institution offers recreational and athletic programs, they are conducted in a manner consistent with sound educational policy, standards of integrity, and the institution's purposes. The institution has responsibility for the control of these programs, including their financial aspects. Educational programs and academic expectations are the same for student athletes as for other students.	Student clubs/groups	38	11	9	
	Joined a social fraternity or sorority	43	20	6	
	Played club, intramural, or recreational sports	43	20	6	
	Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	43	20	6	
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
6.17: Institutions with stated goals for students' co-curricular learning systematically assess their achievement.	Knowledge of people from different races/cultures		1	1	
	Your overall academic experience		6		
	First-year programs (e.g., first-year seminar, learning community, linked courses)		6		
	Rate yourself: self-confidence (intellectual)	29	7	14	
	Rate yourself: self-confidence (social)	29	7	14	
	Rate yourself: self-understanding	29	7	14	
	Rate yourself: spirituality	29	7	14	
	Rate yourself: understanding of others	29	7	14	
	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	

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
6.17: Students' co-curricular learning (cont.)	Attended a religious service	28	10	13	
	Performed volunteer or community service work	28	10	13	
	Worked on a local, state, or national campaign	28	10	13	
	Discussed religion	28	10	13	
	Exercising/Exercise or sports	38	11	9	
	Volunteer work	38	11	9	
	Student clubs and groups	38	11	9	
	Racial/ethnic diversity of student body		18	12	
	Overall quality of instruction		18	12	
	Availability of campus social activities		18	12	
	Joined a social fraternity or sorority	4	20	6	
	Played club, intramural, or recreational sports	43	20	6	
	Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	43	20	6	
	Participated in volunteer or community service work	43	20		
	Strengthened your religious beliefs/convictions		20		
	Participated in leadership training		20	6	
	Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		20		
	Taken a course or first-year seminar designed to: connect faculty and students in focused academic inquiry		20		
	Taken a course or first-year seminar designed to: help students adjust to college-level academics		20		
	Taken a course or first-year seminar designed to: help students adjust to college life		20		
	Been a leader in an organization		20	6	
	Worked on a professor's research project	43	21	5	
	Ability to get along with people of different races/cultures			1	
	Foreign language ability			1	
	Worked on independent study projects			5	
	Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			6	
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)			6	
	Participated in an internship program			6	
	Prayer/meditation			9	
	Your social life			12	
	An opportunity to work on a research project			20	
	Instructional techniques/methods: community service as part of coursework				19
	Help students develop personal values				21
	Enhance students' self-understanding				21
	Instill in students a commitment to community service				21
	Engage students in civil discourse around controversial issues				21
	Teach students tolerance and respect for different beliefs				21
	Encourage students to become agents of social change				21

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 FAC is administered every three years to faculty.

NOTES:

NEASC Standard 7: Library and Other Information Resources

The institution demonstrates sufficient and appropriate information resources and services and instructional and information technology and utilizes them to support the fulfillment of its mission.

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
7.5: Faculty, staff, and students are provided appropriate training and support to make effective use of library and information resources, and instructional and information technology.	Received incentives to integrate new technology into your classroom				13
	Faculty are rewarded for their efforts to use instructional technology				26
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
7.7: Through ownership or guaranteed access, the institution makes available the library and information resources necessary for the fulfillment of its mission and purposes. These resources are sufficient in quality, level, diversity, quantity, and currency to support and enrich the institution's academic offerings. They support the academic and research program and the intellectual and cultural development of students, faculty, and staff.	Library facilities		6	11	
	Used the Internet for research or homework	28	10	5	
	Look up scientific research articles and resources	32	15	10	18
	Accessed your campus' library resources electronically		21	5	
	Used the library for research or homework			5	
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
7.8: The institution demonstrates that students use information resources and technology as an integral part of their education, attaining levels of proficiency appropriate to their degree and subject or professional field of study. The institution ensures that students have available and are appropriately directed to sources of information appropriate to support and enrich their academic work, and that throughout their program students gain increasingly sophisticated skills in evaluating the quality of information sources.	Evaluate the quality or reliability of information you received	32	15	10	18
	Look up scientific research articles and resources	32	15	10	18

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 FAC is administered every three years to faculty.

NOTES:

NEASC Standard 8: Physical and Technological Resources

The institution has sufficient and appropriate physical and technological resources necessary for the achievement of its purposes. It manages and maintains these resources in a manner to sustain and enhance the realization of institutional purposes.

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
8.1: The institution's physical and technological resources, including classrooms, laboratories, network infrastructure, materials, equipment, and buildings and grounds, whether owned or rented, are commensurate with institutional purposes. They are designed, maintained, and managed at both on- and off-campus sites in a manner that serves institutional needs. Proper management, maintenance, and operation of all physical facilities, including student housing provided by the institution, are accomplished by adequate and competent staffing.	Classroom facilities		6		
	Computer facilities/labs		6		
	Library facilities		6	11	
	Laboratory facilities and equipment		6	11	
	Student housing (e.g., res. halls)		6	11	
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
8.2: Classrooms and other facilities are appropriately equipped and adequate in capacity. Classrooms and other teaching spaces support teaching methods appropriate to the discipline. Students and faculty have access to appropriate physical, technological, and educational resources to support teaching and learning.	Classroom facilities		6		

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 FAC is administered every three years to faculty.

NOTES:

NEASC Standard 9: Financial Resources

The institution's financial resources are sufficient to sustain the achievement of its educational objectives and to further institutional improvement now and in the foreseeable future. The institution demonstrates through verifiable internal and external factors its financial capacity to graduate its entering class. The institution administers its financial resources with integrity.

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 FAC is administered every three years to faculty.

NOTES:

NEASC Standard 10: Public Disclosure

In presenting itself to students, prospective students, and other members of the interested public, the institution provides information that is complete, accurate, accessible, clear and suffucient for intended audiences to make informed decisions about the institution.

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
10.4: All institutional publications, print and electronic, and communications are consistent with catalogue content and accurately portray the conditions and opportunities available at the institution.	The admission/recruitment materials portrayed this campus accurately		12		

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 FAC is administered every three years to faculty.

NOTES:

NEASC Standard 11: Integrity

The institution subscribes to and advocates high ethical standards in the management of its affairs and in all of its dealings with students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements.

		Question placement			
Consideration	**Item**	**TFS**	**YFCY**	**CSS**	**FAC**
11.5: The institution adheres to non-discriminatory policies and practices in recruitment, admissions, employment, evaluation, disciplinary action, and advancement. It fosters an atmosphere within the institutional community that respects and supports people of diverse characteristics and backgrounds.	I have felt discriminated against based on my: race/ethnicity		12		
	I have felt discriminated against based on my: socio-economic status		12		
	I have felt discriminated against based on my: gender		12		
	I have felt discriminated against based on my: religion		12		
	I have felt discriminated against based on my: sexual orientation		12		
	In class, I have heard faculty express stereotypes about racial/ethnic groups		12	15	
	There is a lot of racial tension on this campus		12	15	
	In class, I have heard faculty express gender stereotypes		12		
	I have been singled out because of my race/ethnicity, gender, religious affiliation, or sexual orientation			15	
	Part-time instructors at this institution: are respected by full-time faculty				2
	Faculty here respect each other				26
	There is respect for the expression of diverse values and beliefs				26
	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

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 FAC is administered every three years to faculty.

NOTES: